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**Exploring Strategies to Reading Comprehension via Intentional  
Vocabulary Learning**

**Case Study: 2<sup>nd</sup> Year LMD Students of English at Chadli Bendjedid  
University El-Tarf**

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*Didactique de l'Anglais*

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## STATEMENT OF ORIGINAL AUTHORSHIP

We hereby certify that this research work entitled “Exploring Strategies to Reading Comprehension Via Intentional Vocabulary Learning”, supervised by Mrs. Sana Bouras the academic year (2017-2018), and submitted to the department of English at Chadli Bendjedid University, El-Tarf to meet requirements for the award of Master degree, has not been previously submitted to meet requirements of an award of this study or any other higher education institution. To the best of our knowledge and belief, this dissertation contains no material previously published or written by other person. Hence, it is our own work and any information used was properly cited in the reference list to avoid any act of plagiarism.

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Signature

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Date: 11 / 06 /2018

## **Dedication**

In the name of Allah, the most Merciful.

I begin my words with prayer and peace upon our prophet Mohammed.

This is the day I have been waiting for a long time ago to conclude the years of study and hard work under this modest research which I dedicate to the closest people to my soul and heart: my parents, my siblings, my friends and to everyone who stands by my side.

To Second Year EFL students of Chadli Bendjedid University who have cooperated with us so without their help our work would not have the sufficient data.

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**List of Abbreviations and Acronyms**

**EFL:** **English** as Foreign Language

**ER:** **Extensive** Reading

**ESL:** **English** as Second Language

**FL:** **Foreign** Language

**IR :**Intensive Reading

**IVL :**Intentional Vocabulary Learning

**LLS:** Language Learning Strategy

**L2:** Second Language

**PRS:** Pre-Reading Strategies

**RC:** Reading Comprehension

**RCS:** Reading Comprehension Strategy

**RS:** Reading Strategies

**SUV:** Strategies for Unknown Vocabulary

**VLS:** Vocabulary Learning Strategy

## Abstract

Recently, the value of vocabulary learning strategies has been recognized by researchers in the field of cognitive psychology. This research work explores strategies to reading comprehension through intentional vocabulary learning. In order to examine the rate of appropriateness of our topic, two basic research questions are proposed (1) what are the effects of lack of understanding of vocabularies 'meanings on reading comprehension? (2) To what extent intentional vocabulary learning is efficient in realizing strong reading comprehension? To attain the aim of our work, we conducted an experimental inquiry to confirm our hypothesis which states that as long as students depend on intentional vocabulary learning as a key technique in identifying new words' meanings; they will certainly win a correct, relevant and significant reading comprehension of any text. In addition, this experiment had been conducted on two first year groups at the Department of English in Chadli Bendjedid University El-Tarf; the treated group's level improved after the experiment and their control upon intentional learning mostly increased. Consequently the learning process would be easier.

**Key words:** vocabulary learning, reading comprehension, intentional vocabulary, experimental inquiry.

## ملخص

في الآونة الأخيرة، اعترف الباحثون في المجال بالقيمة الواضحة لإستراتيجيات تعلم المفردات. في حين نستكشف من خلال هذا البحث استراتيجيات القراءة والفهم عن طريق تعلم مفردات متعددة. من أجل فحص مدى ملائمة موضوعنا، تم طرح سؤالين أساسيين للبحث (1) ماهي آثار عدم فهم معاني المفردات على القراءة والفهم؟ (2) إلى أي مدى يكون تعلم المفردات المتعددة فعالاً في تحقيق فهم القراءة القوي؟ ولتحقيق هدف عملنا، أجرينا تحقيقاً تجريبياً لتأكيد فرضيتنا التي تنص على أنه طالما أن الطلاب يعتمدون على تعلم مفردات متعددة كأسلوب رئيسي في تحديد معاني الكلمات الجديدة، فمن المؤكد أنهم سيحصلون على فهم صحيح وكبير لأي نص مقروء. بالإضافة إلى أن هذه التجربة أجريت بمساعدة مجموعتين من طلاب السنة الثانية بقسم اللغة الإنجليزية في جامعة الشاذلي بن جديد الطارف، بعد إجراء التجربة تحسن مستوى الطلبة الذين خضعوا للتحقيق وازدادت سيطرتهم على تعلم المفردات المتعددة. كنتيجة تحسن المنهاج التعليمي.

