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Ministry of Higher Education and Scientific Research

Mohamed Kheidher University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

READING COMPREHENSION AS AN EFFECTIVE STRATEGY TO IMPROVE PUPIL'S VOCABULARY

A case study of Fourth Year Pupils' at Mohamed Ben Hemi Middle School at Biskra

Dissertation submitted in partial fulfillment of the requirements for the Master Degree in Science of Language

Submitted by

Mabani Lamia

Supervised by

Mrs. Benedir Samira

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Dedication

I dedicate this work to:

My dear late father, who never witnessed my success

My lovely mother, who is always anxious about me

My brothers and sisters, who love me,

All the members of my family

Acknowledgement

Abstract

Reading is a basic communication skill, therefore; it is a centered activity in English as a Foreign Language (EFL). Our case study attempts to clarify reading comprehension as an effective strategy to improve Fourth Year (4th) pupil middle school in vocabulary. The research is divided into two parts: theoretical and practical. Part one consists of two chapters. It covers the main elements and strategies related to the reading skill with activating the pupil's in reading comprehension. The second part is specifically designed to our case study that aims at using reading comprehension in developing pupil's vocabulary. It shows the results obtained from the questionnaires which try to foster the pupil's mastery of vocabulary. And to improve and optimize the level of the pupils in the reading comprehension since they are learning a foreign language (FL). Generally speaking, this work intends to reach some objectives to show how reading comprehension is important for the foreign language learners. Firstly, we want through this work to focus on the potential advantages of reading comprehension to reach vocabulary proficiency. Secondly, we endeavor to foster the teachers on very crucial element which is motivation that has a great role in the reading process. Finally, we want to sensitize the pupils to activate their reading comprehension when they interact with texts. All in all, we have got some proposed answers and solutions from both teachers and pupils that have helped us reaching our objectives.

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List of Abbreviations and Acronyms

NL: Native Language

FL: Foreign Language

SL/ L2: Second Language

EFL: English as a Foreign Language

ER: Extensive Reading

AR: Active Reading

General Introduction

Reading as a skill means to obtain a general idea of any content, and knowing which parts of the text can help you most, when you read. It is important to have a clear purpose, because having a clear purpose helps to narrow the choice of a book from a reading list. Indeed, reading helps to locate the most useful part of the text for your needs and to get much vocabulary words, which would ameliorate your reading. Also, reading skill aims to develop listening, writing, and speaking, to find information quickly, and to identify what is important, as well, to compare sources of data and to read critically. Reading helps us to study how texts are structured, and how can best deal with vocabulary problems; in other words, to get much new words and to improve higher order thinking by practice and doing activities.

Reading skill helps to compare ideas with other pupils; furthermore, it encourages using English in different ways, specially spoken English of pupils is not rich. Reading increases the understanding and advances the frontiers of knowledge. It enables readers to turn writing into meaning and achieve the goals of independence, reading comprehension and fluency. In this work, we have dealt with reading comprehension as an effective strategy to foster pupil's vocabulary. So that, the pupil ameliorates his/ her level in reading skill and develops much vocabulary words in English as a foreign language.

1. Statement of The Problem

As a matter of fact, teaching reading has attracted much attention to pupils of English. This actually shows the great importance of reading as an effective strategy to improve the vocabulary to pupils of English. Pupils will benefit from the literary texts if properly used, and reading skill will provide them with chances to deal with language in use. In this context, when investigating reading comprehension related to the vocabulary,

dissatisfaction has been noticed from both teachers and pupils about the vocabulary is taught. This led us to go into discussion with teachers and fourth year pupils at Biskra Middle School.

2. Aim of The Study

The major aim of this study is to find practical ways and methods to facilitate the task of teaching reading for pupils of English and to ameliorate vocabulary in particular. Also, it aims at suggesting some working techniques and many activities to improve vocabulary.

3. Research Questions and Hypotheses

3.1. Research Questions

- How can the reading skill ameliorate the vocabulary of pupils at middle school?
- What should be done to foster and maintain the pupil's interest in the reading comprehension to acquire English vocabulary?

3.2. Research Hypotheses

- If we use the reading skill, the pupil can develop proficient and efficient abilities to process and get much vocabulary words.
- We assume that pupil's poor achievement in English vocabulary may be caused by their incapacity to activate reading comprehension and the lack of practice and doing many activities.

4. Methods and Procedures

4.1. The Choice of The Methodology

The present study investigates the issue of reading comprehension as an effective strategy to ameliorate the vocabulary to pupils of English. Actually, only the nature of the study determines the method to be used. Accordingly, we used the descriptive method to

gather and analyze data. Also, the data obtained from questionnaires has been studied and described. The case study is fourth middle school pupils.

4.2. The Participants

4.2.1. The Population

The population of the present study contains teachers and pupils of English at Mohamed Ben Hemi Middle School at Biskra during the academic year 2012/2013.

4.2.2. The Sampling

Random sample of fourth year pupils at Biskra middle school; which consists of 20 pupils and 6 teachers, and this could be reliable to gather the important requirements. The reason of choosing this sample is that the fourth year pupils at middle school are exposed to easy and simple vocabulary of English, which facilitates them to read any piece of writing without any difficult. Also, they have been studying this language since three years ago. So, we dealt in this research with how to encourage them to read skillfully in order to reach their quantitative and qualitative vocabulary.

4.3. Data Gathering Tools

Since our subject field is in education, we used questionnaires as data gathering tool. We administered questionnaires to pupils and teachers at Biskra Middle School to gather information and opinions, and this is useful and effective technique. Also, this enabled us to get continuous contact with the respondents in order to deepen all sorts of information gained from the designed questionnaires.

5. Limitations of The Study

Like any kind of research in education, the findings reached in this study were limited in time and population. We limited the study only to fourth year pupils for the academic year 2012/2013 of middle school and their teachers at Biskra.

6. Structure of the Dissertation

This research is basically divided into three chapters related to the topic discussed which is reading comprehension as an effective strategy to improve pupils' vocabulary.

The first chapter explores a theoretical overview of reading skill. It involves definition of reading, types and purposes of reading besides to different key points that can enhance the foreign language learners' reading abilities.

The second chapter concerns with definition of vocabulary, its importance, and the relationship between reading comprehension and vocabulary. Also, the basic elements related to the topic discussed.

The third chapter is devoted to the practical part of our case study in which we analyze the teacher's and pupil's questionnaires. This chapter confirms most of the key points that have been conducted throughout this work.

Chapter One

A Theoretical Overview of Reading Skill

Introduction

Reading is a learned skill and a daily activity for those who are interested in the subject. Reading English as a foreign language (EFL) is for pupils who use English books or any other material of extracting information and knowledge. Also, reading is called "Reading for degree". Thus, it has a great role in the promotion of education as Traves said: "Reading plays a particularly important role in education, not only does our education system demand a lot of reading in the process of learning, it also tends to use the capacity to read fluently as an indicator of more general intellectual ability" (1994, p.19).

In addition to that, we understand that reading skill in English is very important; it ameliorates the level of reading speed in pupils and guess much vocabulary words. Also, reading enables us to decode unfamiliar words to foster reading comprehension and development of appropriate active strategies to construct meaning.

1.1.Definition of Reading

Reading is different from listening, speaking and writing. The most important thing that has to be stressed is to differentiate between reading as a process and as a comprehension skill as Karen and Christine said, "Reading is like an infectious disease: it is caught not taught; and you cannot catch it from someone who has not got it" (2007, p.192). To begin with, the act of reading is not completely understood nor easily described. In the most general terms we may say that reading involves the reader, the text and the interaction between reader and text; as explained by Aebersold and Field (1997, p.5). Also, they stated that reading refers to vocabulary. We are not usually aware of vocabulary unless we encounter unfamiliar words. If the number of unfamiliar words in a text is small and their content is not crucial to the basic meaning, they do not hinder reading comprehension.

However, if there are many unfamiliar words that they are key words, comprehension of the text begins to break down (p.13).

In addition to that, Bamford and Day (2004) explained that "Reading English is difficult. Much of the pupils school reading experience has been acquired through testing, not teaching with extensive reading (ER), they should read a lot of easy books". Moreover, reading out loud is good idea; it is often done in school, but the usefulness of every one reading together is debatable, and reading in English fun; it is a goal to any reading teacher, which make pupils develop both ability and attitude that make reading fun (p.p.20-21).

Traves (1994) stated that, "When we speak about reading, we usually have in mind the reading of a particular kind of text; one that is in the form of printed language" (p.19). This means that, reading is a process of drawing information from a text and giving an interpretation as well as analysis of that information. In other words, reading is the ability to grasp meaning.

In general terms, reading is sort of dialogue or interaction between the reader and the text which are important in the reading process. Also, it is not the passive reception of meaning process which makes use of interaction between the readers knowledge of the text.

