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**The Role of Extensive Reading in Enhancing
Vocabulary Acquisition**

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Dedication

This dissertation is dedicated to my family,my friends,my classmates,and my teachers.

Mounir

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List of Acronyms

ER:Extensive reading

IR:Intensive reading

VA:Vocabulary Acquisition

EFL:English foreign language

VSS: Self-Collection Strategy

Abstract

This study investigates the effect of extensive reading on vocabulary acquisition and enhancement. The research was conducted at Chadli Ben Djdid University, El Tarf in Algeria. To obtain a reliable results, a questionnaire was designed to investigate the effect of extensive reading on vocabulary enhancement with the participation of 34 master two EFL students enrolled in the aforementioned university in the academic year 2020/2021. The Participants precisely answered the research questions that aimed at measuring the level of effect of extensive reading on the improvement of their vocabulary knowledge. The research findings revealed its positive effect on vocabulary development, grammar knowlege and reading comprehension. The study concludes with some practical implications and recommendations to promote extensive reading in the academic field, and especially to make Chadli Bendjedid University in collaboration with the English Department, a cultural center that implements and encourages extensive reading.

Key Words: vocabulary, acquisition, extensive reading, EFL
student, enhancement, development.

Abstract in Arabic

تبحث هذه الدراسة في تأثير القراءة الموسعة على اكتساب المفردات وتحسينها ، حيث تم إجراء البحث في جامعة الشاذلي بن جديد بالطارف في الجزائر. للحصول على نتائج موثوقة تم تصميم استبيان للتحقيق في تأثير القراءة الموسعة على تحسين المفردات بمشاركة 34 طالب من طلاب اللغة الإنجليزية كلغة أجنبية ماستر 2 مسجلين في الجامعة المذكورة أعلاه في العام الدراسي 2021/2022. أجاب المشاركون بدقة على أسئلة البحث التي تهدف إلى قياس مستوى تأثير القراءة الموسعة على تحسين معرفتهم بالمفردات ، وقد كشفت نتائج البحث عن أثرها الإيجابي على تطوير المفردات والمعرفة النحوية وفهم القراءة ، تختتم الدراسة ببعض الآثار العملية والتوصيات لتعزيز القراءة الموسعة في المجال الأكاديمي وخاصة لجعل جامعة الشاذلي بن جديد بالتعاون مع قسم اللغة الإنجليزية مركزاً ثقافياً يعزز ويشجع القراءة الموسعة.

الكلمات المفتاحية: المفردات ، القراءة الموسعة ، طالب اللغة الإنجليزية كلغة أجنبية ، التحسين

General Introduction

Introduction

Regardless of its type, reading is an important part of researchers' interests due to the problems that students often face in understanding its principles, foundations and requirements which affect their educational achievement and reading comprehension.

The relationship between extensive reading and vocabulary acquisition has been discussed during the last two decades, many researchers talked about its immense importance. Nevertheless, it remains underrated and overlooked in many Universities including Chadli Ben Djdid University. Endorsing extensive reading in the curriculum not only will promote the students' level in many scopes including the acquisition of new vocabulary, but also will polish the learning process and develop it.

This study investigates the effect of extensive reading on EFL students' vocabulary knowledge, and tries to provide a set of recommendations that may benefit and flourish the department of English at Chadli Ben Djdid University. The introductory part deals with the statement of the problem, the aim of the study, the significance of the study, the research questions and hypotheses, the research design, the limitations and the organization of the study.

1. Statement of the Problem

Many EFL students encounter incomprehensible new vocabulary, whether when the teacher explains in the classroom, or when they read the lessons from their handouts or textbooks, which leads to their lack of understanding of the texts well.

Extensive reading is a beneficial approach that can effectively contribute in enhancing the students' reading skill and vocabulary acquisition which is considered one of the biggest obstacles that needs to be overcome for EFL learners in particular and learners of English language in general . (Beglar, 2009) states that learning many vocabularies is not an easy matter for learners that occurs progressively over many years for foreign language learners and even for native speakers. These reasons encourage the exploration of an appropriate methods and techniques aimed at developing learners' vocabulary.

As an EFL students I have observed the absence of extensive reading in the curriculum that EFL students studying neither as an independent module nor as an activities or tasks within other modules .

Despite of its immense benefits on the students' language development in many areas such as motivation, reading skills,vocabulary acquisition,etc.,extensive reading still unappreciated and neglected either at Chadli Ben Djdid University or at other Algerian universities.Consequently,many EFL students still facing problems in learning language particularly when it comes to vocabulary acquisition .

2. Aims of the Study

In an attempt to facilitate the students' task and find out a solution to the problem of lack of vocabulary,this study aims at exploring the effect of extensive reading on reading comprehension and vocabulary improvement,moreover, it aims to raise teachers awareness about the role of extensive reading in students' improvement level,specifically, the improvement of vocabulary knowledge.

3. Significance of the Study

Under the explicit negligence of extensive reading in Algerian Universities despite of its immense importance, and with the popularity of the problem of lack of vocabulary among a large number of EFL students, it is necessary to explore different strategies that would help learners in their learning, and push forward this approach in the academic field.

4. Research Questions

In an attempt to find an efficient and appropriate way that would aid the students overcome vocabulary acquisition problem, this study was conducted to answer the following questions:

Does extensive reading improve EFL students' vocabulary knowledge ?.

Is there a relationship between extensive reading and vocabulary acquisition?

Does extensive reading result in vocabulary improvement ?

5. Research Hypotheses

The research questions generate the following hypotheses:

Extensive reading leads to improve EFL students' vocabulary acquisition.

6. Research Design

In order to answer the research question, this study adopts the questionnaire method. The questionnaire will be administered to 34 Master two students of English at Chadli Bendjedid

University to measure the effect of extensive reading on their vocabulary knowledge. The participants will be given a questions related the development of vocabulary through extensive reading.

7. Organization of the Study

The dissertation is divided into five sections. the introductory section of the research introduces the topic, providing its background, the statement of the problem, the aim of the study, the significance of the study, the research questions and hypotheses, the research design, the limitations and the organization of the study.

Chapter one is a theoretical part deals with the review of the literature related to extensive reading starting by the definition of reading, its approaches, and types. Furthermore, the chapter reviews specifically the extensive reading, its characteristics, its importance as well as its role in teaching language, grammar and how to evaluate it. In addition to, it reviews vocabulary and its definition, types, importance and strategies.

Chapter two involves the methodology, the participants, the research location, the research instrument, the discription of the questionnaire, the analysis and the findings.

Chapter three includes the implicatios, the recommendations, the general conclusion, the list of references and the appendices.

8. Limitations of the Study

This study is limited regarding the educational system during covid19. Studying two weeks by two weeks and the absence of master two students in the second semeter made

meeting the participants very difficult ,in addition to,shortage of time created a lot of pression and anxiety.On top of that, the beginning of the holidays made students unmotivated and unresponsive to participate in this study, also working individually needs more efforts and consumes a large amount of time.

Chapter One

Literature Review

Introduction

This chapter reviews the literature on extensive reading ,its definition,types,approaches and characteristics.It also identifies its value on many learning aspects.Moreover,it deals with how to teach extensive reading and its role in developing reading comprehension,knowledge of grammar,vocabulary acquisition.In addition to,it deals with the evaluation of extensive reading,as well as it deals with the vocabulary and its definition,types,importance,strategies for teaching and the amount required.

1. Reading

1.1. Definition

Learning a language in an effective way requires learning its four skills,writing,speaking,listening and reading which is one of the most important skills that requires the understanding of its basics and foundations to learn foreign languages since it is an essential tool for developing the reader's cognitive competence and enriching his linguistic knowledge.

Defining reading is not an easy task. Reading is a conversation between a reader and an author that takes place across a vast distance,in this sense Goodman(1988:12) states that "reading is a long distance discussion between a reader and an author... there is an essential interaction

between language and thought in reading ... the writer encodes thought as language and reader decodes language to thought".

According to Widdowson (1979) reading is not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge in the reader's mind that ...may be refined and extended by the new information supplied by the text. Also Widdowson(1980:174) defines reading act as: "...not a reaction to a text ,but an interaction between writer and reader mediated through the text". Grabe(1988) (cited in Elba, 2006, p.9), for example, defines it as a "a dialogue between the reader and the text." Reading as a skill is a complex process involving the interaction of various cognitive, metacognitive, linguistic and sociolinguistic elements. Dubin,(1982:15) states that : reading is a multifaceted ,complex skill made up of a number of psychological,physical and social elements. Just as there are many aspects to effective mature reading .Davies (1995: 1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time.

1.2.Approaches of reading

1.2.1.The Bottom up

This approach considers decoding as the main activity to obtain meaning from the text. It states that a reader first decodes graphic symbols into sounds to construct a meaning. The understanding of meaning is achieved by analyzing the individual parts of the language and the reader processes language in a sequential manner. "combining sounds or letters to form words,

then combining words to form phrases, clauses, and sentences of the text” (Shrum & Glisan, 2000, cited in Gascoigne.2005:2).

Barnett (1989) sees the bottom-up approach as a text-driven model of comprehension which involves two processes: decoding and comprehension.

The reader obtains meaning from the decoded message in the process of comprehension.

1.2.2.Top Down

This approach states that the main sources of reading comprehension are readers' background knowledge,interest and reading skills (Goodman, 1968; Omaggio Hadley, 1979; Barnett, 1989 cited in Gascoigne .2005:2).

Both the reader and the written text contribute in constructing meaning. According to Anderson(1991:1)Meaning does exist neither in the text nor in the readers' mind but both the reader and the written material are engaged in constructing meaning.Also having previous knowledge and familiarity with the topic is important and can facilitate the task of the readers,in this sense ,Smith(1985) sees that the more you have previous knowledge the more you need to find out less ,that is to say the more readers know in advance about the topic and the text to be read, the less they need to use graphic information on the page.

1.2.3.Interactive

Interactive approach is a combination of bottom up and top down approaches. It was suggested first time by Rumelhart(1977) who wanted to produce an alternative approach where both bottom up and top down approaches would interact together . The model tries to address the various

shortcomings of each. A reader can switch between approaches and use them in conjunction with one another as needed.

In this approach both the texts' information and the readers' background knowledge are necessary in order to help the reader to achieve comprehension.

1.3.Types of Reading

1.3.1.Skimming

It is a quick reading so that the reader moves his eyes quickly across a passage for the purpose of understanding the general meaning to conclude the general idea. According to Admin (2012: 26) skimming is to read quickly to find out the general contents or part of a reading. Based on some statements above, the researchers conclude that quick reading or skimming is a technique or strategy that functions assist students in finding important information in a text.

Skimming is a kind of reading that make our eyes move quickly viewed, pay attention to the written material to seek and obtain information (Tarin 2008: 33). Widiatmoko (2001: 19) states that a quick read is a blend of motor skills (eye movement) or visual capabilities with a person's cognitive abilities in reading. In this technique the reader has to focus on the title which provides informations about the topic ,subtitles,the topic sentence of each paragraph and the conclusion.

1.3.2.Scanning

Unlike skimming that focus on the gist of the text ,scanning is rapidly running eyes over the text by the reader in order to get the most important information .There are three steps to

scanning a text, first is searching for key words, second is moving quickly over the page, finally less reading and more searching to get the information you need. 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 be a name, a date, or a less specific piece of information. Grellet (1986:19).

1.3.3. Intensive

It is an activity often occurs in the classroom under the monitoring of the teacher who guides learners through a text, explains new words and phrases, analyzes the grammatical structure, and makes sure that students understand every sentence. Intensive reading is reading a text in details under the teachers' supervision to arrive at a profound understanding. Palmer defines it as “take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains” (1964, p. 111).

Compared with extensive reading, intensive reading requires students to read short texts, obtain detailed meaning with close guidance from the teacher so as to acquire the knowledge of vocabulary and grammar, and develop some reading skills such as identifying main ideas and recognizing text connectors (Hong, 2014).

It is an effective means to develop students' comprehension acquire more vocabulary and develop students' comprehension by using some strategies such as taking notes, guessing from the context, using dictionary ..etc. The purpose of intensive reading is train students to master reading strategies. in this respect Nuttall (1982 : 23) sees that “the intensive reading lesson is intended primarily to train students in reading strategies.”. Despite of reading in the classroom

can be silent or loudly, most of researchers say that silent reading is more useful and effective for students unless they have the ability to read loudly.