**الكلمات المفتاح :** تعلم المفردات، فهم القراءة.



## ***Chapter One***

### ***Introductory Chapter***

#### **Introduction**

The present research is conducted to test and confirm the validity and authenticity of the use of intentional vocabulary learning by EFL students inside the classroom as helping strategy to boost reading comprehension. This section is a manual so-called introductory chapter, whereby identifies the statement of the problem, aims and motivation of the study. It also displays the hypothesis, research questions and the method being used to collect the necessary data; as well the research design, participants and finally data gathering tools.

#### **Statement of the Problem**

Students are tending to master English whether by individual or independent learning, or by official learning in universities and colleges; they are reading all the time to explore their knowledge and to satisfy their compassion for science.

While reading they are facing each time new vocabularies; they struggle to figure out their intended meanings which make understanding hard mission for them. For these reasons we claim that intentional vocabulary learning strategies for example, use of dictionary, morphemic analysis, and contextual analysis would be the best solution which help students to improve their reading comprehension. Implementing those strategies would enable them determining new words' meanings independently without any cooperation of teachers.

#### **Aims of the Study**

This research aims at developing vocabulary intentionally to deepen students' knowledge of word meanings and reading comprehension. Henceforth, intentional vocabulary learning strategies are functioning as platform to facilitate the understanding of

any material whether for academic purposes or non-academic as well. By the accurate use of those strategies students will have more opportunities to raise their understanding of new words, thus increases their linguistic repertoires and word knowledge.

### **Motivation of the Study**

The crucial reason behind the choice of this theme en bloc is that any learner encounters obstacles while any kind of reading, whether knowledge seekers or entertainment seekers. Applying this neutralization on ourselves, we are as learners and researchers struggling each day to identify all the possible meanings of new vocabulary, or sometimes we do not know even the correct pronunciation of many words. All this makes reading hard and challengeable often. For these reasons we attempt to break down the previous constraints by providing a robust solution that would be tested later on empirical basis.

Intentional vocabulary learning would be of greatest value in supporting to spread reading among not solely learners, but also ordinary readers; so that improve the cultural norms of the society.

### **Research Questions**

This study endeavors to answer the following fundamental questions

1. What are the effects of lack of understanding of vocabularies' meanings on reading comprehension?
2. To what extent intentional vocabulary learning is efficient in realizing strong reading comprehension?

## **Hypothesis**

As long as EFL students depend on intentional vocabulary learning as a key technique in identifying new words' meanings ; they will certainly win a correct, relevant and significant reading comprehension of any text. Consequently the learning process would be easier.

## **Method**

### **Research design**

To verify the validity of the former hypothesis, we adopted a purely empirical approach to investigate the relationship between reading comprehension and intentional vocabulary learning among EFL students. Therefore, to keep a balance inside the classroom the experimental method, consisted of pretests and posttests with robust instruction between the two tests, was really dynamic in collecting reliable and relevant data to be analyzed and generalized over big population.

### **Participants**

To explore strategies to reading comprehension via intentional vocabulary learning, the current inquiry was conducted with second year LMD students. We selected randomly a sample of two groups i.e, 60 English students among 120 at Chadli Bendjedid University, El Tarf. During the second semester of the academic year (2017-2018); we noticed that the bulk was girls because studying languages in general is pretty flattering for them.

### **Data Gathering Tools**

In order to collect the necessary data for the study, a principal instrument was used which is the experimental testing whereby we went through three crucial tests. The first one was pretest which has internal validity; the second one was the treatment or the robust instruction. The third and the last was posttest which has external validity.

The structure of the test is composed of four diverse parts that reflects the content of the independent variable, intentional vocabulary learning. It was designed carefully to check the second year EFL students' mastery of vocabulary using the intentional vocabulary learning strategies; as well to test their knowledge of those strategies.

### **Structure of the Study**

The main structure of this research is five sections. The first is an introductory chapter to the study that includes the statement of the problem, the aims and motivation of the study, the research questions, the hypothesis and the method used.

The second section however, is a background chapter that provides a general overview about vocabulary alongside its' importance in learning a foreign language. The former establishes a relationship between reading and vocabulary in general; then intentional vocabulary learning and reading comprehension in specific. It presents definitions, strategies and procedures.