1.2. Reading Comprehension

Reading comprehension means reading with understanding; in other words, the more we read, the better we will read. Comprehension is the core of reading and the final aim of reading instruction. Reading comprehension is defined by Vaughn and Bos as "The process of interacting with text to construct with meaning by combining the author's information with a reader's background knowledge. Thus, it contains three important: the reader, the text, and the purpose of reading" (2009, p.312). Many researchers agree on the

principle that the reading comprehension ability is practiced through an extensive essence of reading instruction. According to Grabe and Stoller: "Reading comprehension remarkably complex, involving many processing skills that are coordinated in very efficient combinations" (2002, p.4).

1.3. Developing Reading Strategies

To develop the awareness of reading, pupils follow different strategies. These strategies can enhance the reader or the pupil to grasp power and help him be better and comprehensive reader. According to Grabe and Stoller: "A Strategy is a set of abilities under conscious control of the reader" (ibid.). Reading strategies (RS) can divided into two categories; speed reading and active reading.

1.3.1. Speed Reading

It is a process that joins various reading methods; its aim is to save time for readers and help them get through reading quickly and easily. According to Harmer (2007, p.101), it contains two main skills which are:

- **Skimming:** It is a speed reading in which the reader understands the general idea of the text. Grallet (1981) defined skimming as "Quickly running one's eyes over a text to get the gist of it". This means that skimming is a quick reading in which the reader is able to grasp the general idea of what is it about.

- **Scanning:** In this technique, the reader looks for a specific piece of information. Grallet (1981) believed that scanning is "Quickly going through a text to find a particular piece of information". This means that scanning is too important; it looks for specific data inside any text or passage.

1.3.2. Active Reading

Active Reading (AR) is a technique that tends to keep more concentration; it targets to understand what between the lines of the text that you read. It involves four major points which are mentioned by Harmer (ibid.) as follows:

- **Underlining/ Highlighting:** during reading, the pupil should identify the crucial parts of the text according to his/ her understanding and should underline or highlight them. The reader may highlight important parts by using different colors.

- **Note Key Words:** when reading, the reader should jot down the titles as well as the details. In addition to the use of one or two key words for each element.

- **Questions:** before starting reading, the pupil should put questions. It aims to ensure that pupil find answers to all questions and do not get worried while reading.

- **Summarizing:** it is another useful strategy that happens in post reading step. It is defined by Coyen et al (2006) as "Putting together the essential elements in a longer piece of writing that is written by your own words. It focuses on only the main ideas of the original text".

- **Previewing:** it is a pre-reading strategy that focuses on the decision that the pupil may give about texts he/ she should looks at it.

To sum up, these strategies are used to encourage and develop the reading abilities of second language (SL/ L2) pupils. It can be enhanced whether forced after or during reading text.

1.4. Purposes of Reading

It is important to have a clear purpose when the reader reads because having a clear purpose helps to narrow the choice of books from a reading list. Also, the reading skill

helps the pupil situate the most useful part of a text for his/ her needs and ignoring those parts which will not be necessary.

Reading for learning is devoted for us as pupils of language. A pupil may lack piece of information which he wants to obtain, he may need to increase his knowledge and vocabulary. While reading for learning happens for study purposes, reading for pleasure occurs for the sake of enjoyment and pleasure, as Richard D called it 'joyful reading'. The purpose of reading lets the reader free in choosing what he wants to read. According to Grabe and Stoller (2002, p.11):

> When you read, you have a number of initial decisions to make, and you usually make these decisions quickly. For instance, when you pick up a newspaper, you usually read the front page as general reading comprehension and skimming, but you also read with a goal to finish the newspaper rapidly, since few people try to read every line of newspaper.

This means that while reading the pupil has objectives in mind and a huge number of decisions which shows that reading skill is too important in the learning and teaching process.

1.5. Types of Reading

Several types of reading performance are identified through the purposes of reading. Thus, according to Brown (2004, p.189) there are four types of reading that could be mentioned as follows:

1.5.1. Perceptive Reading

It is a set of categories that are specified for the uniqueness of reading. It requires giving importance to the components of larger use of discourse such as: letters, words, punctuation, and so on. Here the bottom-up is implied in this type of reading. In addition to this definition, Grabe and Stoller explained that "Bottom-up model suggests that the

reader creates a piece-by-piece mental translation of the information in the text, the reader processes each word letter-by-letter each sentence word-by-word, and each text sentence-by-sentence" (2002, p.32).

1.5.2. Selective Reading

It a type of reading that is used to find out a person's reading recognition of lexical, grammatical, or discourse features of language, the answer are interested to be brief. In this kind of reading, the two models of reading (bottom-up and top-down processing) can be used.

1.5.3. Interactive Reading

It is a process of making debating and negotiations of meaning; the reader must be interacted with the text. The top down processing is suitable and the bottom-up performance may be necessary used as well.

1.5.4. Extensive Reading

Generally speaking, reading extensively means reading widely and in quantity. It has a specific meaning; that is, it is associated with large amounts with aim of getting an overall understanding and extracting meaning. Extensive reading has a great influence in helping the SL leaners to be exposed to the language they learn. Hedge limited the advantages of extensive use in these lines "Learner can build their language competence, progress in their reading ability, become more independent in their studies, and acquire cultural knowledge" (2003, p.p.204-205). In addition to that, Krashen (1982) defined extensive reading as reading large quantities of material, whether short stories and novels, newspaper and magazine articles, or professional reading (as cited in Hedge ibid.).

1.6. Reasons for Teaching Reading

There are several reasons for getting pupils to read texts. Harmer (2007, p.99) gives three major reasons for reading texts in English "In the first place, many pupils want to be able to read texts in English either for their career, for study purposes or simply for pleasure".

General speaking, reading is beneficial to acquire language because it provides pupils with vocabulary knowledge. In addition, reading texts can present amazing topics, encouraging discussion and give an imaginative answer. Harmer (2001, p.68) emphasizes the utility of reading as an effective exposure to the aimed language, "Any exposure to English is a good thing for language learners. At the very least, some of the language sticks in the mind as part of the language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful".

1.7. Reading for Research

Sometimes, we cannot find all the information we need in our text books, we need to search for other sources. Often, we will need specific information, too detailed for a text book. According to Glendinning and Holmistron (2004, p.129):

> For research you need the most up-to date information available. For most research you will need to use recent information from journals, articles. In fact, the best way of searching journals is to use database of abstracts and indexes- to find the information you want quickly, you need to develop an effective search strategy.

This includes:

- Posing the search question. For example, what information is available on the language problems of students at universities?

- Identifying the main topic (subject). Such as, universities and language problems.

- Deciding how to search for the main topics. For instance, we can search for information by key words if topics do not include these key words, we may use synonyms or variants.

International students	Foreign students
Language problems	English (SL)

Table 1.1: Searching for the Main Topics

- The search query: this means that most databases allow the reader to combine key words by asking questions in order to express doubt about whether something is correct or not (p.130).

1.8. Motivation in Reading

Motivation is an important factor in pupil's becoming proficient readers. Pupils motivation affects the development of the reading skill and build a successful reading comprehension as Guthrie et al (1999) stated, "Reading motivation was a direct predictor of reading amount in both study first and second language, one of the major contributions of motivation of text comprehension is that motivation increases reading amount, which then increases text comprehension" (p.250). Motivating pupils to read in second language or even in their first language is not easy for teachers. Thus, the main goal for teachers is to understand the various motivations in English classroom and try to build tasks and activities that would make pupils not only motivated inside their reading classes, but also outside when pupils are not motivated to read any kind of texts (p.251).

Thus, motivation plays a great role in learning reading, which makes pupils improve their vocabulary by getting much vocabulary words.

1.9. The Reading Text

The reading text is medium between the writer and the reader Halliday (1976) said that "The reading text is a semantic unit: a unit not of a form but of meaning a text may be spoken or written, prose or verse, dialogue or monologue" (p.12).

To explain that, the definition of the text by Halliday is a unit of meaningful form that encodes a message. A text can be a dialogue, a piece of drama, a proverb. Foreign language teachers assume that a text as an article, a prose passage or novel.

1.10. Reading for Pleasure

Reading for pleasure is the easiest way to become a better reader in English. It is the most important way; reading for pleasure is the first part of reading power. Pupils prefer to work on grammar lessons and vocabulary drills and do not want to read for pleasure; they say that pleasure reading is too easy. Also, pleasure reading is very important for learning English; it makes the pupil learns more about writing and learns what he or she needs. Mikulecky and Jeffries (2005, p.2) advocate that:

> Reading for pleasure will help you learn new words, read faster in English, learn how English speakers use English, find examples of good writing in English and also learn about the cultures of English speakers. Reading for pleasure is the key to take English language easily, and encourages learners to master new reading and broaden their vocabulary.