1.3.4. Extensive

Refers to the outside reading that learners do without the guidance of the teacher. According to (Day & Bamford, 2004) extensive reading is a language teaching process where learners are exposed to a variety of reading materials to gain a global understanding although may read for pleasure. Extensive reading is reading in quantity and in order to gain a general understanding of what is read. Extensive reading is described as an effort to read abundantly to understand texts in general terms (without going into detail) (Brown, 2002). Brown states that the reader is not interested in the meaning of the words and/or sentences individually, but is interested in the general meaning of the text, and that the main purpose is to enable the student to read more literary text. It helps learners to develop good reading habits, build up vocabulary knowledge and enhance positive reading attitudes. In particular, it is believed that learners may encounter more unknown words when reading independently, which brings opportunities to infer the unknown words in specific contexts and thus learn their meanings (Krashen, 1989).

1.3.4.1. Characteristics of extensive reading

Day and Bamford (2002) outline ten general principles for reading extensively:

a. Reading material is easy

One of the special features of extensive reading is that readers have to read easy materials that should be within the students reading competence in the foreign language.

Unknown words must not be too much, it should not be more than one or two words per page for beginners, and should not be more than five pages for intermediate readers.

b. Diverse reading material on a wide range of topic

Since styles and interests of students are different, it should be provide students with a variety of reading material that would motivate them to read more and more .Reading is not restricted with a specific topic, however, reader can read lots of different types and topics .

c. Learners choose what they want to read

Reader can freely choose the time , the place , the way and topic he wants to read. They are not obliged to read when they are not ready or motivated.

d. Learners read as much as possible

One of the advantages of extensive reading is that students read as much as possible. the amount of time that student spend on reading is very important to develop reading skills. to obtain good results from extensive reading, the amount of reading should be at least short book a week.

e. Reading for pleasure, information and general understanding

Unlike extensive reading when students should read and try to understand every word in the text, they try to understand the general meaning in extensive reading. “when students read extensively, it is not necessary to read for 100 percent comprehension. On the contrary, they should simply read for general, overall understanding... for pleasure, and for benefits such as increasing fluency and vocabulary knowledge. Ono, et al (ibid: 14)

f. Reading is its own reward

The reader does not hope or wait for a reward and his only motive is enjoyment

g. Reading speed is usually faster rather than slower

Students can read faster as the reading texts must be understandable and easy. It is better to not use dictionary during the reading process to avoid interruption, moreover, students required to ignore or guess the meaning of the unknown words if they encounter, Bamford and Day, Ibid).

h. Reading is individual and silent

The aim of reading is for personal interest, and for general rather than academic purposes. Student decide when, where and why read. Silent reading is very useful. as Bamford and Day (ibid) states that “reading silently allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for”.

i. Teachers orient and guide their students

During extensive reading, it is better for teacher to not interfere. The role of teacher in this process should not exceed guiding students in addition to explain the benefits of extensive reading and how it can help them in gaining more vocabulary knowledge. The teachers' explanation may encourage students to keep reading as much as possible. (Bamford and Day 2002, Ibid).

j. The teacher is role model of a reader

The teacher should be a model in the classroom . He has to read and discuss with the students the same material that they read . This process gives the students a model of what it is to

be a reader and also makes it possible for the teacher to recommend reading material to individual students. Henry (1995, cited in Bamford and Day, Ibid.140) sees that teachers of extensive reading "have to commit to reading what their students do" she also adds "by reading what my students read, become a part of the community that forms within the class".

1.3.4.2. The Role of Extensive Reading in Language development

The best way to improve our knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it (Nuttal, 1982). The importance of extensive reading in developing language is irrefutable matter. There are many reasons why extensive reading is an effective means to develop language:

- Provides students with language in its natural context and show them how it works out of textbooks .
- Reading lots of materials makes students meet thousands of words several times which create familiarity with them ,so, they can master them and predict the next vocabulary and grammar.
- constructs reading speed and reading fluency
- Increase motivation, confidence and enjoyment
- Helps students the gain knowledge about grammatical patterns work in context.

1.3.4.3. The Role of Extensive Reading in Developing Grammar

Research in the literature over the last 15 years shows that grammar and reading ability are strongly related to general grammar and that reading is an important determinant of understanding (Jung, 2009; Zhang, 2012). Extensive reading provides learners exposure to how language works. It will allow seeing relationships among words, and concepts (Hancock, 1998).

Through extensive reading learners can easily master the language with if they see how words work together in a sentence. In this sense, Hedgcock & Ferris (2009) stated that “Extensive reading naturally exposes readers to naturally-occurring phrasal and clausal patterns, repeated and alternate uses of lexical items and their spellings, and a range of other graph logical features such as paragraphing, punctuation, and capitalization conventions” (p.213). Learners will see the sentence structures through extensive reading; consequently, they will develop their grammar knowledge.

In the last few decades Several studies tried to explore the effect of extensive reading on developing

grammar(Elley,1991;Furukawa,2008;Grabe,1991;Isik,2000;Lee,Krashen,andGrbbons1996;Mason,2003,2004,2006;Sheu,2003;andStockes,Krashen,andKartchner,1998;Tudor and Hafiz,1989 cited in Shaffer,2012:10).For example Mason(2003,2004 cited in Al-Hammad,2009:32-33) conducted a study in Japan where one hundred and four Japanese female college learners participated in an extensive reading programme.He tried to add some additional writing activities to the programme in order to investigate its effects in the development of grammatical accuracy .The subjects were divided into three groups .the first group consisted of Japanese students who wrote summaries in Japanese language ,the second group wrote summaries in English language while the third group wrote summaries in English but has received a corrective feedback ,and rewrote the corrected summaries .the results of the study showed that the grammar of all groups improved significantly due to extensive reading ; and there were no statistically significant differences among the groups on the three tests .at the end of the study Mason concluded that providing additional writing to extensive reading programme did not lead to greater accuracy

and, therefore, it is not beneficial and better to not used.

1.3.4.4. The Role of Extensive Reading in Vocabulary improvement

Many studies discussed the relationship between reading and expanding vocabulary knowledge. For example Eskey states that “the relationship between reading and vocabulary is well documented and reciprocal” (2005, p. 567). Those who read enormously will stand a better

chance of building up vocabulary knowledge (Mart, 2012a; Mart 2012b). Nations argues that “Reading has long been seen as a major source of vocabulary growth” (Nation, 1995).

Through extensive reading learners repeatedly meet new words. Meeting new words very often create familiarity with them. Peregoy and Boyle comment state that "familiarity with text types facilitates reading comprehension" (2000, p.240). Multiple meetings with the new words will result in better learning. As learners meet new words in materials, they will recognize them, and comprehension which will lead to vocabulary learning will occur. Flanagan & Custance (2018) suggest that learners can enhance their vocabulary growth with ease through reading.

1.3.4.5. The Evaluation of Extensive Reading

In order to find out the impacts of extensive reading on students, it is recommended that teachers evaluate them carefully. There are some activities can be used to evaluate extensive reading:

- **Book reports, summaries, presentations and posters**

Students summarize and present books, make presentations, comment on the characters in the book, show their reactions and opinions about them...etc.

- **Giving grades**

Grading students based on the number of pages they have read, and the level they go up or reach to. This will motivate them to read more and more.

- **Measuring reading speed**

It is recommended to measure students at the beginning of the term and at the end.

1.3.4.6. The Role of Extensive Reading in Measuring reading speed

Written texts in a second language sometimes make the learners slow readers with low comprehension level (Hatch, 1974). To identify their level, teacher needs to measure the reading speed of his students. There are many ways to measure the students' reading speed. One of the most interested ways is measuring their reading speed by asking them to read a book at their level for three minutes, then count the number of words they have read per minute. This process is recommended to be repeated at the beginning, in the middle, and at the end of the course. It is a powerful to measure their reading speed and take an idea about their progress.

1.3.4.7. The Role of Extensive Reading in Informal monitoring

A silent reading is a perfect way to monitor students properly since it can give the teacher the opportunity to supervise students' progress in reading through observing them, taking some notes and questions he/she asks himself such as:

- Do they smile or surprised when read something funny or strange ?
- Do they look interested and understand what they are reading or look bored and

disinterested?

- Does the way they sit indicates that they enjoy reading or sitting in a way of bored or uninterested person?
- Do they turn pages quickly or slowly?

1.3.4.8. Teaching language and extensive reading

Reading Comprehension

Alderson (2000) states that reading is built upon two components: word recognition and comprehension. Comprehension holds an important place in reading; therefore, learners advance their knowledge if comprehension occurs. Reading comprehension is the process that allows us to understand the text we read. It is the ability to read text, process it and understand its meaning. It is a complex thinking process that requires the reader to construct meaning from the text. It is the application of a skill that evolved for other purposes to a new form of text (input). McNamara (2007) states that "The word comprehension refers to the ability to go beyond the words, to understand the idea and relationship between ideas conveyed in a text. McNamara (p. xi). comprehension is the essence of reading and the active process of constructing meaning from text (Dubin, 1993). Reading without comprehension is not considered as true reading. Ur (1991:138) argues that "a foreign language learner who says, 'I can read words but I don't know what they mean' is not, therefore, reading, in this sense, he or she is merely decoding- translating written symbols into corresponding sounds". comprehension depends both on the readers' characteristics such as prior knowledge and working memory, and on

language processes.

1.3.4.9. The Role of Extensive Reading in Reading Comprehension Strategies

Reading comprehension strategies are necessary for comprehending a text. According to Zare-ee1 (2014), "Reading comprehension is essential to academic learning areas, to professional success, and to lifelong learning." Grabe and Stoller (2002) stated that comprehension strategies are a group of abilities under conscious control of the reader.

Most of the strategies probably occur during reading process.

in order to comprehend a text, the reader should use those strategies; in this sense, Guthrie and Wigfield (1999:199) stated that: It is unlikely that a person will understand a text by chance. If the person does not know the text and does not attend it choosing to make meaning out of it, or not to give perception

Effort to build knowledge, little understanding is happening".

Most of the strategies probably occur during reading process.

The most important and essential strategies that students should be aware of are predicting, questioning, monitoring, visualizing and summarizing, we will briefly explore each of these strategies in turn.

Predicting

Prediction strategies inspire students to read the text actively and closely, looking for clues and proofs that may help them to make predictions. A reader who makes predictions focuses on the text at hand, and continuously thinking ahead, refining, revising, and verifying his or her predictions.

Questioning

In order to obtain better comprehension readers should ask questions before starting reading,during and after reading.The purpose of asking those questions is to clarify meaning,speculate about text yet to be read, determine an author's intent,style,content and form,locate a specific answer in text,consider rhetorical questions.the reader may ask questions like:

What is the author want to say?

What is the message that the author trying to convey?

Do I have an idea about this topic?

What can I will learn from this text?

Monitoring

When meaning is interrupted,readers stop reading and think about the text ,and know what to do.differentiate between what is comprehended and what is not comprehended while reading then applying the suitable strategy to repair meaning is essential for comprehension. Comprehension monitoring instruction helps students to:

- Be aware of what they do understand.
- Identify what they do not understand.
- Use appropriate strategies to resolve problems in comprehension.

Visualizing

Visualizing refers to readers' ability to create pictures in his mind based on text he reads or words he hears. It is one of many skills that makes reading comprehension possible. This method is an appropriate strategy to teach to young students who are having trouble reading.

Summurizing

Summurize a lot of informations in a few sentences involve important ideas that are distinguished from unimportant ideas. Dole et al. (1991:244) defined summurization declaring that :

summarizing is a broader, more synthetic activity for which determining importance is a necessary, but not sufficient, condition.

The ability to summarize information requires readers to sift through large units of text,differentiate important from unimportant ideas, and then synthesize those ideas and create a new coherent text that stands for, by substantive criteria, the original.this sounds difficult, and the research demonstrates that in fact, it is.

The summarization strategy consists of four steps: review the passage, evaluate the paragraph, answer with a paraphrase, and determine a passage summary.