The third chapter constitutes the method which includes the approach used in the study and the target population; in addition to the instruments used in collecting data.

Moreover, the fourth and fifth sections present the practical part; on one hand the fourth section presents the results by means of pretest as well as posttest in which the gathered data are scrutinized to prove or deny the suggested hypothesis above. Whereas, the last section is devoted to provide a deep discussion of the final results.

### **Conclusion**

This chapter has inserted our research operating the energetic effectiveness of intentional vocabulary learning in enlarging students' reading comprehension, in which the basic elements have been presented along the problem, aim and motivation of the study, research questions, hypothesis and the other different components which entails. Hence, the in-process section is of superior importance because it gives overall description about the issue being explored.



## ***Chapter Two***

### ***Review of Literature about Vocabulary and Reading***

#### **Introduction**

This chapter aims at providing a structured description of the related references upon which the research hypothesis is built; it establishes a relationship between intentional vocabulary learning and reading comprehension by explaining the sub-concepts, definitions, and strategies for unknown vocabulary and reading.

#### **Part One: Vocabulary**

##### **Definition of Vocabulary**

The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word 'vocabularium', meaning 'a list of words'. It gained its modern meaning, the sum of all words known by a person, in the 1700s. Vocabulary and lexis in English may be used interchangeably (Thornbury, 1997).

The definition of vocabulary is related to various views about the nature and use made of vocabulary consequently, there is no universal definition of the term vocabulary. The Longman dictionary (1995) defined vocabulary as all the words that someone knows, learns or uses. Vocabulary is the knowledge of word meanings as (Steven Stahl, 1999) 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 world.

Vocabulary can be defined in terms of wideness and depth. A wide vocabulary refers to the number of words you know. A deep vocabulary means how well you know the meanings of words in your vocabulary. Most words have more than one meaning. The more

common the word, in general, the greater it's number of meanings. The Oxford Dictionary (2002) defined vocabulary as the body of words used in a particular language or in a particular sphere.

## **The Importance of Vocabulary**

### **In Learning a Foreign Language (FL)**

According to Rivers (as cited in Lestari, 2015, p.05). "vocabulary is essential for successful second language L2 use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication". On the light of the quote above, vocabulary is the only real gap learners have to bridge in order to attain language proficiency concerning the fluency and accuracy, that is to say, the ability to use the language in speech correctly without grammatical mistakes.

### **In Teaching a Second or Foreign Language**

EFL teachers should be aware of the value of vocabulary in developing the language. Wilkins, (1972) stated "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (p.111). Also Zimmerman (1997) said that "vocabulary is central to language and of critical importance to the typical language learner" (p.5). (Lewis, 1993) also viewed "the importance of vocabulary as the centre of language teaching and learning since language consists of grammaticalized lexis, not lexicalized grammar, as structure, is subordinate to lexis" (p.115). That is to say; he sees that the words are preceded by the grammar. This confirms what we know from our own experience that we may understand others enough though they miss pronounce words and make grammatical mistakes, but without the mediation of words, any meaningful way of communication is rather impossible. To be precise, vocabulary seems to be more important than grammar.

## **Vocabulary Learning Strategies (VLSs)**

Research on the area of language strategies began in the earliest of the 1970s and carried out until the 1990s. The interest has shifted from teaching oriented perspective to a focus on the learner paying more attention to the individual vocabulary learning strategies like, guessing from context and the keyword method (Eder, 2006). Learning strategies are defined by O'Malley and Chamot (1990) as “special thoughts or behaviours that individuals use to comprehend, learn, or retain new information” (p.1).

Many definitions suggested by experts in the field of cognitive psychology, since there is no universal definition of the concept ‘vocabulary learning strategy’, but all definitions have something in common. Nation (2001) pointed out that a strategy would need to involve choice, that is, there are several strategies to choose from, be complex, that is, there are several steps to learn, require knowledge and benefit from training, and increase the efficiency of vocabulary use.

Another definition is proposed by Chamot (2004) who stated that “learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal” (as cited in Eder, 2006.p, 3). The later definitions confirm that vocabulary learning strategies are part of language learning strategies; they are used by learners to improve their vocabulary proficiency.

Concerning the importance of vocabulary learning strategies Graves (2006) and McKeown and Beck (2004) claimed that students need a wide range of independent word-learning strategies. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension.