The quotation indicates that in reading for pleasure we can acquire new words, knowledge, ideas, and we will good without making mistakes. Also, reading for pleasure is very necessary in learning English as a foreign language.

Conclusion

To conclude, reading encourages pupils to reflect on their reading strategies. Also, it helps to improve pupils' efficiency and also reading skill includes authentic text books, journals reference works and story guides currently used in universities, colleges and other institutions of learning. Mikulecky and Jefferies said that "When you read in English; you build your English Vocabulary, you learn to write better in English, you practice English, even if you live in non-English speaking country, you can find out about new ideas, facts and experiences. Also, you learn to think in English" (2005, p.6).

To sum-up, reading is one activity that pupils can practice by themselves. So, it is a chance to learn pronunciation and vocabulary also, to practice the speaking skill. In addition to that, it is clear that motivation to learn reading is too important; from these benefits of reading as an effective strategy we find that reading is one way to improve our English language skills.

Chapter Two

Using Reading Comprehension in Developing Vocabulary

Introduction

Most of vocabulary is acquired through reading, and a substantial knowledge and understanding of the vocabulary included in written texts is needed in order to read any text type effortlessly and with success. Qian and Schedl (2004, p.28) have argued that many researchers view vocabulary knowledge as major direct factor in reading comprehension. Also, Laufer (1997) refers to a number of 2nd language studies which have discovered a strong positive correlation between L2 pupils reading and their vocabulary showing that L2 vocabulary size clearly proves to be a very good predictor of L2 reading comprehension. The correlation between reading and vocabulary has been found to be much stronger than; for example, between reading and syntactic knowledge (as cited in Qian and Schedl ibid.).

We will look more closely to the effects of reading comprehension to improve pupil's vocabulary, using data and much information from our current study of pupils of English as a foreign language. The general expectation would be that reading comprehension as an effective strategy to improve pupil's vocabulary. This means that if pupils understand the words when they read any text or any passage, it will be easy for them to get the meaning, find synonyms and antonyms without any obstacles.

2.1.Definition of vocabulary

Any language has its own vocabulary which is different from other languages and enables its users to communicate. Here, we can define vocabulary in general as words having meanings; these words are used by language speakers, and each word is a combination of sounds acting as a stimulus to bring into attention the experience to which it has become attached by use (R. Lado, 1974, p.76).

Hence, vocabulary can be defined as a vocabulary item, sometimes called a lexical item. As J. Hadfield and C. Hadfield (2008, p.45) stated that:

- Vocabulary is a single word; for example, cat, table.

- Two or three words that go together to make one meaning; for example, a noun like washing machine or a phrasal verb like pass out or come up with.

- A multi word phrase or chunk of language like: as a matter of fact, never mind, by the way.

In addition to that, pupils need to know now a word is spelt, how it is pronounced, the meaning of the word and what part of speech it is (p.46).

These simple definitions are not sufficient to explain what vocabulary means. According to Alderson and Bachman (2000, p.2) "Vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the pupil's progress in vocabulary learning and to assess how to adequate the vocabulary knowledge. Furthermore, vocabulary will usually be strongly related to measures of the learner's reading comprehension ability". Hence, "Vocabulary can be defined roughly, as the words teachers teach in the foreign language" (Penny Ur 1996, p.60).

2.2. Explaining Vocabulary

Vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. As Bachman and Alderson (2000) stated that, words are the basic building blocks of language, the units of meaning from which larger structures such as: sentences, paragraphs, and whole texts are formed (p.1).

2.2.1. Word Formation

When we speak about the vocabulary of a language, we are speaking primarily about the words of that language. It is most convenient to think of words as freestanding items of language that have meaning. For example, the word 'eating', this word freestanding in itself and that within it, there is another element 'eat', independently meaningful from the second element 'ing'. The two meaningful parts of 'eating' are called morphemes. Therefore, a word must consist of at least one potentially freestanding morpheme (McCarthy, 1990, p.3).

2.2.2. Synonymy

Synonymy means two or more words have the same meaning. Of course, many words in English appear very close in meaning to each other. For example, 'begin' and 'start', 'difficult' and 'problem', each of these, two words may be close in meaning and not collocate with the same items; "The synonymy is an absolute sense has no validity in vocabulary study, and yet there is no doubt that it has great psychological validity for the majority of language learners" (ibid.).

2.2.3. Antonomy

Antonomy or oppositeness may be of several kinds. For example, 'alive' and 'dead', or 'hot' and 'cold' are also opposites. The pupil will ideally store the whole graded series for a given pair together: 'large/ big' but will recognize pairs like 'hot/ cold' as the core items in the series. Also, there is another systematic feature of opposites in the way that one term in a pair may operate as the unmarked or neutral form. One thing, language pupils will have to be aware of is that a word may have different opposites in different contexts. For instance, the opposites of 'light' and 'rough' in English: light bag means heavy bag, light mind means strong mind, and rough sea means calm sea, rough texture means smooth texture (Harmer 1999, p.18).

2.2.4. Hyponymy

Hyponyms are items which serve as specific examples of a general concept; 'dog, lion and mouse' are hyponyms of animal. In other words, hyponymy is another relationship which defines the meaning of words to each other. Where words like: banana, apple, orange, and lemon... are all hyponyms of the super ordinate fruit itself is a hyponym of other items which are members of food family. We can express this relationship in the following diagram by Harmer (1998, p.19):

```
     Food                              Fruit
    /    \                           /   |   \
 Meat    Fish              banana  Apple  Lemon
```
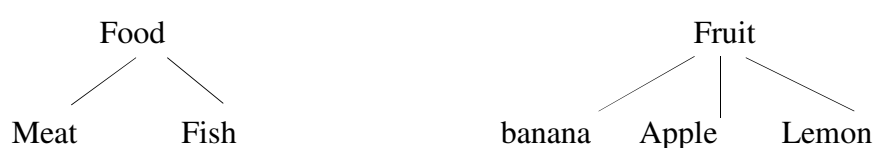
Figure 2.1: Hyponyms and Super-Ordinates

2.3. The Receptive and Productive Vocabulary

The validity of the receptive and productive distinction as a way of distinguishing types of knowledge in most cases depends on its resemblance to the distinction between the receptive skills of list and read, and also the productive skills of speaking and writing (Palmer, 1921 as cited in Nation, 2001, p.118).

Receptive caries the idea; that we receive language input from others through listening or reading and try to comprehend it, and productive that we produce language forms by speaking and writing to convey messages to the others. When listening and reading, we produce meaning. The term 'passive' (for listening and reading) and 'active' (for speaking and writing) are sometimes used as synonyms for receptive and productive (p.119).

Essentially, receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Meara (1990) sees the distinction between active and passive vocabulary as being the results of different types of association between

words. Active vocabulary can be activated by other words and passive vocabulary consists of items which can only be activated by external stimuli (as cited in Nation, 2001, p.25).

One criticism of this view might be that language use is not only associational driven but more basically is meaning driven. Being able to actively name an object using a second language (L2) word can be externally stimulated by seeing the object without necessarily arousing links to other L2 words (Nation, 2001, p.26).

2.4. The Importance of Vocabulary and Learning Strategies

"Without grammar, very little can be conveyed, And without vocabulary, nothing can be conveyed" (Wilkins, 1972, p.111). Moreover, vocabulary is central to language and critical importance to the typically language learner" (Zimmerman, 1994, p.5). Lack of vocabulary knowledge will result in lack of meaningful communication.

The benefit can be obtained from all learning strategy in anatomy. Pupils can take charge of their own learning and gain independence and self-direction. Large amounts of vocabulary can be acquired with the help of vocabulary learning strategies and the strategies prove useful for pupils of different language level.

In addition to that, Nation (2001, p. 217) instead of providing a clear cut definition of vocabulary learning strategies, has opted listing their characteristics. He stated that a strategy must:

- Involve choice, i.e. there should be several strategies to choose from,
- Require knowledge and benefit from training,
- Be complex, i.e. there should be several steps to learn,
- Increase the efficiency of vocabulary learning and use.

2.5. Presenting Vocabulary in the Classroom through Reading

The selection and the organization of vocabulary for teaching actually happen in language classrooms. In the classroom, teachers examine the ways in which they introduce and explain vocabulary through reading, and how pupils interact with them in the process of comprehension and assimilating vocabulary.

2.5.1. Pre- Teaching

Most teachers accept that the preparation for the introduction of new words in a lesson is a good idea. This does not refer only to a practical need for formalization to the content of the lesson, but also to a sound theoretical point which says that knowledge is most efficiently absorbed when the schemata are activated in the mind of the pupil. as McCarthy (1990) stated that "Schemata are structured frameworks of knowledge, about the world and about language, in relation to which new information may or may not be perceived to make sense by the receive, schemata theory is well established in models of efficient reading" (p.108).