1.4.Vocabulary

1.4.1.Definition

Vocabulary plays an important role in foreign language learning,it is an essential indispensable tool for communication and using language.According to the Oxford Advanced Learner's Dictionary (2010: 1722), the term vocabulary refers to all the words that a person knows or uses and that exists in a particular language . Haastrup and Henriksen (2000) define the vocabulary knowledge as knowledge of words from the perspective of meaning, knowledge, and collocation.vocabulary is an essential element that link the four skills when learn a foreign

language. In this respect, Tnahh Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib 2013) define vocabulary as a language element that links the four language skills including listening, speaking, reading, and writing in learning a foreign language. Hornby (1995) defined vocabulary in three senses that cover a) the total number of the words which make up a language; b) all the words known to a person or used in a particular book, subject, etc; and c) a list of words with their meaning. According to Hatch and Brown : “Vocabulary refers to a list or set of words that individual speakers of a language might use”. (Hatch & Brown, 1995 : 01).

1.4.2.Types of Vocabulary

There are two types of vocabulary knowledge namely receptive and productive. Receptive vocabulary knowledge means the capability to comprehend a word when the learner hear or see it, while productive knowledge means the knowledge to produce a word when the learner can use it in their writing or speech. Nation (2001) differentiated between the two types, While receptive vocabulary defined as the words that are understood when reading or listening and their meaning or meanings can be easily retrieved, productive vocabulary consists of words that can be remembered and produced correctly while writing or speaking. On the other hand, Melka (1997, cited in Tahmasebi et al ., 2013) argues that the distinction made between receptive and productive knowledge is not definitely clear ,hence, they should not be regarded either as two separate systems or one unique system which is used in two different ways, receptively or productively. She adds that this distinction should be interpreted as degrees of knowledge, that is, the distinction should be redefined as a continuum of degrees of knowledge.

English language skills have classified by Schmitt into both receptive and expressive (productive) knowledge competence. As he states receptive knowledge competence regard to

both listening and reading skills, while productive knowledge competence is concerned speaking and writing skills (2004, p.4).

According to Melks Teichrow receptive knowledge gradually become productive knowledge when the learner learns more about the vocabulary items (1982 cited in Shahov, 2012, p.38).

1.4.3.Importance of Vocabulary

Vocabulary is the main element of any written or spoken language, it is more important than any other element. Wilkins states, "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (1972, pp.111-112). This quote gives an idea about the importance of vocabulary that regarded as an essential element within a language that the learner acquires to learn. Vocabulary is more important than grammar; in this sense McCarthy says: "no matter how well the students learn grammar, no matter how successful the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way" (1990, VIII). Without adequate vocabulary items learners cannot neither convey their messages and express their own ideas nor understand their teachers' discourse.

1.4.4.Strategies for teaching vocabulary

It is not easy to teach vocabulary because of the complexity of its linguistic, semantic and psycho-cognitive aspects. Teachers should keep looking for ways to substitute rote repetition with more effective techniques.

Teaching new vocabulary can follow different proposed strategies. One of which recommended

for teachers is to following stages:

1.4.4.1.Presentation

Present a new item orally accompanied with a picture or any visual aid and repeat its pronunciation,Then show the flashcard and ask the students to repeat the word while looking at the flash card (individual and choral). Use the word in a sentence,ask students to put it in sentences of their own. Then ask them if they know other words with similar meanings, synonyms or antonyms. Finally, let students write the correct spelling of the word in their notebooks.

1.4.4.2.Fmiliarization

To gain familiarity with the word and get acquainted with it, the students should hear and see the word many times.

1.4.4.3.Follow up

To ensure that the learning of vocabulary item is integrated in students' cognitive collage, ask students to communicate with their peers using it, and make revision activities depending on students' level. (song, assignment, oral and written exercises, role playing, problem solving, etc.).

1.4.4.4.The vocabulary self-Collection Strategy(VSS)

It is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The strategy was first introduced by Haggard (1982, 1986) and since then

has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. Teachers using the VSS (1) model the process of collecting words, (2) provide guided practice within reading groups and other.

1.4.4.5. Word wall strategy

A word wall is a collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom.

- The word wall is designed to be an interactive tool for students and contains an array of words that can be used during writing and reading.
- Putting words written in large black letters where every student can see them, using a variety of background colors to distinguish easily confused words.
- Teachers and students should work together to determine which words should go on the word wall.
- Provide enough practice so that words are read and spelled automatically and make sure that words from the wall are always spelled correctly.
- Use content-area material from the curriculum rather than randomly selected words must be contain new information should be added on a regular basis.
-

1.4.5.Necessary amount of vocabulary

Without enough vocabulary, it is very difficult to speak, write, read, or even understand when listening. to read a text you have to have sufficient amount of vocabulary that represent the building block on which you depend to read the written text.Researchers came to different conclusions about the number of vocabulary the reader should have to be classified as a capable reader.Laufer (1991 cited in Min and Hsu, 2008:84) that “the turning point of vocabulary size for reading comprehension is about 3,000 word families.” when we know that she defined a word families as a base form plus its inflected and derived forms, we find that the total amount is about 5,000 lexical.this means that without 3,000 word families,or 5,000 lexical items,the reader can not be considered capable.

Schmitt(2000, 2008 cited in Lee and Mallinder, 2010: 147) sees that an efficient language learner need:

- A minimum vocabulary of 2000 words to have basic oral conversation
- 3000-5000 words for written material
- 5000-7000 word families for oral discourse
- 8000-9000 word families for reading
- Close to 10000 words for academic success
- 15000-20000 words to achieve native-like reading proficiency.

Conclusion

In this chapter we reviewed the value of extensive reading on different aspects such as on students' motivation,grammar learning and vocabulary improvement and .The evaluation of

extensive reading was also tackled. In addition to, we reviewed the importance of extensive reading, as it helps students to improve their reading comprehension and vocabulary knowledge.

Chapter Two

Methodology

Introduction

This chapter sheds light on the methodology undertaken in this research. It describes where the study was conducted and gives information about the participants. It also introduces the research design, research instruments, and the carried out procedures. Then, it addresses the data analysis, at the end the chapter is devoted to the discussion of the research findings in relation to the research questions and hypotheses.

2.1. The Research Location

The research took place at Chadli Bendjedid University, El-Tarf, in eastern Algeria. The research was conducted at the University and due to the circumstances of covid 19 with the absence of master two students during second semester the survey was distributed online .

2.2. The Participants

The participants in this study were randomly selected among Master two students of English specialized in Didactics at Chadli Bendjedid University, EL-Tarf, Algeria. The sample consists of thirty four (N=34) students with a minimum age of 22 and a maximum of 50. 23 of

them are females besides 8 males while 1 of them did not identify his gender . The sample was

chosen due to Master two students' relatively higher level and ability in reading since they studied reading skills during their License course of study and master one level. Thus they acquired the needed basic knowledge about reading either intensively or extensively. Furthermore, They are considered the most experienced and knowledgeable among all students at Chadli Ben Djdid University.

2.3. The Research Instruments

To ensure that the study is conducted under the proper circumstances and the data collected are as much valid as possible, I used a questionnaire consists of twenty one questions related to reading in general and extensive reading in particular.

2.4. Description of the Questionnaire

The questionnaire consists of twenty one(21) questions, two(2) of them about the identity of the participants while nineteen(19) about reading to explore its importance, the purpose of reading, favorite time and place to read, the amount of reading texts, the attitude of EFL students towards extensive reading, the amount of unknown words that create problems to students, the effects of extensive reading on their vocabulary knowledge, the students' feeling and reaction when they meet unknown words during reading, the effects of ER in enhancing grammar knowledge, vocabulary knowledge, and reading comprehension. Moreover, the students' attitude towards teaching extensive reading at Chadli Ben Djdid University, the effects of the negligence of extensive reading on students' vocabulary knowledge and finally the effects of extensive

reading on teachers.

Two thirds of the questions were closed ended questions with seven open ended questions to give more freedom to the participants which leads to reliable and valid results.

2.5.Data Analysis

Question one : what is your favorite time to read?

45.5% of the participants prefer to read at night while 18.2% prefer to read in the morning,the same ratio 18.2% for participants who prefer to read in the afternoon while 12.1% like to read in the evening.finally,6.1% have chosen to read in other times. This shows that the largest ratio prefer to read at night which is a time of rest and relaxation,and indicates that their reading is extensive.

4. What is your favorite time to read?

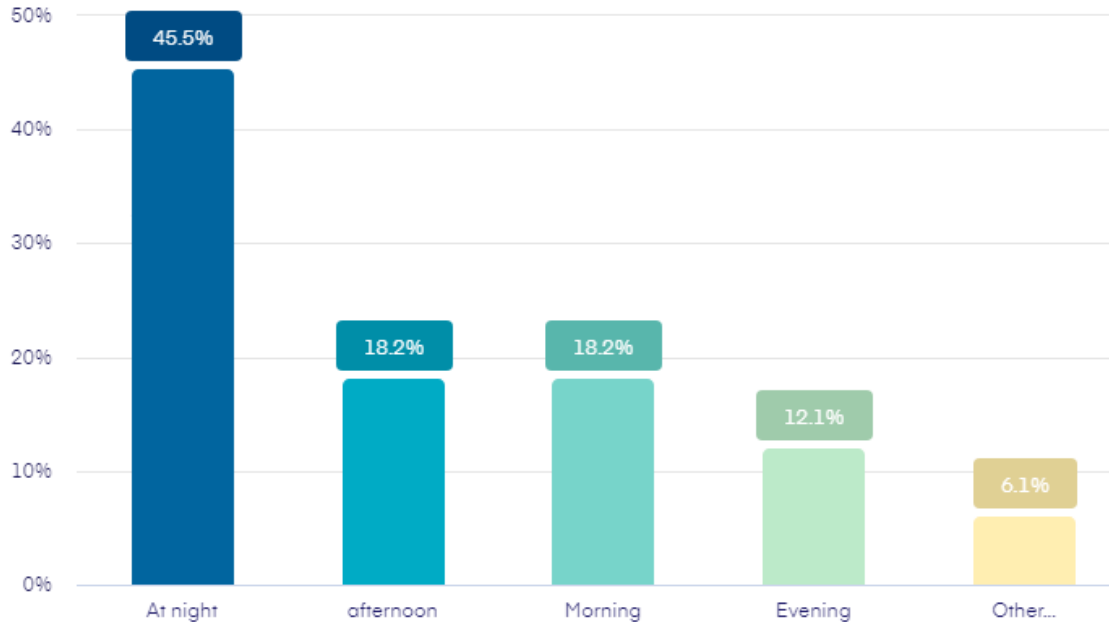


Figure 2.1:Students answers about favorite time of reading

QuestionTwo: what is your favorite place to read?

The favorite place to read is one of the elements that can indicate the type of reading that students prefer. Home is the favorite place according the majority of participants ,78.8% of them have chosen to read at home while 15.2% prefer to read in a library.6.1% like reading in other places while no one 0% wanted to read in the classroom or while commuting. The results show that the majority of participants prefer to read extensively at home rather than reading intensively in the classroom.

5. what is your favorite place to read?

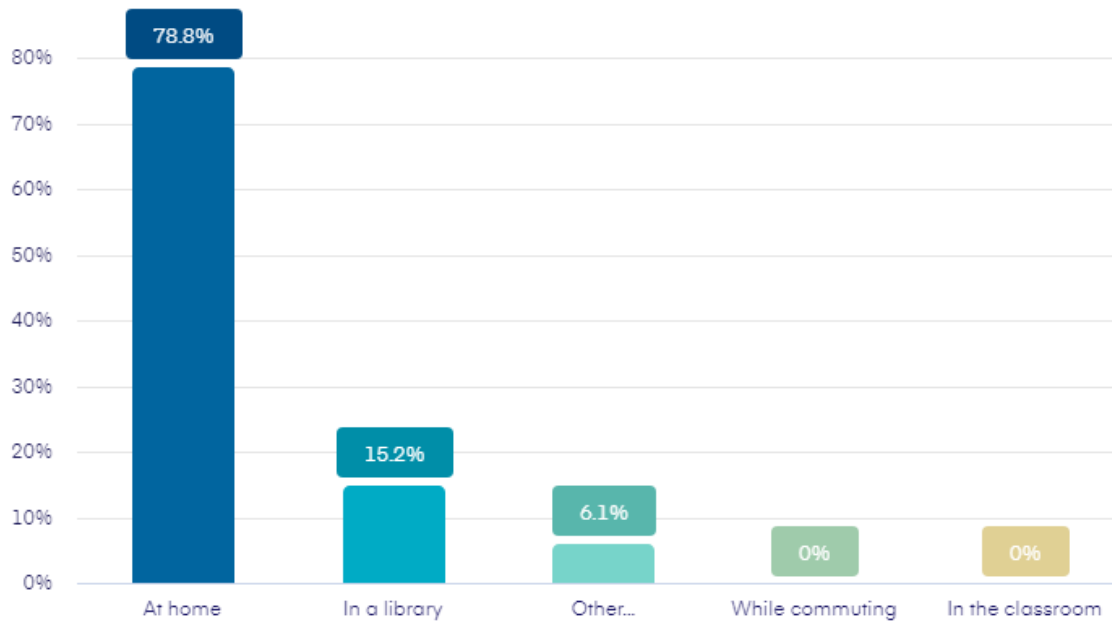


Figure 2.2. Students answer about favorite place of reading

Question Three: How much do you usually spend reading?