## **Intentional Vs. Incidental vocabulary Learning**

There are two general ways in which learners learn vocabulary and they are direct and indirect vocabulary learning approach or strategy; the direct is the intentional vocabulary learning while the indirect is the incidental vocabulary learning.

### **Intentional Vocabulary Learning (IVL)**

According to Craik (1972, p.671) and Eysenck (1982, p.197) intentional vocabulary learning can be distinguished “in terms of the use of pre-learning instructions that do or do not, forewarn subjects about the existence of a subsequent retention test”. Besides Hulstijn (2001) said that “incidental vocabulary learning refers to the learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning, with intentional vocabulary learning referring to any activity aiming at committing lexical information to memory”(p.258).

### **Incidental Vocabulary Learning**

Incidental learning is the unconscious act of learning something as it can be defined as learning one thing while intending to learn other thing else (Richards and Schmidt, 2002) ; as a result this kind of learning can open up doors towards extensive reading. The incidental vocabulary learning is worth in memorizing words in the long term memory (Hulstijn, and Laufer 2001). It involves learners' ability to guess the meaning of new words from the contextual clues; incidental learning occurs more particularly through extensive reading in input-rich environments, albeit at a rather slow rate (Coady, J 2001). According to Harmer (2003) and Nation (2001), extensive reading is a pleasurable reading situation where a teacher

encourages students to choose what they want to read for themselves from reading materials at a level they can understand.

## **Part Two: Reading**

### **Intensive Reading (IR)**

According to Lampariello and Morehouse (2017), reading intensively is the act of deconstructing a text completely, in order to gain the most possible semantic knowledge by looking every single unknown word or phrase. This sort of reading requires a great mental effort and that's why there are many conditions must be present in the reading material; first, the text that is intensively read have to be short. Second, the reader has to exploit his most mental energy period of time. Third and last, the perfect learning materials for intensive reading include news articles, short stories and blog posts (Lampariello & Morehouse 2017).

Intensive reading is the best way to learn vocabulary intentionally as it includes the manipulation of short texts for the purpose of learning every word or phrases' meaning. For this reason intentional vocabulary learning strategies would be the suitable tool for successful intensive reading.

### **Extensive Reading (ER)**

To read extensively is simply to read as much as possible for large swaths of time and without concerning oneself with the occasional unknown words merely when the reader deem it absolutely necessary to his understanding. Hence, this kind of reading is remarked to be the best for learning vocabulary incidently or by accident because the more extensive reading one does, the more language he is exposed to: allowing to increase the passive knowledge and vocabulary quicker (Lampariello and Morehouse 2017).

## **Vocabulary and Reading Development**

The report of the National Reading Panel claimed that the process of comprehension is critical to the development of children's reading skills which cannot be understood without a clear understanding of the role that vocabulary development and instruction play in understanding what is read (NRP, 2000).

From the report, it is certain that the amount of vocabulary students possess is what makes a text comprehensible. Students with low vocabulary tend to have low comprehension; however, students with high vocabulary tend to have a high comprehension. This view is also supported by Anderson and Freebody as cited in (Sidek 2015) who claimed that "a good vocabulary system is indeed an asset to a child ; those who know more words are able to process various reading text and are competent to engage in active conversation with people from different background and proficiency level"(pp,51).

### **Definition of Reading Comprehension Strategy (RCS)**

According to McNamara (2007) "a reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual condition, with the goal of improving some aspect of comprehension" (p.8). The strategies or techniques that learners depend on while reading to enhance their understanding are called reading comprehension strategies; they are classified under three different set of strategies as follow:

#### **Pre-reading Strategies (PRS)**

They include using the general knowledge, identifying the topic, using subtitles to find the specific information and reading the first and last paragraphs. These were steps that often make the reading easier work to do.

**Using General Knowledge**

Here the learner or the reader should use his prior knowledge about the topic he is reading to realize better understanding (Ediger & Pavlik, 1999).

**Identifying the Topic**

Identifying the topic of reading is one of the pre-reading step or procedure that engages the learner in the activity.

**Using Subtitles to Find Specific Information**

Subtitles are necessary element while pre-reading ; they are like summaries, tell the reader about the specific information that are included in the previous parts (Ediger & Pavlik, 1999).