Of course, it is necessary in the classroom setting when the teacher is trying to activate reading comprehension as an existing knowledge to make the pupil encounter with new words more meaningful, by using different activities, such as: read the title of the book? Or, read the following passage, and give a topic sentence on it? (McCarthy 1990, p.109)

In addition to that, Harmer (2001, p. 203) explained that, one way of helping pupils is to pre-teach vocabulary that is in the reading or the listening text. However, if we want to give pupils practice in what is like to tackle authentic reading texts for general understanding then getting past words they do not understand is one of the skills they need to develop. By giving them some or all of those words we deny them by chance.

2.5.2. Form and Meaning

Words may be stored mentally as much in terms of the phonological and graphological forms as in terms of meaning, and of course it is not necessary for teachers to start with a set of meanings and then proceeding to actual forms. This is only the valid way of presenting vocabulary through reading (McCarthy 1990, p.110).

- **From**

He explained that "Lower level learners may particularly benefit from perceiving acoustic and orthographic similarities in words, forms also encourage the learning of words in trios that have the same stress pattern and which rhyme, such as: repair, compare, despair" (p.111).

- **Meaning**

Through reading comprehension, the pupil can get the meaning of many words. Most of the time, meaning will be the organizing principle of most vocabulary learning. Teachers will proceed to explain the meaning of words in a way that solves the immediate problems of comprehension for pupils, and enables us to relate the new word to words already know before (p.112).

2.6. Vocabulary in Second Language Reading

A large vocabulary can facilitate reading comprehension, and it is a considerable factor in reading ability. Of course, it is not necessary for us to know all the words in a language; the pupil learns how to use morphology to create new words and meaning, such as: nation, national, nationalize. Vocabulary has been seen as a primary factor in verbal comprehension and its value to control the close relationship between reading comprehension and vocabulary (Hundson, 2007, p.227).

2.6.1. Reading and First Language Vocabulary Learning

The readers' primary motivation is not to learn words, in many respects, the assumption that pupils learn vocabulary in context and they have vocabularies that continue to grow. He stated (p.237) that:

> Several first languages reading studies of incidental learning have been carried out over the past decades examining the effectiveness of incidental learning vocabulary in context. Some of studies produced strong effects for incidental learning vocabulary while other studies were less successful in demonstrating that vocabulary could be learned through natural reading of texts with no explicit focus on vocabulary learning.

2.6.2. Reading and Second Language Vocabulary Learning

There is general agreement that much second language vocabulary learning happens incidentally through extensive reading, rather than through explicit vocabulary instruction. Besides, there are three primary advantages to incidental vocabulary learning; the first, the vocabulary is contextualized, giving a richer meaning to each word. Second, it is pedagogically efficient in that it allows both reading and vocabulary learning to occur at the same time. Third, it is more individualized because the vocabulary that is learned is pupil based (p.245).

Hundson (2007) points that, "The reliance in extensive reading programs on large amounts of text with assumed multiple encounters with vocabulary items is seen as basis for incidental vocabulary learning" (p.246).

2.7. Vocabulary and Reading

Reading skill can be the major factor in vocabulary development for both native and non-native speakers, research on L1 and L2 shows that vocabulary knowledge and reading comprehension are very closely related to each other. This relationship is not one directional. Vocabulary knowledge can help reading, and reading can contribute to vocabulary growth (Nation, 2001, p.143).

2.7.1. Vocabulary Size and Successful Reading

There has been continuing interest in whether there is a language knowledge beginning which marks the boundary between learning and having enough knowledge for successful language use. Laufer and Sim (1985) used comprehension questions and interviews with pupils to determine the starting point score where pupils could be said to be able to comprehend English for academic purposes text in the Cambridge first certificate in English exam. They conclude that a score of 65.70% was the minimum necessary. As a result of interviews which involved seeing how pupils dealt with text and supplying needed items to see how comprehension was affected. They determined that the most pressing need of the foreign language pupils was vocabulary then subject matter knowledge and then syntactic structure (as cited in Nation, 2001, p.144).

2.7.2. Vocabulary and Extensive Reading

The idea that pupils can develop their language knowledge through extensive reading is attractive for several reasons. Firstly, reading is essentially an individual activity and therefore pupils of different proficiency levels could be learning at their own level. Secondly, it allows pupils to follow their interests in choosing what to read and thus increase their motivation for learning. Thirdly, it provides the opportunity for learning to occur outside the classroom (p.150).

2.7.3. Extensive Reading and Vocabulary Growth

The role of extensive reading and its impact on vocabulary growth has been addressed in many studies in both L1 and L2 contexts. And there is strong evidence that extensive reading does support vocabulary growth. First, it is important to note that, following more current research on learning theory, extensive exposure to reading should strongly influence associative learning patterns that are the foundation of reading skills and vocabulary knowledge. N. Harman and Alderson (1985) set the work for modern research

on vocabulary learning from reading, showing that five to ten percent of new words are learned on exposure through reading (as cited in Nation, 2001, p.155).

2.7.4. Readability

Readability can mean how easy it to read and to make sense of a text. Or it can mean how easy it is to recognize words on a page, sign, or display. In English, this is often called legibility. A third meaning is about whether computer program code can be read by humans through, for example, embedded documentation, the word is the most important unit in measuring readability and the characteristics of a text obviously involve much more than the vocabulary. Chall (1958) points out that the vocabulary factor is an indicator of conceptual knowledge. Also, Carrel (1987) in very useful review of readability in ESL considers a range of factors including motivation, prior knowledge, propositional density and rhetorical structure (as cited in Nation, 2001, p.p.161-162).

2.8. Active Pupils Improve their Reading Comprehension through Vocabulary

Vocabulary is the knowledge of words meaning; Stahl (2005) puts it "Vocabulary knowledge is knowledge, the knowledge of a word not only implies a definition, but also implies how that word fits into the word" (p.2). It is something that expands and deepens over course of life time. It is acquired mainly through indirect exposure to new words.

Reading and vocabulary are closely to each other, every time pupils read, there are opportunities to increase their vocabulary. It is plain and simple; the more words you know the more words you can gloss over. Vocabulary as well fosters reading, because it cuts out the need to define them when reading. In addition, increasing the pupil's reading rate depends more on the amount of exposure to new words and vocabularies, also to the pupil's amount of curiosity to know.

2.9. The Relationship Between Reading Comprehension and Vocabulary

There are strong relationships between successful reading comprehension and the richness of a reader's vocabulary knowledge. As Hundson (2007, p.296) stated that:

> The research has shown that a great deal of vocabulary is learned through the context of the reading comprehension process. Thus, even though it is slow and time consuming process, a lot of vocabulary is learned in this way. However, even proficient readers will have failures of strategies for making contextual inferences.

Of course, this may be due to a lack of context sufficient to provide meaning, and vocabulary learning for many words includes learning different levels of the word's meaning. As well as, successful reading comprehension involves both depth of knowledge and a breadth of knowledge such that, the reader confronts few unfamiliar words while reading. Waring and Nation (1990) showed the existence of a strong relationship exists between vocabulary size and reading comprehension which clearly complex and not unidirectional. Laufer (1992) focused on the roles of lexical knowledge in reading comprehension (as cited in Hundson 2007, p.297).

Conclusion

All in all, reading comprehension is considered as an effective strategy to improve pupil's vocabulary, and the study of vocabulary is a flourishing area in language teaching and learning process. We cannot get the meaning of words and the general comprehension that the writer wants from us until we understand the whole text or passage received. So, reading comprehension and vocabulary are the light of our study and very important in teaching and learning English as foreign language (EFL). Also, given the effect of reading comprehension on pupil's vocabulary; vocabulary size should receive much more attention in L2 classrooms. So, teachers can use many activities, such as: word lists words, definitions and all pedagogically vocabulary activities to expand EFL pupil's vocabulary size to assist their reading comprehension.

Chapter Three

Field Work

Introduction

We have suggested the use of the questionnaire in order to investigate and check pupils' and teachers' opinions concerning reading comprehension as an effective strategy to improve and to foster pupil's vocabulary.

One of the objectives of the questionnaire was to probe the pupil's perceptions of the various benefits of reading comprehension, and the study will center on promoting pupil's reading comprehension and fostering their vocabulary. A total number of 20 fourth year pupils of English, and 6 teachers of English at Middle School. We have used the descriptive method at Mohamed Ben Hemi Middle School at Biskra.

3.1.Description of the Pupil's Questionnaire

The pupils' questionnaire is designed to pupils at Biskra Middle School. The questionnaire is composed of three sections involved 21 questions. Some questions are open-ended questions and others are closed- ended questions which require yes- no frequent options.

Section one (question 1 to question 3)

The section attempts to obtain general information about the pupil's age, gender and their opinion of English as a foreign language.