Only 6.1 are usually read more than one hour per day while 3% read one hour or less ,on the other hand, when we come to thirty minutes or less we find that 54.5 of the participants used to read .Finally,15.2% used to read 45 minutes or less. The results show that reading for a long time is not popular among more than half of the participants , this leads us to conclude that reading intensively in a school sessions that usually last for one hour or more is not the favorite for the students. ■■■■

8. How much time do you usually spend reading?

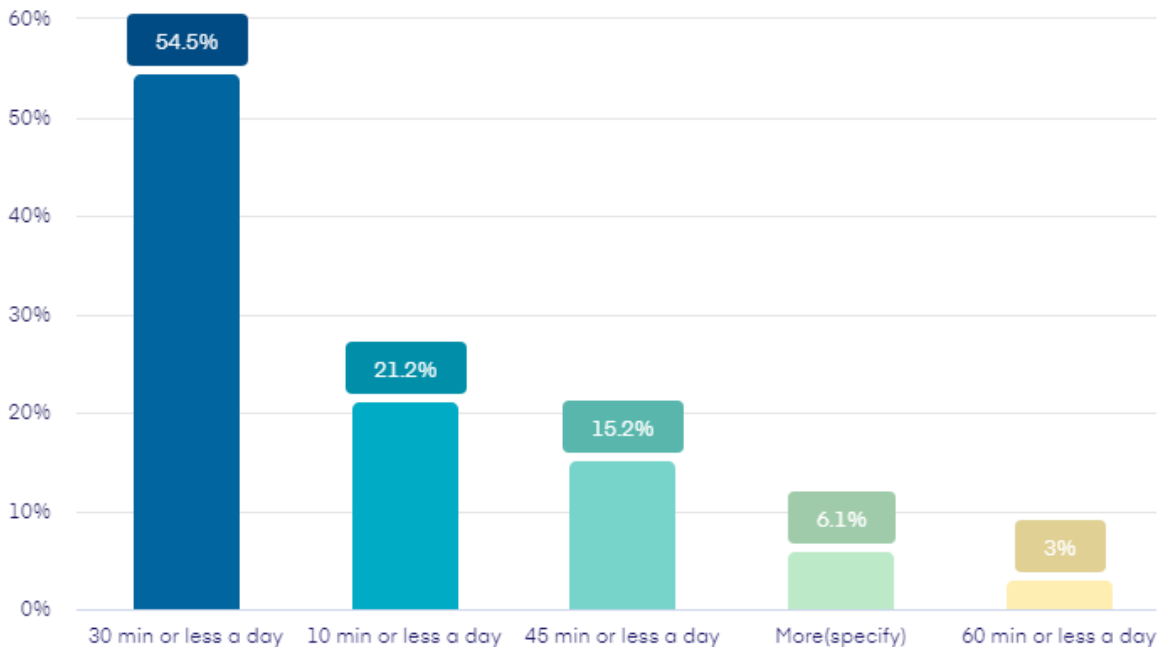


Figure2.3 :students answer about the duration of daily reading

Question Four:For what purpose do you often read?

The purpose of reading is one of the most important questions since it indicates directly to type of reading the participants prefer.

36.7% of the participants read often for enjoyment , 34.7% usually read for obtaining knowledge,14.3% read for educational tasks,10.2 read for getting rid of boredom while 4.1%read for research tasks. The results clearly show that most of participants usually read extensively for enjoyment or obtaining knowledge.

9. For what purpose do you often read?

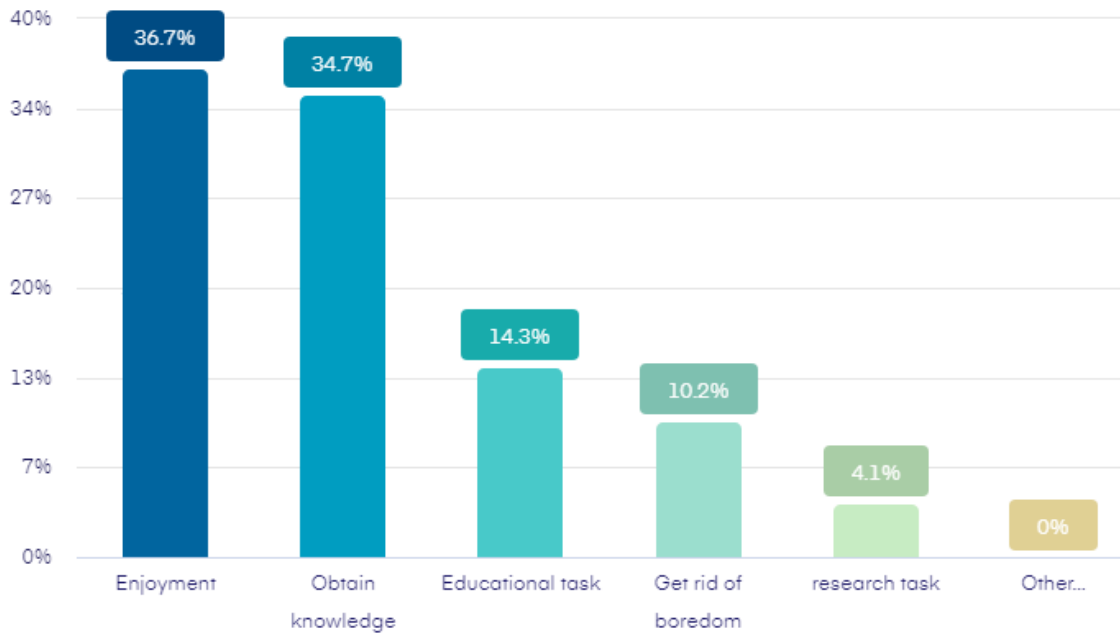


Figure 2.4:Students answers about the purpose of reading

Question Five:Do you like reading extensively?

51.1% of the participants like extensive reading,33.3% like it sometimes while 15.2 do not like it. This shows that the majority of the participants like extensive reading which makes teaching it at University easy for teachers and interesting for students .

10. Do you like reading extensively?

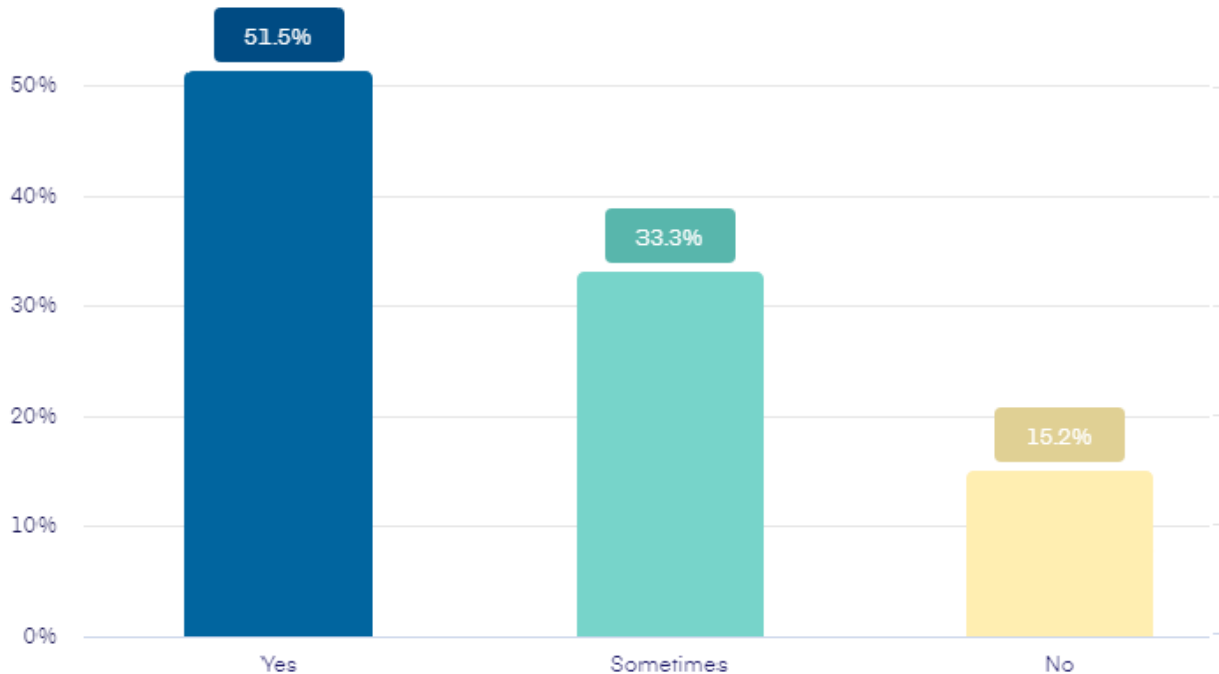


Figure 2.5:Students' attitude towards extensive reading

Question Six :To what extent do you think that extensive reading can be helpful to acquire new vocabulary ?

67.6% answered that is extremely helpful to acquire new vocabulary,32.4% answered that it is so helpful while no one said that is not helpful.This shows all participants are agree that extensive reading is helpful to acuire more vocabulary.

11. To what extent do you think that extensive reading can be helpful to acquire new vocabulary?

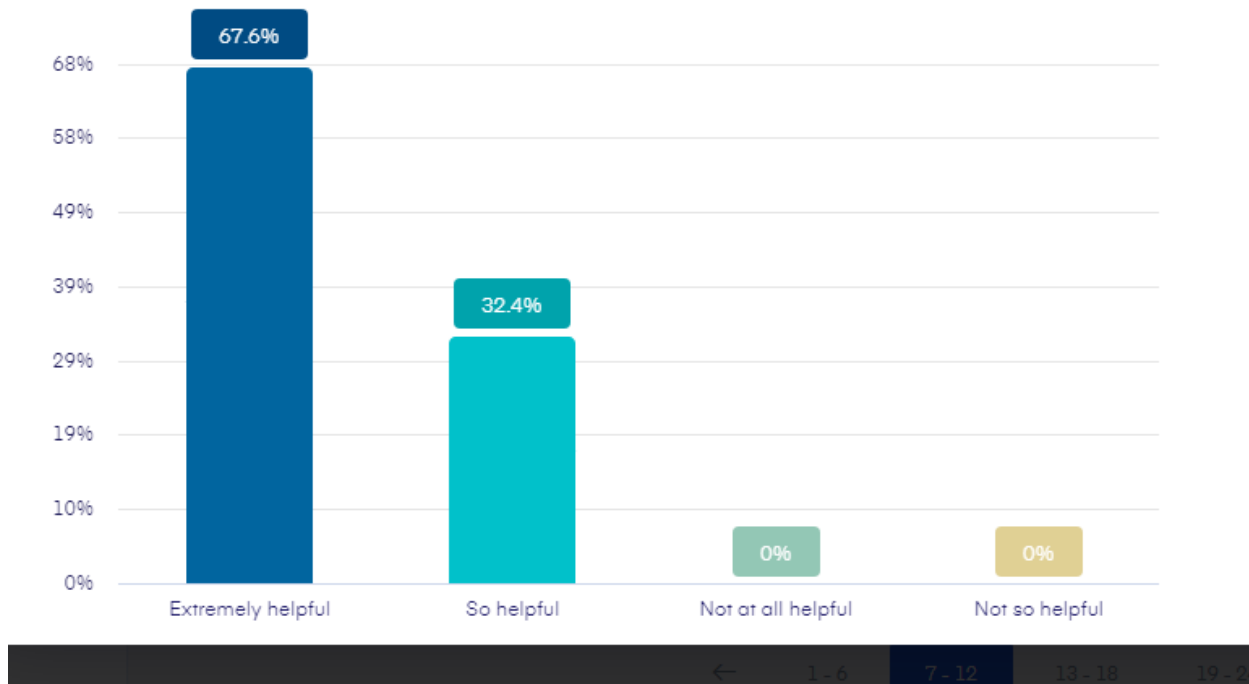


Figure 2.6:Students' attitude towards the acquisition of vocabulary through extensive reading

Question seven:What do you usually like to read?