**Reading the First and Last Paragraphs**

Learners should draw a clear idea about the material they are reading, especially long texts with much details which requires more time and focus ; for this sake it is recommended for them to read the first and last paragraphs, includes the main important ideas that are usually introduced in the introduction and conclusion (Ediger & Pavlik 1999)

**Reading Strategies (RS)**

The reading strategies are believed to be the mental process that is implicated by learners while reading including understanding the use of the examples and other things among:

**Understanding the Use of Examples**

Learners tend to look for examples as self-learning tool, thus works demonstrated by the use of examples are the easiest to quickly understand because they clarify a difficult idea (Ediger & Pavlik, 1999).

### **Identifying the Organization of a Reading**

According to Ediger and Pavlik (1999), some common types of organization used by authors to simplify things for the reader, while writing articles or stories are problem-solution, comparison of two things, chronological order and cause-effect.

### **Identifying the Author's Important Points**

Hence, identifying the author's important ideas is useful for learners who are going to use them if recommended to write paragraph or essay about the same topic (Ediger & Pavlik, 1999).

### **Underlining or Highlighting the Text**

Underlining or highlighting some ideas in the text is one effective way to memorize important information while revising for an examination; students must be careful while picking up the ideas to highlight because if ideas are more than enough the most important ones might be lost in this way (Ediger & Pavlik, 1999).

### **Recognizing Referents**

Good authors while writing put into consideration that the product of their writing must be written in a way that attracts the reader's attention and to avoid the boredom. Repetition must be avoided as well, that's why they use referents like "this and that" (Ediger & Pavlik, 1999).

### **Using Transition Words to Predict**

Transition words are one strong clue that the readers use to predict the relationship between sentences or paragraphs to gain a greater understanding (Ediger & Pavlik, 1999).

## **Strategies for Unknown Vocabulary (SUV)**

The third kind of strategies, pre-reading and reading strategies, is strategies for unknown vocabulary which might help learners to benefit from the context for better

understanding of new words concerning using internal definitions, using general meaning, recognizing technical words, using synonyms, using parallelism to find synonyms and recognizing parts of speech (Ediger & Pavlik, 1999).

### **Using Internal Definitions**

Sometimes new vocabulary even not hard one that seems a little bit difficult for readers especially low intermediate level is explained in the same text in an other way using words like that is, or and that is called internal definition (Ediger & Pavlik, 1999).

### **Recognizing Technical Words**

Technical words are like key words; they are the central upon which the whole text is built and they are usually introduced in quotation marks. If learners recognize and understand those words, the comprehension of the text will be easier and the memorization of new vocabulary also (Ediger & Pavlik, 1999).

### **Using Synonyms**

Another strategy used by authors to avoid the use of the same words is using their synonyms and it is energetic for learners in increasing their vocabulary depth (Ediger & Pavlik, 1999).

### **Recognizing Parts of Speech**

There are always clues in the text that help the reader to identify the word's part of speech which can be helpful in guessing the meanings of the words because most of words have more than one meaning. The following example is the best evidence that recognizing the parts of speech might help somehow in predicting its meaning "...he shows her a **well** in his forehead...

You may recognize the word "**well**" because it looks like the adverb form of **good** as in the sentence "**She sings well**". However, in this example, the letter **a** comes before **well**.

Since you know that **a** is always linked to a noun, you can begin to figure out what it means” (Ediger & Pavlik, 1999, p.88).

### **Conclusion**

This chapter is a theoretical section in which we introduced the basic information to establish common knowledge about vocabulary learning strategies and reading strategies. We dealt with two principal parts, on one hand, vocabulary part whereby we include, vocabulary definition, importance besides definition of learning strategy and vocabulary learning strategies (VLSs), role and classification of VLSs. On the other hand, the second part was devoted to reading where we explained extensive and intensive reading; furthermore, strategies to reading and unknown vocabulary were introduced as well.



## *Chapter Three*

### *Method*

#### **Introduction**

This part of our dissertation discusses the basic method used to characterize the material in this study in order to reach the main goal of our work. For this reason, this chapter is devoted to the methodology including participants, data gathering tool and procedure to which the data has been collected.

#### **Method**

##### **Research Design**

To find out the impact of intentional vocabulary learning on EFL learners' reading comprehension, an experimental research was conducted at the Department of English Chadli Bendjedid University. In this study, we are investigating, in a class experiment, the value of intentional vocabulary learning that is given to the experimental group. Our intention is to provide evidence that intentional vocabulary learning would be more beneficial in helping learners learn foreign vocabulary to gain a strong reading comprehension.