Section two (question 4 to question 12)

The aim of section two is to check the importance of reading comprehension in vocabulary and whether the pupils are aware of the widely used types of reading and strategies such as skimming and scanning.

Section three (question 13 to question 21)

The section attempts to questions whether the pupils are aware of the importance of vocabulary in English as a foreign language, and how they foster it through reading comprehension.

3.2. Analysis of the Pupil's Questionnaire

Section 0ne: General Information

Item 1: Gender

Gender	N	%
Male	6	30%
Female	14	70%

Table 3.1: The Pupil's Gender

This table elicits that female pupils with a percentage of 70% like to study English than male pupils. Actually, this confirms what is generally believed by most administrators; school headmasters and inspectors. Natural voluntary inclination of females to foreign languages would facilitate language learning and increase interest among pupils and motivation.

Item 2: Age

Age	N	%
14-15	13	65%
15-16	7	35%
16-17	0	0

Table 3.2: The Pupil's Age

The above table shows that the majority of the English Middle School pupils are young. It reveals 65% of pupils, and the minority of pupils reveals 35%. For this, learning English or any foreign language is very simple without age difficulties, because the age is a very crucial factor in studying languages.

Item 3: Do you like studying English?

	N	%
Yes	18	90%
No	2	10%

Table 3.3: Studying English
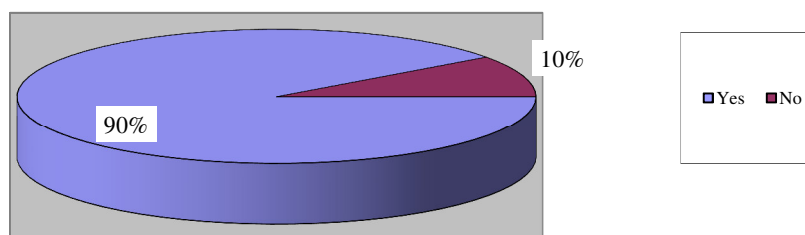
Figure 3.1: Studying English

According to the above table and figure, we notice that 90% of the pupils have English the desire to study English at middle school, because they appreciate English, while 10% of the pupils do not like to study it, because of several reasons.

Section Two: Reading Comprehension

Item 4: Do you think that you are a good reader?

	N	%
Yes	17	85%
No	3	15%

Table 3.4: The Level of the Pupils in Reading

85% of the pupils believe that they have the competence to read very well. 15% from them assume that they are not good readers, they confirm that the reader has to pass through several stages in order to enable him become a proficient reader.

Item 5: Do your teachers encourage you to develop your reading strategies?

	N	%
Yes	16	80%
No	4	20%

Table 3.5: Developing the Reading Strategies

According to this table 80% of the pupils assume that their teachers motivate them to develop their reading strategies. In fact, motivation is a very crucial factor to improve leaner's reading comprehension and gaining much vocabulary words, and these strategies should be improved by the teachers to know what hinders the pupils reading texts or developing the reading strategies.

Item 6: Which of the following activities, do you often do in your free time?

a. Speak English with friends as much as possible

b. Listen to English songs

c. Read short stories, articles, text books

	N	%
a	7	35%
b	11	55%
c	2	10%

Table 3.6: Free Time Activities

Most of the pupils opted for item 'b', they listen to English songs. However, 35% of them opted for item 'a', i.e. they speak English with friends as much as possible; but only 10% depend on reading short stories, articles, and text books which rarely happen in free times. Thus, pupils by listening to native speakers' songs make them imitating and understanding the whole message and gaining much vocabulary.

Item 7: Is reading to you...?

a. A boring task

b. An enjoyable and amusing task

	N	%
a	5	25%
b	15	75%

Table 3.7: Reading as a Preferable Activity

This table confirms that the pupils opted for reading with 75% not only because it is important in their studies, but it is the most preferable and enjoyable activity and 25% of the pupils considered reading as a boring task due to different reasons.

Item 8: While you finish the reading texts, do you get the idea?

	N	%
Yes	19	95%
No	1	5%

Table 3.8: Grasping the Idea when Reading the Text

According to this table, 95% of the participants say that they get clearly the idea. This indicates that they are good in the language. They can understand what the text talks about; they can challenge words, and get them easily. In other side, we have found 5% who say

that they cannot get the idea clearly after finishing reading the text. They have difficulties in grasping meaning, may be they are not good at English and have a lack of vocabulary.

Item 9: In your opinion, is it necessary to you to understand every word of a text?

	N	%
Yes	8	40%
No	12	60%

Table 3.9: Extracting Message from the Text
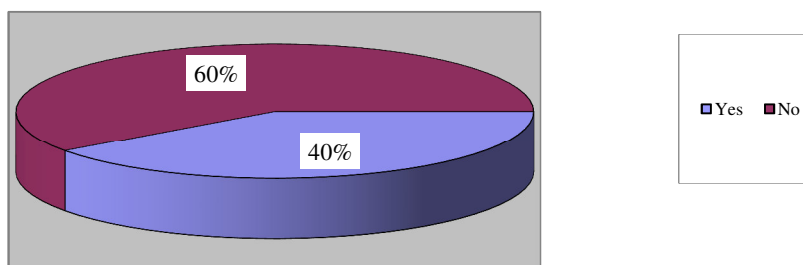
Figure 3.2: Extracting Message from the Text

Understanding every simple word within the passage is very important for 40% of the pupils, they are curious, and have a strong desire to gain words in every reading to know what does every word mean in that context. Also, 60% from them selected negative answer, because they believed that understanding every single word from the text is not something important. They focused on the overall understanding of texts.

Item 10: to get Specific information from a text, do you usually…?

a. Go quickly through the text to get the required information

b. Read the whole text

c. Use previous information in mind

	N	*%*
a	4	20%
b	14	70%
C	2	10%

Table 3.10: Reading Skills and Previous Knowledge

Most of the pupils opted for item 'b'; they read the whole text each time they look for information. However, 20% of them opted for 'a', i.e. they skim the text for specific information, but only 10% depend on previous information in mind or what is known in theory as schemata knowledge. So, in order to comprehend a text, pupil has to use a pre-existing knowledge and use all the information around the text.

Item 11: Is reading a daily activity for you?

	N	*%*
Yes	11	55%
No	9	45%

Table 3.11: The position of Reading in Pupil's Daily Life

The above table reveals different views about the reading skill as a daily activity. Whereas, 55% said that reading is an essential part in their life, because it is necessary to study reading texts to enable pupils have a clear idea about how language functions. In addition to 45% of our respondents said that reading is not a daily activity for them, they read just from time to time, not every day for the insufficient time and charged program.

Item 12: Do you prefer the question?

a. Before reading

b. After reading

	N	%
a	5	25%
b	15	75%

Table 3.12: Question in Reading texts

25% of the pupils prefer the questions before reading the passage may be because they feel when they know the questions before reading. It helps them to get even a small idea about the content. While 75% of them like the questions directly after finishing reading in order to not focus while reading only on what is been asked to be answered, pupils therefor, should be allowed to respond through giving them the opportunity to express their feelings and views towards and the subject presented in the text.

Section Three: Improving vocabulary

Item 13: When you do not understand a word in a text or an activity, do you…?

   a. Ask your teacher

   b. Translate it into Arabic

   c. Look it up in the dictionary

	N	%
a	7	35%
B	4	20%
c	9	45%

Table 3.13: Complications in Understanding a Word in Texts

The previous table showed that 45% of the pupils depend on the use of the dictionary for grasping meaning from a text. While 35% of them like to ask their teachers if there is an ambiguity, and the rest of them 20% translate the word into Arabic. Therefore, teachers

should persuade their pupils to rely on getting the meaning from the context not on dictionaries, just for the difficult and the misused words that would struggle the understanding completely, because the overuse of dictionary will leave out or destroy the reading's pleased.

Item 14: When you read a paragraph, do you find difficulty to understand words?

    a. Always

    b. Usually

    c. Few

    d. Never

	N	%
A	0	0
b	7	35%
C	11	55%
d	2	10%

Table 3.14: The Difficulty in the Understanding Words

According to this table, 55% of the pupils said that they find few difficulties in understanding words. This shows that they are good in English. They get the meaning of the most words within the text or passage. Also, we have found 35% who claimed that they usually find difficulty with meaning of words, and 10% chosen item 'd' which is they never find difficulty in understanding words, and this is of course due to many reasons.