54.5% of the participants answered that they like reading books, 25% articles, 11.4% magazines, 6.8% newspapers, 2.3% other materials while no one prefers to read textbooks. The results show that they don't like textbooks which often need to be read intensively in the classroom with the teacher. This leads us to conclude that they prefer extensive reading rather than intensive reading.

12. What do you usually like to read?

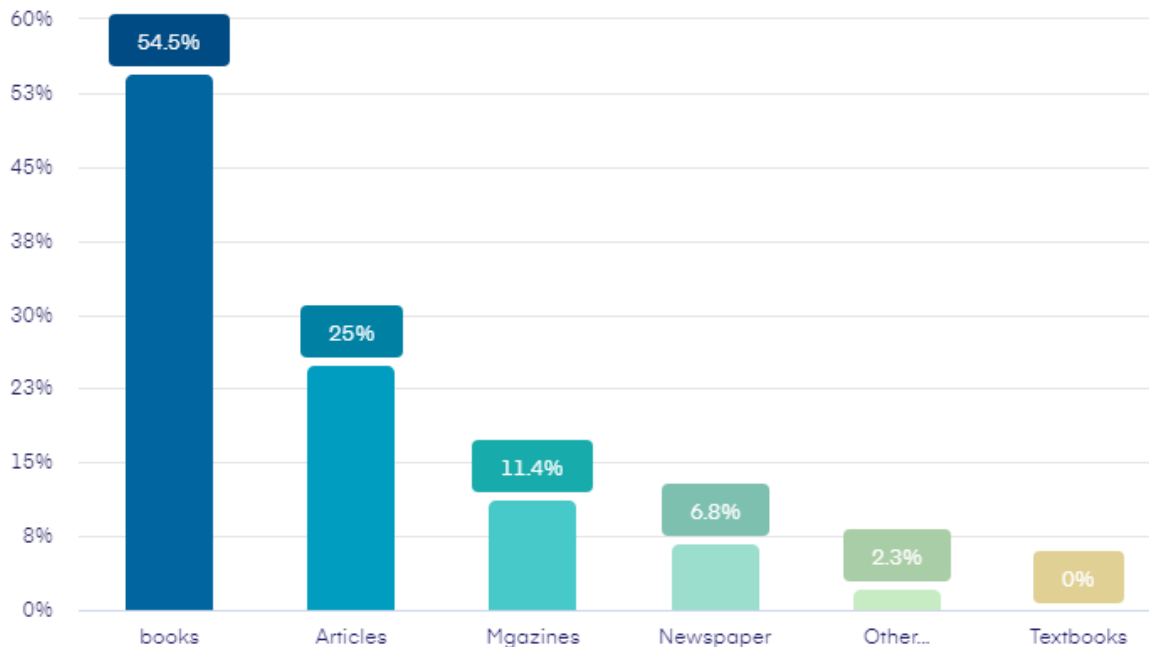


Figure 2.7:Students' answer the favorite material of reading

Question eight: How many unknown words (per page) make the text not understood for you?

42.4% answered that five words per page can create a problem for them to understand the text while 6.1% more than ten words, 36.4% ten words, and 15.2% two words. The results show that five unknown words or more is a serious problem and can affect students' reading and general understanding when they read. This leads us to conclude that the lack of vocabulary can negatively affect students' comprehension.

13. How many unknown words (per page) make the text not understood for you?

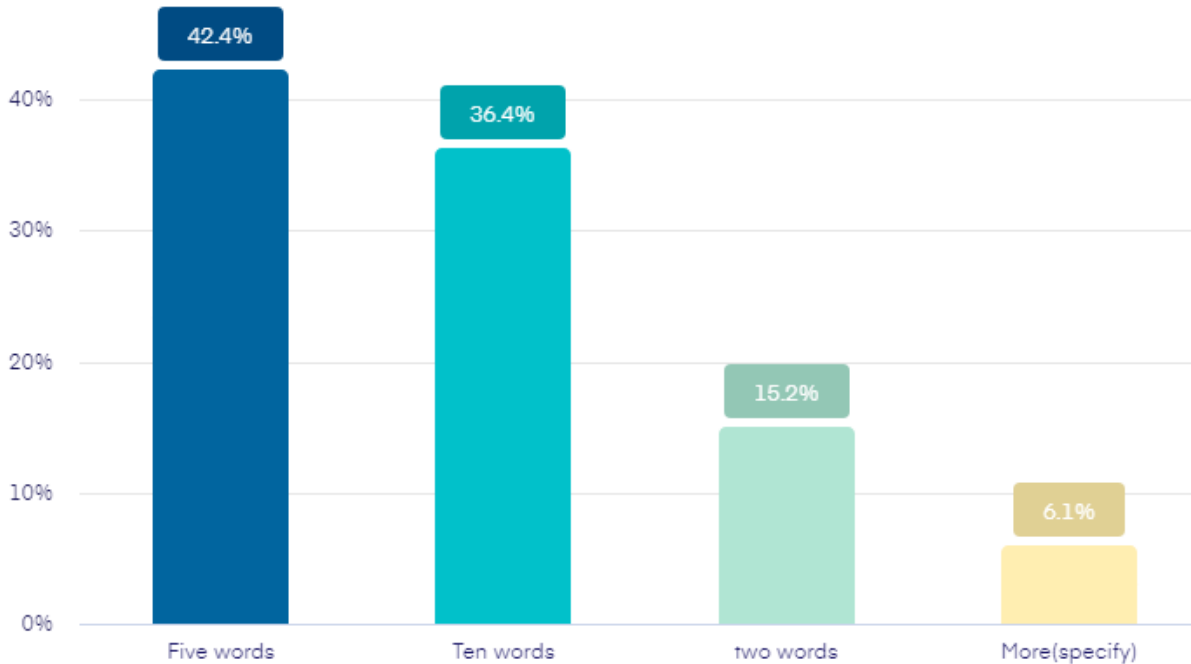


Figure 2.8 :Students answer about the number of words that can prevent understanding

Question nine:How do you behave when you meet unknown words when reading?

54.5% answered that they use dictionary when they meet unknown words,21.2% try to understand from the context,21.2% ignore them and keep reading while 3% use another ways.This shows that more than half of the participants don't focus on the general understanding which is one of the basics of extensive reading,and this is a strong indication that the students need to learn more about extensive reading.

14. How do behave when you meet unknown words when reading?

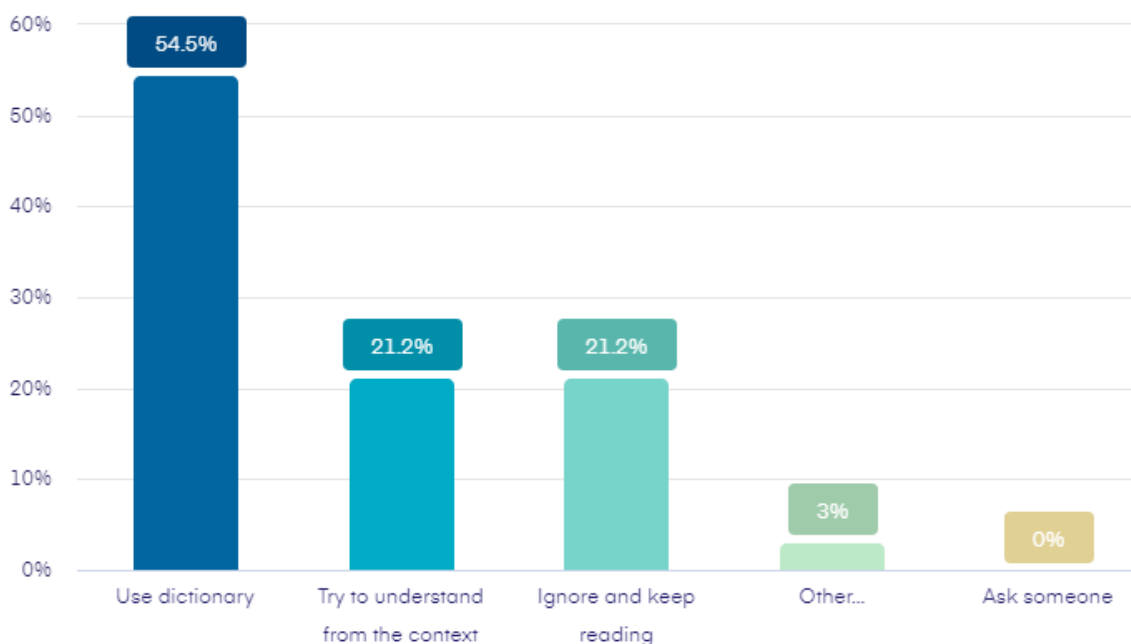


Figure 2.9:Students answer about their stance when meet unkown words

Question Ten:How do you feel when you meet many unknown words while reading?

57.6% answered that the feeling of challenge dominate them when they meet many unknown words,27.3% feel frustraration,9.1% desparate,3% provocation and 3% feel another feelings.The results show lead us to conclude that the participants who have the spirit of challenge can develop their levels through reading extensively,otherwise,those who feel frustration it is better to read intensively under the supervision of the teacher.

Question Ten:How do you feel when you meet many unknown words while reading?

15. How do you feel when you meet many unknown words while reading?

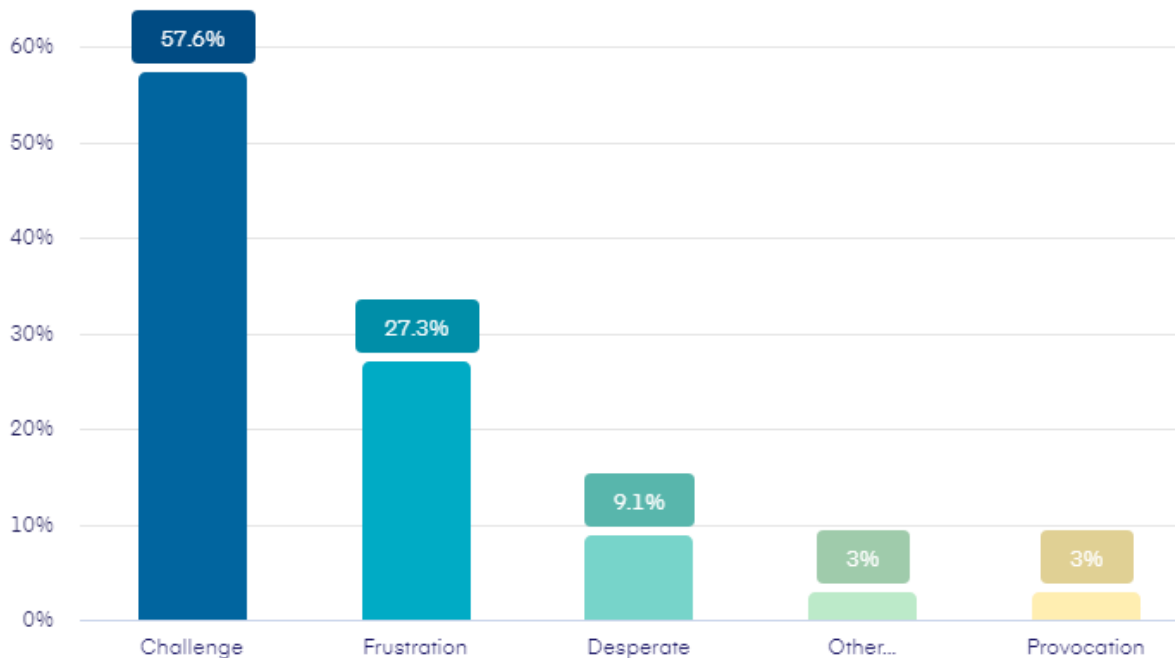


Figure 2.10 :Students answer about their feelings when meet unknown words

Question Eleven:reading extensively is very important in order to improve vocabulary knowledge?