It is generally agreed that any experimental study is carried out to explore the strength of relationship between variables; our variables are the Intentional Vocabulary Learning and the Reading Comprehension. Intentional vocabulary learning is the independent variable which is the students learning (acquisition) of vocabulary to comprehend the reading material which reflects the dependent variable.

## **Participants**

Two second year EFL groups at Chadli Bendjedid University were assigned randomly “Randomization is analogous to insurance in that it is a precaution against disturbances that may or may not occur, and that may or may not be serious if they do occur” (Cochran and Cox edited in Singh, 2006, p.173). For many reasons, the most important one is that the second year are in a very important stage of learning in which they are exposing to language in all its forms and any lack of vocabulary in this stage would evoke a real obstacle to get the Bachelor Degree in the next year.

One group is to control whereby 30 from 120 students were pretested and posttested. The other whole group to treatment whereby only 30 students were pretested, treated and posttested through three sessions of robust instruction about intentional vocabulary learning strategies in which the first course was carefully designed to meet the intended objectives on the use of dictionary. Whereas the second and third course were about morphemic analysis and contextual analysis as well ; a sample of the courses will be introduced (See Appendix B) section entitled as follows « How To Use Your Dictionary » The participants were native Arabic speakers and elementary users and learners of English aged between 18-20 years and of variety of gender.

## **Research Instruments**

### **The Pretest**

We have designed a pretest for second year at The Department of English Chadli Bendjedid University to check the students’ level to recognize the weaknesses to be targeted later in the treatment or process. Before starting our experiment, we have to form a background also about whether they are familiar with the vocabulary items that were used in

this study. The structure of the pretest consisted of four parts that are relevant to some intentional vocabulary learning strategies and main strategies depended in our study as follows:

### **The Reading Comprehension Part**

The reading comprehension part is the first part in the pretest; it functions as the introductory part in which we grab the students' attention. First of all it is composed of a reading text, short article, followed by three questions related to the comprehension of the text took from Ediger, and Pavlik, (2008). This part measures the cognitive abilities of the students.

### **The Contextual Analysis Part**

The contextual analysis part is the second part after reading comprehension part; it consists two major tasks devoted to check the students' proficiency in determining a words' meaning in a provided context took from McCarthy, and O'Dell, (1999).

### **The Use of Dictionary Part**

In fact, the dictionary use part is the third part in which two tasks are introduced to investigate student's ability to use dictionary appropriately whether to determine the suitable meaning or to utter the appropriate pronunciation and transcription of the words took from McCarthy, and O'Dell (1999).

### **The Morphemic Analysis Part**

The present part is last part and often the longest one for training purposes; it consists eight tasks that cover the knowledge and use of the principal three word parts,

prefixes, suffixes and roots. Moreover it brings the theoretical knowledge about words not in isolation, but in a context into practice took from McCarthy, and O'Dell (1999).

### **The Treatment (The Courses)**

The treatment is a planned three courses; the first one entitled « How To Use Your Dictionary » besides the second one entitled « Guessing and Explaining Meaning ». Finally the third and last course entitled « Clues To Morphemic Analysis » (See Appendix A), extracted from English Vocabulary in Use, Upper- intermediate written by McCarthy (2001, pp. 12 -22).

- The teacher asked for a particular word or item to express a particular concept e.g. dictionary. If students were unable to give the target item, the teacher supplied it (negotiation and understanding);
- The teacher wrote the target word on the board (visual representation of the word or spelling).
- The teacher asked other students for elaboration on the definitional meaning given e.g. hairy by the student (negotiation and understanding);
- The teacher allowed students to negotiate meanings by confirming or disconfirming the meanings given by other students (negotiation and understanding);
- The teacher reinforced the students' meanings by repeating the definition and elaborating it with contexts; e.g. the adj malignant
- Whenever appropriate, the teacher emphasized the differences in meanings of words (understanding);

- The teacher provided different contexts and asked students if a word suited a particular context, e.g. elated and downhearted, (negotiation and understanding);
- At the end of instruction, the teacher modeled the pronunciation of all the items that had been explained (hear the word) and;
- The students repeated each word aloud after the teacher (say the word).