Item 15: Which skill do you think help you better in getting much vocabulary words?

    a. Writing

    b. Reading

	N	%
a	7	35%
b	13	65%

Table 3.15: The Importance of Reading Skill
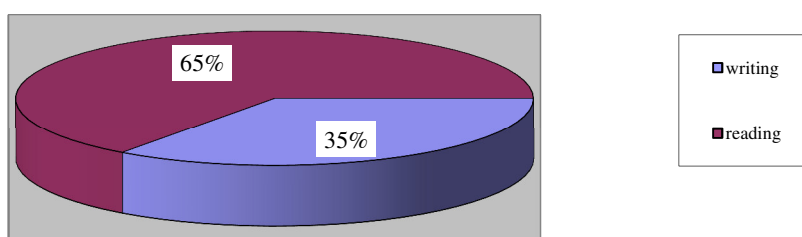
Figure 3.3: The Importance of Reading Skill

The above table shows the important of reading skill to English middle school pupils. Also, it evidenced a reality, i.e. English pupils deal more with reading texts in their studies and even in their daily life, yet they write and speak less. The fact that reading with 65% before writing that is 35%. However, English language pupils in general give much priority to receptive skills listening and reading, rather than productive skills; speaking and writing.

Item 16: What difficulties do you face as a pupil when you read any text?

    a. Vocabulary and new words

    b. Informal English

    c. Simile, metaphor

	N	*%*
a	10	50%
b	4	20%
c	6	30%

Table 3.16: Reading Context

As shown in the table above, 50% of the pupils have difficulties with vocabulary and new words. This evidenced that pupils are stuck word-by-word reading techniques, and 20% of them have problems with informal English. This means that they do not predict meaning from context and rely so much on translation and word-by-word reading. The remaining ones affirm that they have difficulties with simile and metaphor with 30% of pupils. This could be explained by lack of vocabulary proficiency and reading comprehension.

Item 17: Do you think that reading comprehension helps you in developing much vocabulary words?

	N	*%*
Yes	18	90%
No	2	10%

Table 3.17: Reading Comprehension and Vocabulary

90% of the leaners assume that reading comprehension helps in developing much vocabulary words, and 10% of them said 'no', because the lack of the practice and doing much activities in vocabulary and reading comprehension. Thus, pupils should activate their comprehension through extensive reading.

Item 18: Do you agree if a session reserved for reading comprehension?

a. Agree

b. disagree

	N	%
a	10	50%
b	10	50%

Table 3.18: Reading Comprehension

The above table reveals different views about a whole session of reading comprehension. Whereas, 50% agreed if a session reserved for reading comprehension because it is essential in the learning process, and gaining a clear idea. In addition to that, 50% of the pupils disagreed if a session reserved for reading comprehension, they want to practice some activities by giving synonyms and opposites or the general idea of a text in order not to become a boring task. In fact, reading comprehension helps better in gaining vocabulary.

Item 19: Give the opposite (antonomy) of the word 'alive'?

a. healthy

b. dead

c. warm

	N	%
a	2	10%
b	17	85%
c	1	5%

Table 3.19: The Antonomy of the Word 'alive'

According to this table, 85% of the pupils gave the appropriate answer that is 'alive' is the opposite of the word 'dead'. However, 10% of them believed that 'healthy' is the antonym of the word 'alive', and few of the pupils 5% selected the word 'warm'. Thus, the fact that the majority of pupils have the correct answer which means that they are active leaners and have background knowledge in their mind.

Item 20: Tick the appropriate answer 'to begin' is:

a. to start

b. to finish

c. to work

	N	%
a	14	70%
b	4	20%
c	2	10%

Table 3.20: The Synonym of the Word or Verb 'to begin'

The table above shows that 70% of the pupils gave the suitable answer, but, since they study English for 4 years. 20% of them do not know the meaning of the verb 'to begin' and they believed that it means 'to finish' which is the opposite. Therefore, our pupils lack vocabulary and practice of reading comprehension in their studies. As our prophet Mohamed said that the first word of the first verse of the divine inspiration was "read".

Item 21: Much the following words correctly

a. part	1. whole
b. answer	2. west
c. beginning	3. sunny
d. remember	4. forget
e. cloudy	5. end
f. east	6. question

Most of the pupils gave the right answer without any obstacles, and they said that they use these words in their official exams, tests and even in their courses of English language. But, few of them had the wrong answer due to the lack of concentration, reading comprehension and vocabulary. All in all, teachers should motivate pupils to read much in their free times in order to get much vocabulary words in English since they have studied it for 4 years.

3.3. Description of the Teacher's Questionnaire

The teacher questionnaire is designed to teachers at Biskra middle school. It is composed of two sections of 15 questions, some are open-ended questions and others are close-ended questions which require 'yes/no' frequent options.

Section one (questions1 to question4)

The section attempts to obtain general information about the teacher's age, gender, and qualification and how long they have been teaching English language.

Section two (questions 5 to question 15)

The aim of the section two is show the importance of reading comprehension in fostering vocabulary, and if the teachers motivate pupils to read extensively and doing much activities concerning vocabulary.

3.4.Analysis of Teacher's Questionnaire

Section One: General Information

<u>Item 1:</u> Gender

	N	%
Male	2	33.33%
female	4	66.66%

Table 3.21: The Teacher's Gender

This table shows that female teachers with a percentage 66.66% are more interested in foreign languages than male teachers. In our days, this confirms that most Algerian females like to teach English as a foreign language and practice it outside classrooms, thus, these increase motivation and interest among teachers and pupils.

<u>Item 2:</u> Age

	N	%
30-35	3	50%
35-40	1	16.66%
45-50	2	33.33%

Table 3.22: The Teacher's Age

The above table indicates differently the teacher's age at middle school. We have arranged the age from 30-35 years old. They are about 50% and this means that the most of the teachers are young. The second group is from 35-40 years old, they are about 16.66% that reveals that before. The third group is from 45-50 years old, they are about 33.33%. Those teachers are likely to have more experience in teaching.

Item 3: How long have you been teaching English?

	N	%
2-5	4	66.66%
8-26	2	33.33%

Table 3.23: The Teacher's Experience

Teaching experience is very important in the learning teaching process, because experienced teacher is more likely to do well than less experienced one. Experience gives power to person in order to fight obstacles that he may face. The respondents of the sample show that most teachers 66.66% are young in the field of teaching and have an experience from 2-5 years. However, the others 33.33% have an experience from 8-26 years in teaching English.

Item 4: What is your qualification?

	N	%
BA	1	16.66%
BA postgraduate	1	16.66%
Master	2	33.33%
MA postgraduate	2	33.33%

Table 3.24: The Teacher's Qualification

This table reveals the teacher's qualification that could identify the degree of the teachers. Their qualifications are totally different; some of them have BA degrees others MA degrees. Thus, what will let the way of teaching and instruction differs too. And, those who have BA postgraduate and MA postgraduate will have the chance to reach the higher degrees.

Section Two: Reading Comprehension

Item 5: Is there any programmed session for reading texts in teaching curriculum?

	N	%
Yes	3	50%
No	3	50%

Table 3.25: Designing Specific Session for the Reading Skill

From the table, we can say that some of the teachers argue that there is no official programmed session, in order to teach the reading skill as a separate lesson. So, 50% from the teachers said that, and 50% said the opposite; that there is a specific session which is designed for the pupils only for reading texts and passages in their program. In fact, to engage a course design in reading is something very important for pupils.

Item 6: Do you motivate your pupils to activate reading comprehension while reading texts? Please, give your reasons…

	N	%
Yes	4	66.66%
No	2	33.33%

Table 3.26: Motivation in Activating the Reading Comprehension
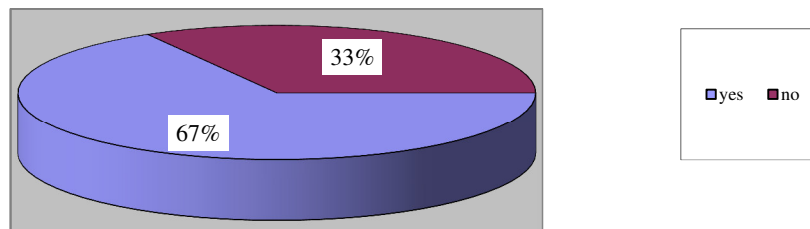
Figure 3.4: Motivation in Activating the Reading Comprehension

66.66% of the participants believe that they motivate their pupils to do well in improving the reading comprehension within reading classrooms. They try to build activities and tasks on the reading passage to make them more enjoyable, and interested in the topic. The rest about 33.33% of them do not do the same, they just teach reading without focusing on its comprehension.

Item 7: Do you look at reading as a real-life experience?

	N	%
Yes	5	83.33%
No	1	16.66%

Table 3.27: Reading as a Real-Life Experience
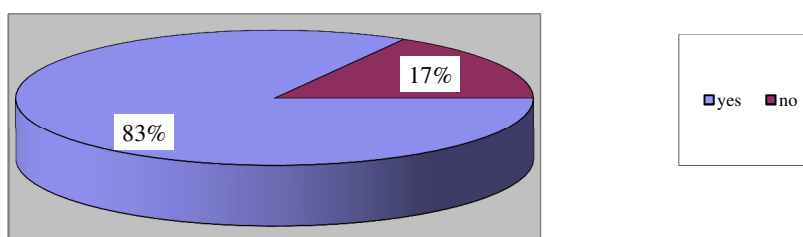
Figure 3.5: Reading as a Real-Life Experience

According to the table 83.3% of the teachers have a positive view about reading. They believe that it is a life-time activity; it is not linked only to classroom or study, but also they compare the situations and the topics with others from real-life situations.