51.4% agree,42.4% strongly agree,6.1% disagree while no one strongly disagree.This shows that the majority are agree that extensive reading is important to improve knowledge of vocabulary.The results show importance of extensive reading in order to improve vocabulary knowledge.

16. Reading extensively is very important in order to improve vocabulary knowledge

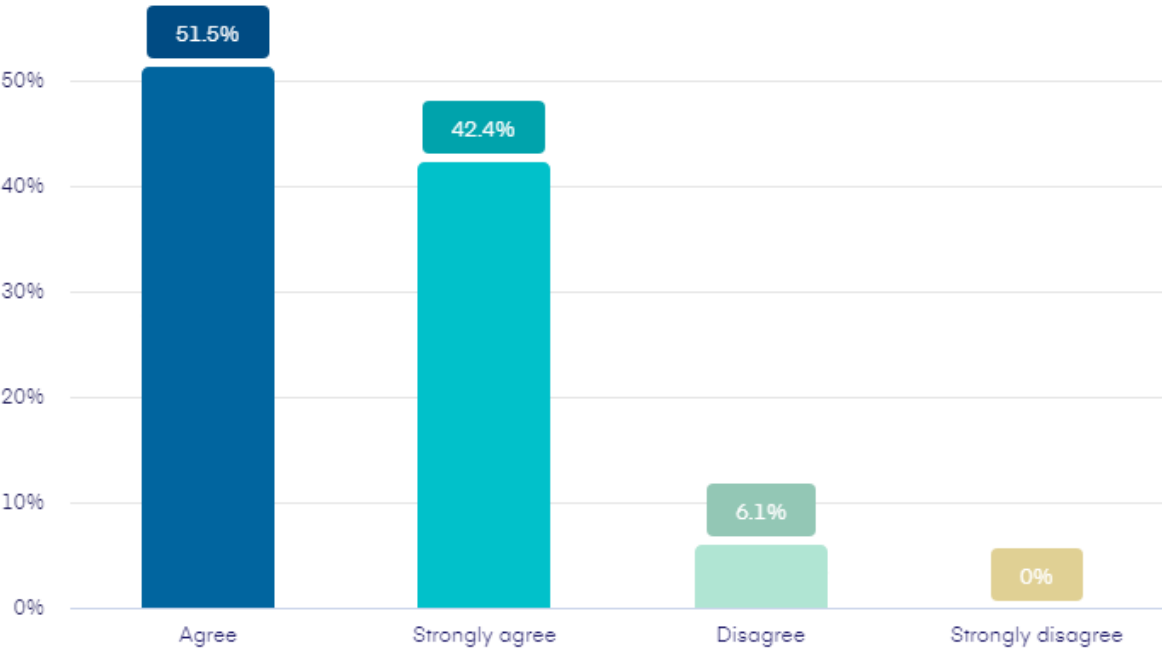


Figure 2.11:Students' attitude towards the improvement of vocabulary knowledge through extensive reading

Question twelve:How many times do you need to meet a word during reading in order to be familiar with it?

87.9% of the participants need to meet the word three times in order to be familiar with it ,6.1% five times while only 6.1% ten times.For the participants who need to meet the word three or five times to be familiar with it,reading extensively is sufficient for them since the probability of meeting such number of of words is very high,however,for those who need to meet the word ten

times or more, it is better to read intensively as it is difficult to meet the same word that number extensively even if they read a large amount of materials.

17. How many times do you need to meet a word during reading in order to be familiar with it?

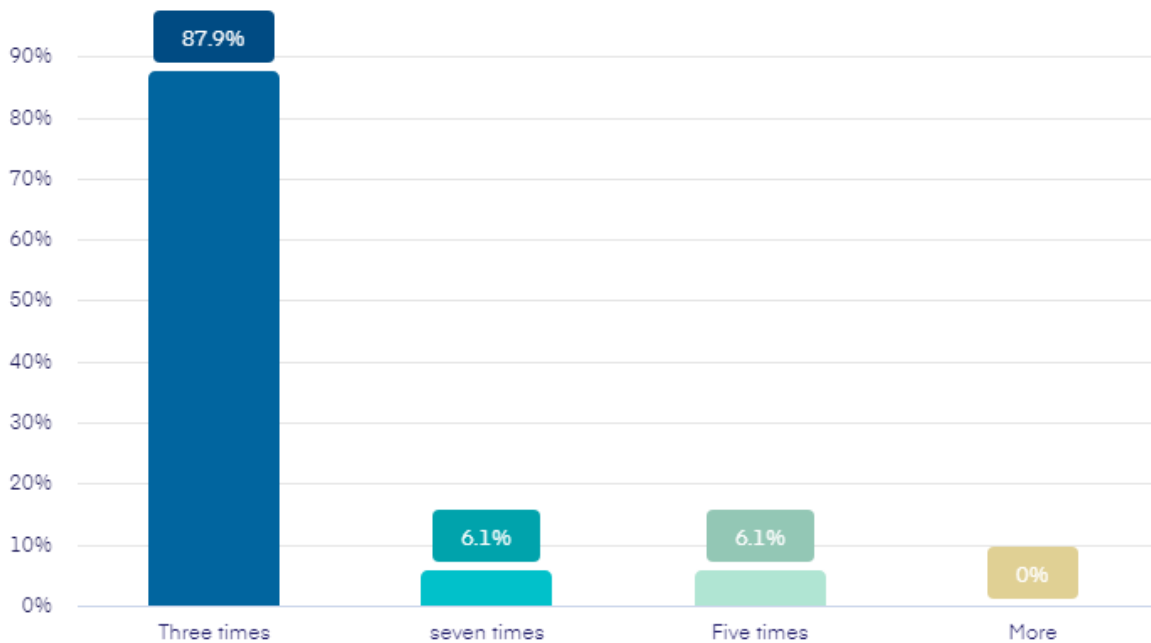


Figure 2.12 :Students answer about the familiarity with words

Question thirteen:Have you ever felt the development of your vocabulary knowledge through extensive reading?

87.9% answered that they noticed the development of their vocabulary knowledge thanks to extensive reading, 9.1% answered the opposite while only 3% were not clear. The majority of participants observed the improvement of their vocabulary through reading extensively. The results show the effects of extensive reading on the development of vocabulary knowledge.

18. Have you ever felt the development of your vocabulary knowledge through extensive reading?

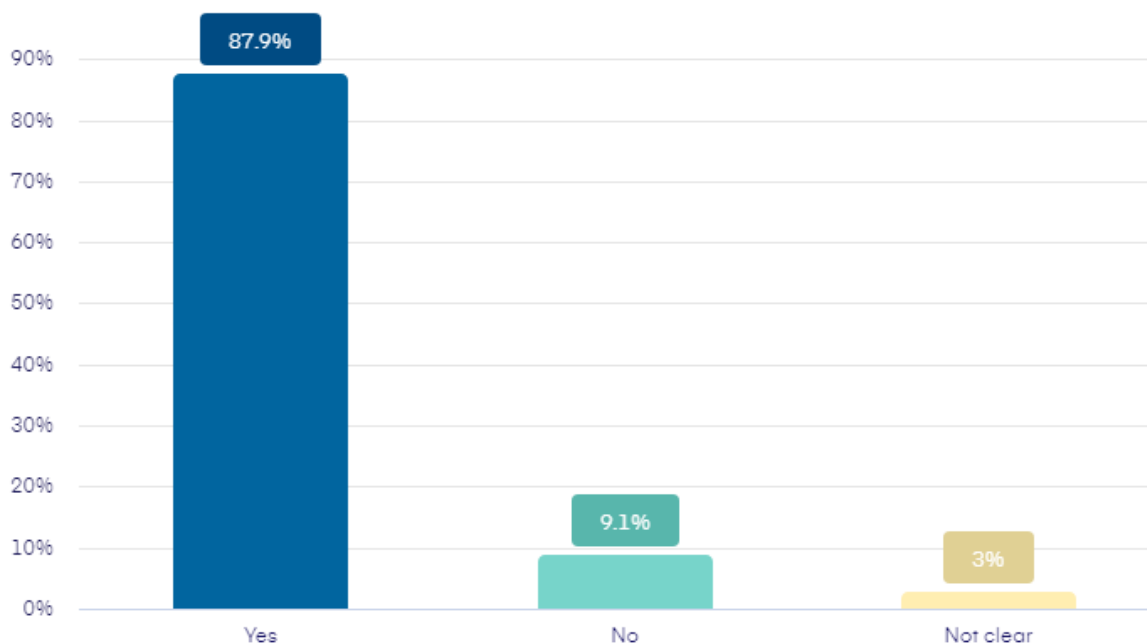


Figure 2.13 :Students' attitude towards the improvement of vocabulary knowledge through extensive reading.....

Question Fourteen:From your own experience,did ER helped you to improve your grammar knowledge?

72.7% of the participants answered that extensive reading helped them to improve their knowledge of grammar,21.2% helped them a little bit while 6.1% answered no.This shows that extensive reading is a good way that can be an effective method in order to improve the knowledge of grammar.

19. From your own experience, did ER helped you to improve your grammar knowledge?

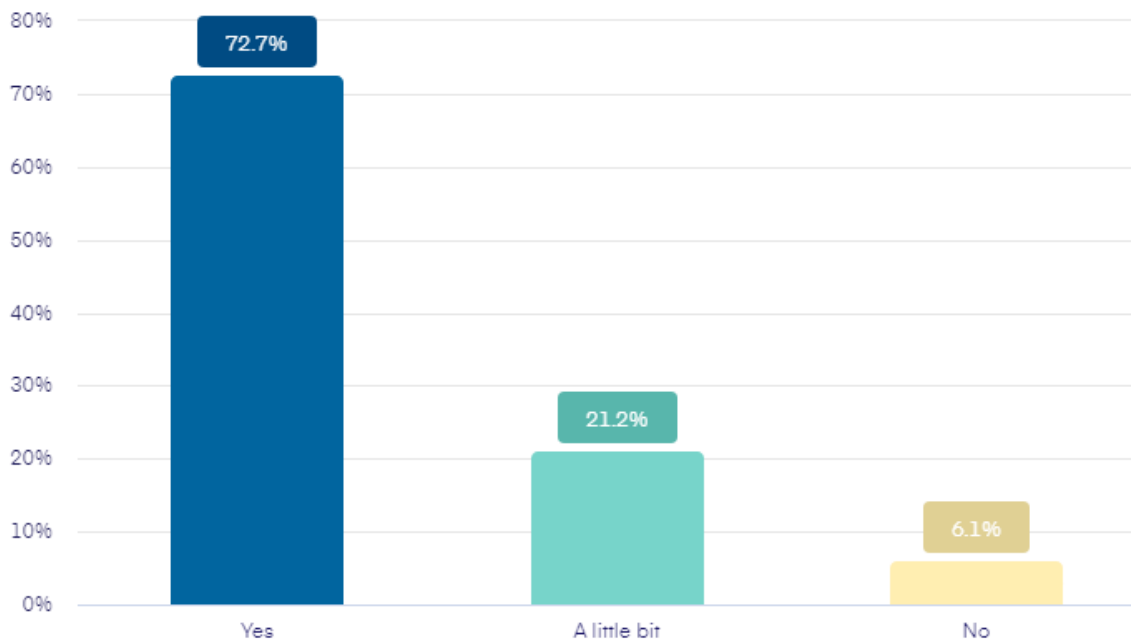


Figure 2.14 :Students answer about the development of grammar through extensive reading

Question Fifteen:Did ER helped you to improve your reading comprehension?

100% of the participants answered that extensive reading helped them to improve their reading comprehension .The results show the effect of extensive reading on the improvement of reading comprehension.