Item 8: Do you encourage your leaners to read extensively?

	N	%
Yes	6	100%
No	0	0

Table 3.28: Reading Extensively
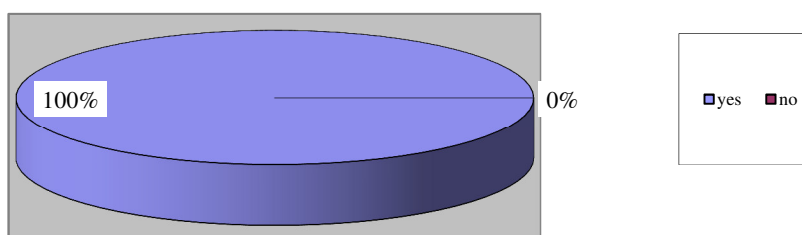
Figure 3.6: Reading Extensively

The table reveals that the majority of teachers believe in one view which is encouraging pupils to read extensively. 100% argued in that, because reading extensively leads the reader to get a high amount of knowledge and to have an overall understanding of meaning and vocabulary.

Item 9: When teaching the reading skill to your pupils, do you think that you are a good motivator? Why?

	N	%
Yes	4	66.66%
No	2	33.33%

Table 3.29: The Teacher as a Good Motivator

About 66.66% of the teachers think that they are good motivators in teaching the language, and their own reasons are:

- They find a positive response

- Pupils are indeed to be motivated

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- Encouraging pupils to read, to make them understand that reading is an important skill to develop the language

- Give chance to the pupils to practice reading and include it whenever possible.

Item 10: In reading comprehension, do you leaners feel anxious?

	N	%
Yes	3	50%
No	3	50%

Table 3.30: The Situation of pupils in Reading Comprehension

The table above shows that 50% of the teachers argued that their pupils feel anxiety in reading comprehension. However, 50% believed that if teachers adjust comprehension input, pupils will never be anxious and comprehend the text or the passage easily without any obstacles; of course all of these are due to the teacher's experience in the domain of teaching the language.

Item 11: Do your pupils interact easily with the text during classroom reading?

a. Always

b. Sometimes

c. Rarely

	N	%
a	0	0
B	6	100%
C	0	0

Table 3.31: Active Leaners Interact Easily with Texts

100% of the teachers believe that during classroom reading, their pupils interact with texts in times. This means that the pupils do not have sufficient background to interact with texts. Therefore, pupils should activate their knowledge; also the teachers should help the pupils by giving them useful strategies that stand for activating this knowledge.

Item 12: Do you think that reading comprehension of texts influences more the learning process at the level of:

a. Gaining so much vocabulary

b. Increasing the proficiency in the other skills

c. Both of them

	N	%
A	3	50%
b	2	33.33%
C	1	16.66%

Table 3.32: The Influence of Reading Comprehension of Texts on Learning

This table shows that teachers have different views. 50% of them argued that reading comprehension influences in gaining much vocabulary. Whereas, 33.33% of them agreed that increasing the proficiency in the other skills is good. Because this advantage normally allows the pupils to be qualified in acquiring the language very well, and few of them with 16.6% assumed that reading comprehension influences on both gaining much vocabulary and increasing the proficiency in the other skills.

Item 13: As teachers of foreign language and according to the importance of the reading skill, where do you classify it among the other skills?

According to the teachers, teaching the reading skill within their classes influences the other skills. For that, they give many reasons:

- It should be the core of any curriculum design

- Read number one; through read we get what we need

- Skills are based on the effect of each one on the other, but reading is the first scale

- The other skills of language take several advantages from the reading skill; in terms of improving vocabulary, grammar, styles of writing and also pronunciation

Item 14 : How could you improve the level of your pupils in vocabulary and reading comprehension ?

The teachers argued in improving their pupil's level in vocabulary and reading comprehension by:

- Cross words- proverbs and listening to native speakers and imitating them using printed texts

- Checking; giving synonyms and opposites

- Encouraging pupils to read extensively to develop all the other skills

- Using different texts and appropriate aids

Item 15 : Is reading comprehension an effective strategy to foster pupils vocabulary of English language? If 'yes' justify your answer?

	N	%
Yes	6	100%
No	0	0

Table 3.33: Reading Comprehension Fosters Pupil's Vocabulary

The above table shows that the majority of the teachers of English language considered reading comprehension as an effective strategy to foster or improve pupil's vocabulary. For that, they gave many reasons:

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- When reading, pupils gain much vocabulary, also they introduced to sentence structure, grammar, etc.

- Because if you need, you can realize

- Thanks to 'read' the skill will be achieved through background knowledge.

3.5. Discussion of the Results

3.5.1. Discussion of the Results of the Pupils Questionnaire

The analysis of the pupils questionnaire shows that, most pupils find that reading skill is too important in their studies, but they do not have sufficient time in order to read because of the charged program and they are not satisfied about the time given during the lessons because, according to them, it does not provide them with enough practice to read and gain much vocabulary words. Also, pupils should be aware of each word in English and acquire the whole meaning of a text or passage, following reading strategies step-by-step because these contribute to help pupils improve their reading comprehension and vocabulary. When speaking about reading comprehension we find that pupils use the dictionary as much as they can if they did not understand a word and feel anxiety. Also, we can see that the majority of active pupils have some awareness of reading skill and the influence of reading comprehension in gaining much vocabulary words.

The analysis of the pupils' questionnaire exposes that they have little difficulty in developing the reading task. It confirms that reading is not an easy skill because pupils showed that they have some difficulties in dealing with different aspects, such as: vocabulary and new words. The results of the study strongly support the necessity of reading. Furthermore, it shows that when pupils have reading comprehension, they will ameliorate their proficiency in vocabulary.

3.5.2. Discussion of the Results of the Teachers Questionnaire

The analysis of the teacher's questionnaire reveals that there is an agreement among the teachers about the important role of reading comprehension in fostering vocabulary. The findings shows that the teachers are not always directed to teach reading skill in a whole lesson and using many activities; such as: synonyms, antonyms and crosswords in order to enrich their proficiency in English vocabulary. Also, teachers should motivate pupils to read extensively inside and outside the classroom, because motivation is a crucial element in ameliorating pupils in reading comprehension and vocabulary. Therefore, from the analysis of the teachers' responses about reading comprehension as an effective strategy to foster pupils' vocabulary, we notice that the teachers evidenced that they are closely to each other and have great influence in the teaching and learning process.

The obtained results of the teachers' questionnaire shows that, reading skill is a complex activity that requires much time and practice from the pupils in order not they feel anxious in comprehension and a lot of experience and guiding from the teacher's parts. Also, pupils need to know that reading helps them in acquiring new knowledge, vocabulary and ideas. Teachers should guide pupils during the reading skill and help them in developing the reading strategies, motivate them and each time to time using reading texts for pleasure.

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

Conclusion

The results obtained from the analysis of the pupil's and the teacher's questionnaires revealed the major points that have been conducted in this research. It provided us with the necessary overviews about the research.

The pupil's questionnaire affirmed that the majority of fourth year pupils of English at middle school like to study English. This of course will facilitate the process of learning, and will increase the pupils' research of knowledge. Concerning the reading tasks, we deduced that the pupils are conscious about the importance of reading skill, and its designed strategies, and most of them confirmed that reading comprehension helps them in gaining much vocabulary. However, few of the pupils claimed that their teachers do not motivate them and ignore the most useful techniques used in the reading skill.

The teacher's questionnaire evidenced that the participants have a good experience in teaching, and this would be very helpful in encouraging the pupils to be active and proficient readers. In order to ensure good and proficient readers, teachers should improve effective strategies for reading texts and practice in vocabulary. Thus, pupils will be more competent readers, and their reading curiosity will be very high.

Pedagogical Implications

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

Suggestions to teachers

- Allowing time in class for reading activities.

- Using exercises to review vocabulary items, such as the following tasks: much the following, fill in the gaps, cross words, true false. This would help pupils to guess meaning from context.

- Motivating pupils to read more in order to activate their comprehension.

- Encouraging pupils to read more inside and outside class because reading skill and comprehension in particular help pupils to be open-minded and get enough knowledge.

- Enabling pupils to communicate in the second language in order to improve their proficiency in English vocabulary.

- Using in time to time different songs for listening and explaining the difficult words, also, ask questions related to the content.

Suggestions to Pupils

Pupils ought to interact with texts in order to gain the correct meaning and comprehension:

- Pupils should read extensively in order to activate reading comprehension and good vocabulary.

- Using the words they have learned and mastered in context in order to ameliorate their level.

- Reading short stories, journals and explaining the difficult words by dictionaries.

- Pupils should be motivated to read any piece of writing.

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

General Conclusion

Reading is certainly a receptive skill, thus, our case study attempts to affirm that reading comprehension as an effective strategy to improve pupil's vocabulary. Consequently, we have tried to overview the importance of teaching the reading skill and strategies to help the pupils improve their reading abilities. So, the first chapter offers general guidelines for the reading skill. It investigates a very crucial question about definition of reading, and the major techniques and strategies that can enhance the foreign language pupils' reading abilities. In addition to the purposes of reading texts, and the reading comprehension skill, also, this chapter explores a very important point which is motivation in reading that can adjust the pupil's level and their numerous reading texts.

The second chapter related to using reading comprehension in developing vocabulary, and attempted to explore the relationship between reading comprehension and vocabulary. Thus, we need to stress on the minimum of motivation in reading and teaching how to read and learning how to read in order to give the pupils the opportunity to learn vocabulary in context, and enable them to develop their linguistic competence.

The third chapter is devoted to our case study that deals with an attempted analysis of the teacher's and pupil's questionnaires. It confirms most of the key points that have been conducted or dealt throughout this work. All in all, teaching the reading skill to foreign language pupils is a very important element that may improve their vocabulary, and optimize the reading comprehension in the foreign language classrooms.

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Appendices

Appendix 1

Questionnaire for Pupils

Dear pupils,

You are invited to participate in this questionnaire. It is specifically administered to fourth year pupils of English at Biskra Middle School. Its major aim is to provide us with insights about reading comprehension as an effective strategy to improve pupil's vocabulary. Your suggestions will be of a great help for us.

Please, tick where you find it suitable

Section one: General Information

1. Gender:

    a. Male ☐

    b. Female ☐

2. your Age is about:

    a. 14-15 ☐

    b. 15-16 ☐

    c. 16-17 ☐

3. Do you like studying English?

    a. Yes ☐

    b. No ☐

Section two: Reading Comprehension

4. Do you think that you are a good reader?

    a. Yes ☐

    b. No ☐

5. Do your teachers encourage you to develop your reading strategies?

    a. Yes   ☐

    b. No   ☐

6. Which of the following activities do you often do in your free time?

    a. Speak English with friends as much as possible   ☐

    b. Listen to English songs   ☐

    c. Read short stories, articles, text books   ☐

7. Is reading to you

    a. A boring task   ☐

    b. An enjoyable and amusing task   ☐

8. While you finish the reading texts, do you get the idea?

    a. Yes   ☐

    b. No   ☐

9. Is it necessary to you to understand every word of a text?

    a. Yes   ☐

    b. No   ☐

10. To get specific information from a text, do you usually?

    a. Go quickly through the text to get the required information   ☐

    b. Read the whole text   ☐

    c. Use previous information in mind   ☐

11. Is reading a daily activity for you?

    a. Yes   ☐

    b. No   ☐

12. Do you prefer the questions

    a. Before reading   ☐

    b. After reading   ☐

Section three: Improving Vocabulary

13. When you do not understand a word in a text or an activity, do you?   ☐

    a. Ask your teacher

    b. Translate it in Arabic   ☐

    c. Look it up into the dictionary   ☐

14. When you read a paragraph, do you find difficulty to understand words?

    a. Always   ☐

    b. Usually   ☐

    c. Few   ☐

    d. Never   ☐

15. which skill do you think help you better in getting much vocabulary words;

    a. Writing   ☐

    b. Reading   ☐

16. What difficulties do you face as a pupil when you read any text?

    a. Vocabulary and new words   ☐

    b. Informal English   ☐

    c. Simile, metaphor   ☐

17. Do you think that reading comprehension helps you in developing much vocabulary

    words?

    a. Yes   ☐

    b. No   ☐

18. Do you agree if secession reserved for reading comprehension?

     a.   Agree   ☐

     b. Disagree   ☐

19. Give the opposite (antonomy) of the word 'alive';

     a. Healthy   ☐

     b. Dead   ☐

     c. Warm   ☐

20. Tick the appropriate answer, 'to begin' is:

     a. To Start   ☐

     b. To finish   ☐

     c. To work   ☐

21. Much the following words correctly:

a. Part	1. Whole
b. Answer	2. West
c. Beginning	3. Sunny
d. Remember	4. Forget
e. Cloudy	5. End
f. East	6. Question

Thank you for your participation

Appendix 2

Questionnaire for teachers

This questionnaire is administered to teachers of English, who have been teaching English at Mohamed Ben Hemi Middle School. It is designed to 4th year pupils and aims to provide insights about reading comprehension as an effective strategy to foster pupil's vocabulary. All of that will be helpful for us to develop this research. Thank you in advance.

Please, tick where you find it suitable

    Section one: General Information

1. Gender

    a. Male   ☐

    b. Female   ☐

2. Age

    a. 30-35   ☐

    b. 35-40   ☐

    c. 45-50   ☐

3. What is your qualification?

    a. BA   ☐

    b. BA; postgraduate   ☐

    c. Master   ☐

    d. MA; postgraduate   ☐

4. How many years have you been teaching English?   ☐

Section two: Reading Comprehension

5. Is there any programmed session for reading texts in the teaching curriculum?

      a. Yes   ☐

      b. No   ☐

6. Do you motivate your pupil's to activate reading comprehension while reading texts?

      a. Yes   ☐

      b. No   ☐

If 'no', please give your reasons

……………………………………………………………………………………………

……………………………………………………………………………………

7. Do you look at reading as a real- life experience?

      a. Yes   ☐

      b. No   ☐

8. Do you encourage your pupils to read extensively?

      a. Yes   ☐

      b. No   ☐

9. When teaching the reading skill to your pupils, do you think that you are a good motivator?

      a. Yes   ☐

      b. No   ☐

Why? ……………………………………………………………………………….

10. In reading comprehension, do your pupils feel anxious?

a. Yes ☐

b. No ☐

11. Do your pupils interact easily with the text during classroom reading?

    a. Always ☐

    b. Sometimes ☐

    ☐
    c. Rarely

12. Do you think that reading comprehension of texts influences more the learning process

    at the level of:

    a. Gaining so much vocabulary ☐

    b. Increasing the proficiency in the other skills ☐

    c. Both of them

13. As teachers of foreign language and according to the importance of the reading skill,

    where do you classify it among the other skills?

    ……………………………………………………………………………………………

    …………………………………………………………………….……………

14. How could you improve the level of your pupils in vocabulary and reading

    comprehension?

    ……………………………………………………………………………………………

    …………………………………………………………………………………

15. Is reading comprehension an effective strategy to foster pupil's vocabulary of English

    Language?

    If 'yes' justify your answer

    …………………………………………………………………………………..…….

Thank you for your participation

ملخص

نحاول من خلال هذا البحث تقديم طريقة للقراءة المكثفة كاستراتيجية ضرورية للمتعلم والمعلم في حد ذاته. و نرى ان هذا التوجه يحفز عمليات التواصل و المناقشة و التفاعل و التجاوب مع الفهم. ان هذا التوجه يقتضي حقا اصلاح طرق تدريس القراءة و فهمها لجمع مختلف المفردات المتعلقة بمادة الانجليزية، فان هذا يساعد على اكتساب اللغة بشكل جيد. واخيرا نقترح من خلال هذا البحث بعض التوصيات و النصائح لتدريس القراءة في مادة الانجليزية كونها عنصر فعال و استراتيجي في مختلف المجالات خاصة جمع مختلف المفردات. لذلك فان الهدف من هذا البحث هو ان فهم القراءة له دور كبير في تطور التعليم (الوعي و المعرفة) لدى المتعلمين.

Résumé

Notre étude est une tentative pour élaborer une pédagogie appropriée à l'étude et à la lecture comme une stratégie très importante pour l'enseignant et l'apprenant. Le but général de la présente étude est de proposer une pédagogie qui intègre une approche d'enseignant/ apprentissage de la compréhension de la lecture pour gagner le vocabulaire qui a une relation de la langue Anglaise et ça gagnez la langue bien. Cela stimule la communication, les discussions, les interactions, ceci implique réellement une avancée sérieuse pour reconstruire les méthodes et stratégies d'enseignant et l'apprenant.

Enfin, à travers cette étude nous suggérons quelques recommandations aux enseignants et les apprenants de lecture Anglaise avec compréhension pour prendre en charge activement et efficacement l'enseignant du vocabulaire. Donc la compréhension de la lecture est très importante dans le développement de l'apprentissage chez les apprenants.