20. Did ER helped you to improve your reading comprehension?

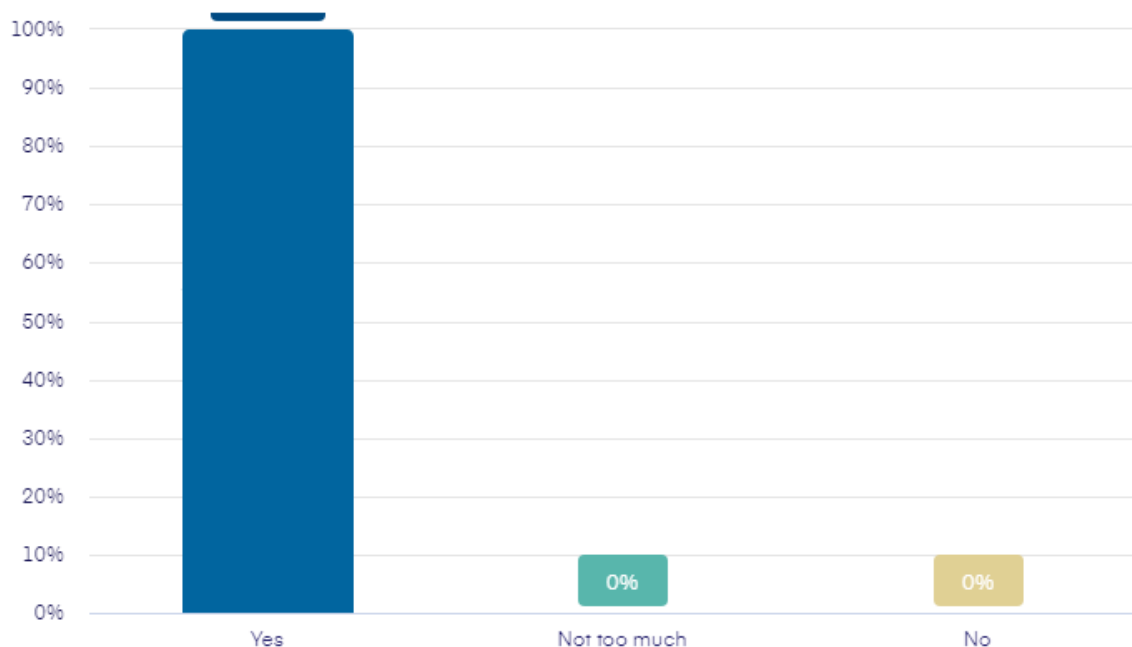


Figure 2.15:Students answer about the development of reading comprehension through extensive reading

Question sixteen:Do you agree that ER should be taught at Chadli Ben Djdidi University and Algerian Universities?

93.9% of the participants agree that extensive reading should be taught at Chadli Ben Djdidi University and other Algerian Universities,6.1% answered with I don't know while no one said I disagree.The majority of the participants are agree that teaching extensive reading at University can be useful to help students to improve their levels.This shows that teaching extensive reading at University is an important and beneficial for the development of students' performance.

21. Do you agree that ER should be taught to EFL students at Chadli Ben Djidid University and Algerian Universities?

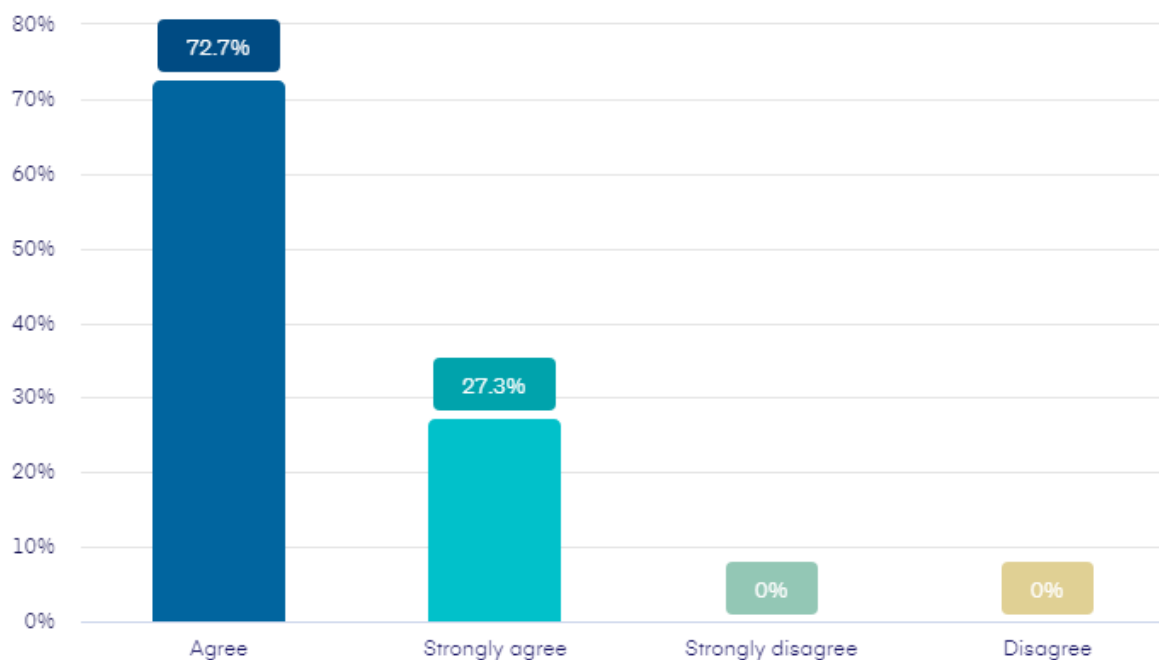


Figure 2.16 :Students' attitude towards teaching extensive reading at University

Question seventeen:Do you think that the negligence of ER at Chadli Ben Djidid University and other Universities would result in an EFL students with limited vocabulary knowledge?

63.6% of the participants believe that the negligence of extensive reading at Universities would result in a students with limited knowledge of vocabulary,15.2% answered no while 21.2% answered that they don't know.The results show that the negligence of extensive reading at University can affect the students' level concerning vocabulary knowledge.

23. Do you think that the negligence of ER at Chadli Ben Djdid University and other Universities would result in an EFL student with limited vocabulary knowledge?

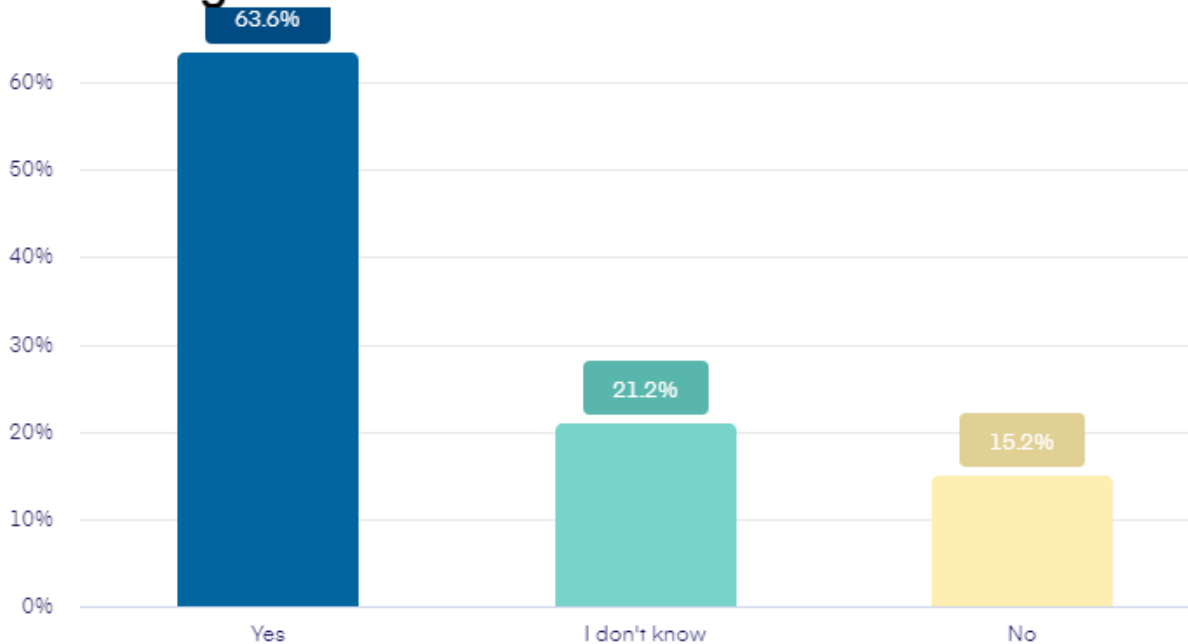


Figure 2. 17: Students answer about the negligence of extensive reading at University

Question eighteen: Do you think that teaching ER at Chadli Ben Djdid and other Universities would help students to improve their vocabulary knowledge?

93.9% of the participants answered that teaching extensive reading at Chadli Ben Djdid University can help students to improve their vocabulary knowledge. This shows that the teaching of extensive reading at University is very useful in order to improve the students' vocabulary knowledge.

22. Do you think that teaching ER at Chadli Ben Djdid University and other Algerian Universities would help EFL students to improve their vocabulary knowledge?

ANSWER	RESPONSES	RATIO
Yes	31	93.9%
I don't know	2	6.1%
No	0	0%

Figure 2.18 :Students answer about the effect teaching ER on the development of vocabulary

Question nineteen:Teaching ER at Chadli Ben Djdid University and other Universities would improve vocabulary knowledge not just to students,but also to teachers

75.8% of the participants agree that extensive reading can be beneficial even to teachers,24.2% strongly disagree while no one answered with disagree.This shows that teaching extensive reading at University can affect even teachers' knowledge of vocabulary.

24. Teaching ER at Chadli Ben Djidid University and other Universities would improve vocabulary knowledge not just to students, but also to teachers.

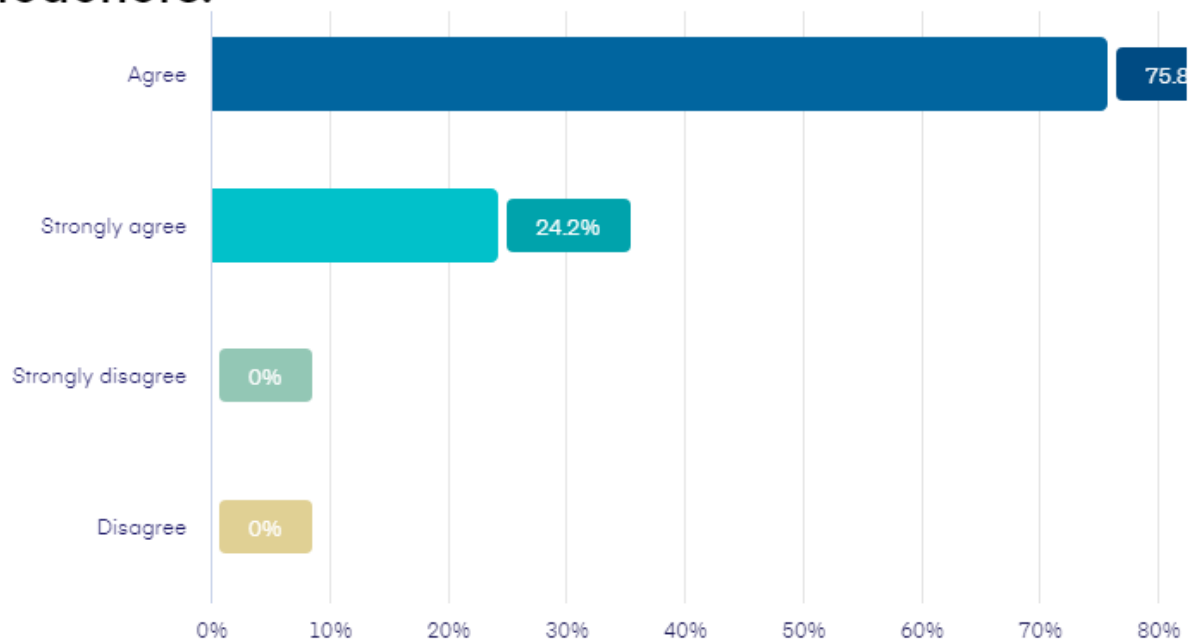


Figure 19:Students' attitude towards the role of extensive reading in enhancing teachers' vocabulary knowledge

2.6.Discussion

2.6.1.Disucussion of the Hypothesis

Judging from the data results,extensive reading proved to be an effective tool to improve the vocabulary acquisition level of Master two students of English at Chadli Ben Djidid University.

The results show that there is a strong relationship between extensive reading and vocabulary

acquisition , they show that extensive reading is an important approach in order to improve students' vocabulary knowledge, grammar and reading comprehension. Most of participants asserted that they support the suggestion of teaching extensive At Chadli Ben Djdid University and other Universities. In addition to,the results show that extensive reading can affect the amount of vocabulary for both students and teachers ,they also show that extensive reading has an explicit impact on vocabulary improvement and EFL students can acquire a good number of new vocabulary while involved in reading a large amount of reading texts ,moreover, the results suggest that teaching extensive reading at University can solve the common problem lack of vocabulary .

Conclusion

This chapter presented the methodology adopted by the researcher while conducting the study. It offered information about the participants, the institution, and the questionnaire.it dealt with quantitatively analysing the data. The findings showed that extensive reading may be a great solution of the problem of lack of vocabulary.

Chapter Three

Implications and Recommendations

Introduction

This chapter presents the pedagogical implications drawn from the research results that answered the research questions and validated the given hypothesis . The chapter also presents a set of recommendations proposed by the researcher concerning the implementation of extensive reading at Chadli Ben Djdid University.

3.1.Implications

The findings of this study suggest an effective and feasible technique that allows EFL students at Chadli Bendjedid University to improve their vocabulary knowledge. Moreover, the research results are encouraging for the university to set up a project about extensive reading which would benefit the university's image and reputation.

3.2.Recommendations

In the light of the findings reviewed throughout this study, a set of recommendations have been suggested by the researcher to show the importance of using extensive reading method as an effective tool for improving the students' outcome at Chadli Ben Djdid University. We would suggest the following recommendations:

- Organize events to discuss the importance of extensive reading
- Organize periodic courses with the participation of graduating students who wish to carry on to take its courses in exchange for a small fee

- Introduce seasonal extensive reading competitions and reward outstanding students as a motivation to engage in such competitions

- Hosting guest students who are interested in extensive reading from other streams and

faculties can be a valuable occasion to obtain new knowledge, create a kind of positive competition that may help improve students' level and enhance their vocabulary knowledge

- Create more conferences and training programs on extensive reading aiming at making EFL students grow their reading skills and acquire new vocabularies
- Make motivated video lectures concerning the importance of extensive reading and share it among educators
- Teaching extensive reading at Chadli Ben Djdid University as a module which leads to students feeling its importance, and take it seriously
- Create educational unique online sites concerning extensive reading
- Make a propaganda about extensive reading to increase its popularity among learners
- Select the appropriate in-class activities to develop the students' reading production.
- Draw students' attention to the importance of extensive reading to develop their reading skills, knowledge of grammar and acquiring more vocabulary which leads to enhance their levels.
- Intensification of reading activities and tasks

- ask students to suggest some books or articles from their own choice for reading at home then discuss them in the classroom
- Use all available methods and tools to motivate students to read extensively more and more.

Conclusion

This chapter dealt with presenting the research's pedagogical implications drawn from the research's findings which contributed to previous studies. It also listed a set of recommendations proposed by the researcher for the implementation of an extensive reading in a useful programme at Chadli Bendjedid University. The recommendations were divided into suggestions to the Ministry of education and teachers.

General Conclusion

The aim of this research is to boost and polish EFL students' vocabulary knowledge through extensive reading. This study investigated whether or not adopting extensive reading would improve EFL students' vocabulary acquisition, the research was conducted with 34 Master two students of English at Chadli Ben djedid University who answered sincerely the questionnaire.

The research data were quantitatively analysed, and the findings showed that extensive reading has a huge impact on acquiring new vocabulary.

This research provided a set of recommendations and pedagogical suggestions in order to pave the way for a successful extensive reading programme at Chadli Ben Djedid University To be a pioneer in this field.

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APPENDICES

Appendix A

1. What is your age?*

- Type one or a few words..

3. Are you male or female?*

Select one answer

- Male
- Female

4. What is your favorite time to read?*

Select one answer

- Morning
- Evening
- At night

- afternoon

- Other...

5. What is your favorite time to read?*

Select one answer

- Morning
- Evening
- At night
- afternoon

- Other...

6. what is your favorite place to read?*

Select one answer

- At home
- In a library
- In the classroom
- While commuting

- Other...

7. what is your favorite place to read?*

Select one answer

- At home
- In a library
- In the classroom
- While commuting

- Other...

8. what is your favorite place to read?*

Select one or more answers

- At home
- In a library
- In the classroom
- While commuting

- Other...

9. How much time do you usually spend reading?*

Select one answer

- 10 min or less a day
- 30 min or less a day

- 45 min or less a day
- 60 min or less a day

- More(specify).....

10. For what purpose do you often read?*

Select one or more answers

- Enjoyment
- Obtain knowledge
- Get rid of boredom
- research task
- Educational task

- Other...

11. Do you like reading extensively?*

Select one answer

- Yes
- No
- Sometimes

12. To what extent do you think that extensive reading can be helpful to acquire new vocabulary?*

Select one answer

- Extremely helpful
- So helpful
- Not so helpful
- Not at all helpful

13. What do you usually like to read?*

Select one or more answers

- books
- Articles
- Textbooks
- Mgazines
- Newspaper

- Other...

14. How many unknown words (per page) make the text not understood for you?*

Select one answer

- two words

- Five words
- Ten words

- More(specify)

15. How do behave when you meet unknown words when reading?*

Select one answer

- Ignore and keep reading
- Use dictionary
- Try to understand from the context
- Ask someone

- Other...

16. How do feel when you meet many unknown words while reading?*

Select one answer

- Frustration
- Desperate
- Challenge
- Provocation

- Other...

17. Reading extensively is very important in order to improve vocabulary knowledge*

Select one answer

- Agree
- Strongly agree
- Disagree
- Strongly disagree

18. How many times do you need to meet a word during reading in order to be familiar with it?*

Select one answer

- Three times
- Five times
- seven times
- More

19. Have you ever felt the development of your vocabulary knowledge through extensive reading?*

Select one answer

- Yes
- No

- Not clear

20. From your own experience, did ER helped you to improve your grammar knowledge?*

Select one answer

- Yes
- No
- A little bit

21. Did ER helped you to improve your reading comprehension?*

Select one answer

- Yes
- No
- Not too much

22. Do you agree that ER should be taught to EFL students at Chadli Ben Djdid University and Algerian Universities?*

Select one answer

- Agree
- Strongly agree
- Disagree
- Strongly disagree

23. Do you think that teaching ER at Chadli Ben Djdid University and other Algerian Universities would help EFL students to improve their vocabulary knowledge?*

Select one answer

- Yes
- No
- I don't know

24. Do you think that the negligence of ER at Chadli Ben Djdid University and other Universities would result in an EFL student with limited vocabulary knowledge?*

Select one answer

- Yes
- No
- I don't know

25. Teaching ER at Chadli Ben Djdid University and other Universities would improve vocabulary knowledge not just to students, but also to teachers.*

Select one answer

- Agree
- Strongly agree
- Disagree
- Strongly disagree

Appendix B

1. What is your age?

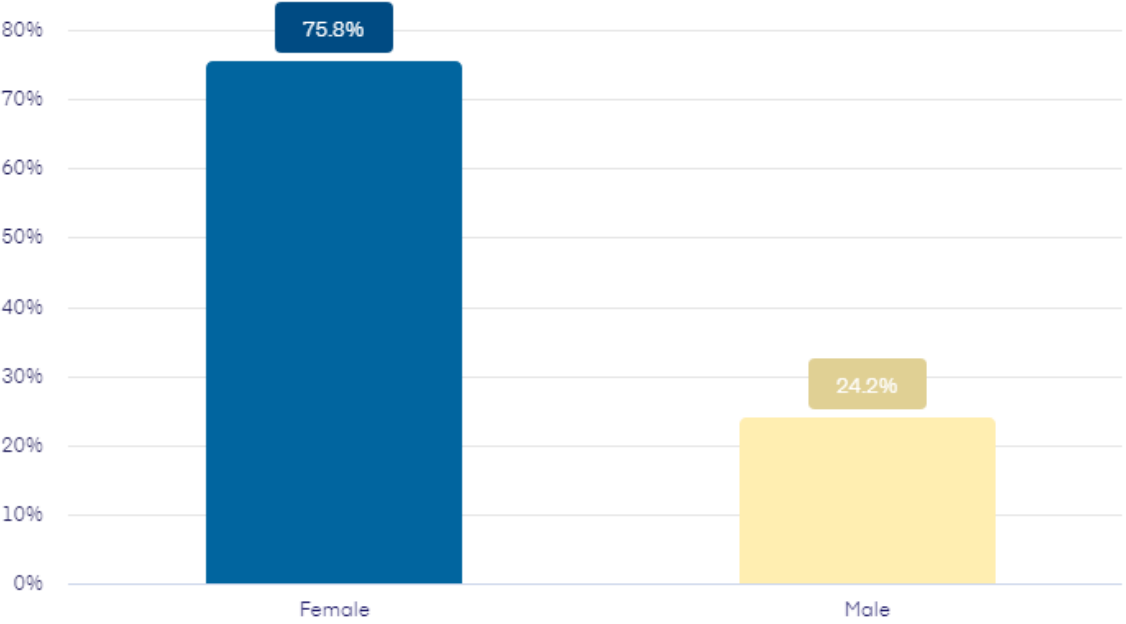
36 years old

30 years old

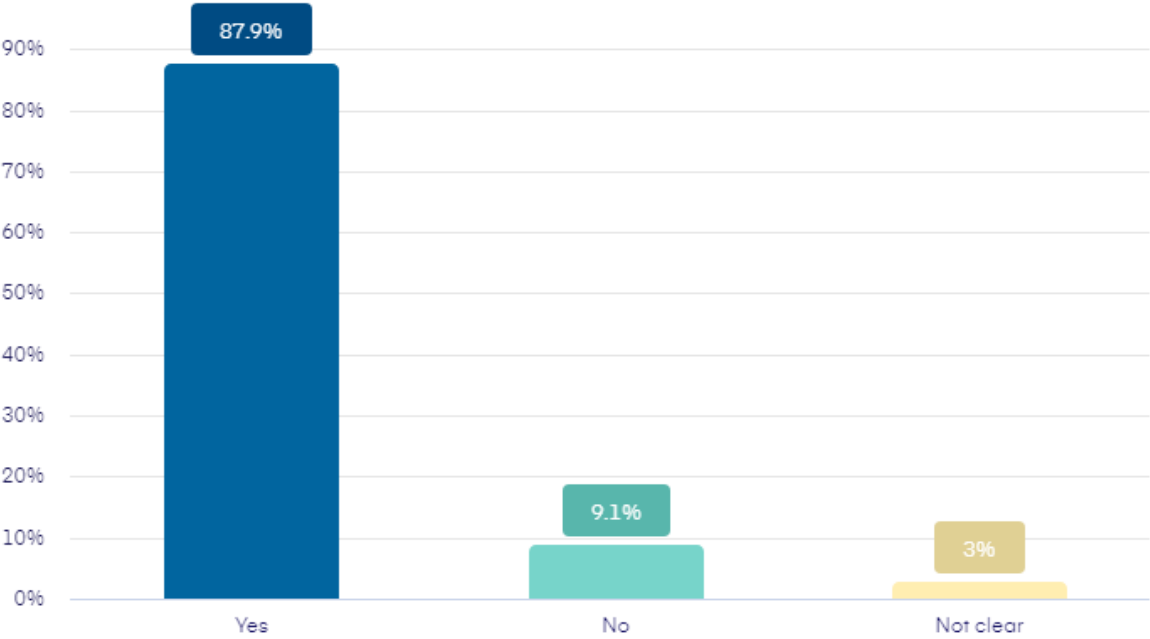
36
50
25
24
23
24

22
23 yo
27
35
25 years old

2. Are you male or female?



18. Have you ever felt the development of your vocabulary knowledge through extensive reading?



Appendix E

21. Do you agree that ER should be taught to EFL students at Chadli Ben Djdid University and Algerian Universities?