On the other hand, the control group was taught the same items, but without adopting the intentional vocabulary learning strategies; they were implicitly taught.

### **The Posttest**

After the experiment, the same pretest was given as a posttest. The posttest was applied with both the control and experimental groups at the end of the treatment, no changes were made. The posttest is an important data gathering tool to check after the treatment if there is an improvement or a progress in students' vocabulary development or they stay at the same level. Then, we can determine if intentional vocabulary learning is really effective.

### **Procedures**

On the 14<sup>th</sup> of March 2018 in the writing expression courses from 8 :30 till 9 :30 AM, 10 :00-11 :00 AM the timing was perfect due to high energy in the morning while students are more active and productive. The pretest was given on extempore basis without any prior preparation to both the control and experimental groups which were composed of 30 students for each; to assess the likelihood of the target strategies familiarity among learners and to examine the appropriateness and the difficulty level of those strategies to be used in the study.

Students were selected randomly as mentioned above in the participants; on one hand the control group with whom we implicated the pretest and posttest. On the other hand, the

experimental group was composed of 30 students from group three with whom the pretest, treatment and the posttest were implicated.

The pretest was composed of four parts; each part was marked on 10 points. After this step the treatment ( course n°01, How to Use Your Dictionary) took one hour to be taught on the first weeks' wednesday after the spring holidays the 11<sup>th</sup> April, 2018 as well the posttest which took half an hour (only part two « Dictionary Use) from 8 :00- 9 :30 AM .

On the 18<sup>th</sup> April from 8 :00-9 :30 AM as usual , the next step was teaching the second course ( Guessing and Explaining Meaning) with its' posttest part, took one and a half hour as well with the same experimental group.

On the 18<sup>th</sup> April, the last step was introducing the last course and posttest, part four (Clues to Morphemic Analysis). The atmosphere inside the classroom was comfortable and quite which help us to carry our treatment and posttest easily, besides the teacher of Written Expression of second year cooperated with us to manage the classroom and motivates her students who were our sample of the study.

## **Conclusion**

This chapter is considered as the most important one since it described the way and the research method that we have gone through. In this part, we have dealt with an overview about the design of the dissertation method.



## ***Chapter Four***

### ***Results***

#### **Introduction**

This chapter covers the results of our experiment containing both the pretest and posttest using the Statistical Package for the Social Sciences (SPSS). Muenchen (2009) categorized the data input and managed the statements that help the researcher read, transform and organize his data statistically and graphically which helps analyzing data easily. The data are presented in several tables with comments under each table to enable readers understand.

#### **Results of Pretest**

As noted earlier, the pretest is administered to measure the students' general vocabulary level of proficiency as to evaluate how much students are familiar with intentional vocabulary learning strategies in both groups. We are going to consider individual scores out of the possible scores. That is to say; how much each student scored out of ten points. This step is very necessary to calculate the average of the students' scores and the range of their answers. The groups' vocabulary pretest scores are compared to each other. The pretest reveals the following data:

### Part One : Reading Comprehension

**Table 4.1: Scores of both Groups in the pretest (Reading comprehension).**

Control group		Experimental group	
N	Pretest scores	N	Pretest scores
1	09	1	05
2	07	2	06
3	07	3	10
4	10	4	08
5	08	5	08
6	10	6	06
7	10	7	04
8	08	8	07
9	10	9	10
10	10	10	10
11	10	11	06
12	10	12	09
13	06	13	08
14	07	14	07
15	09	15	08
16	10	16	10
17	08	17	08
18	07	18	07
19	06	19	10
20	08	20	08
21	10	21	06
22	07	22	10
23	10	23	07
24	08	24	09
25	06	25	08
26	10	26	10
27	07	27	08
28	07	28	09
29	08	29	10
30	10	30	10
$\Sigma X_c$	251	$\Sigma X_e$	234

$N$ = number of the subjects  $\bar{X}$ = the average of scores  $\Sigma X$ = the sum of the scores

The scores of both groups obviously differ from one to another; concerning the « Reading Comprehension part » we find that approximately the majority of the learners succeed in having high scores. This due to the fact that the text introduced is of easy vocabulary that most participants are familiar with and the questions that followed are clear. However, the real issues are detected in the contextual and morphemic analysis parts as we seen the means of scores concerning those two parts are the lowest (-0, 23, 0, 13).

## Part Two: Contextual Analysis

Table 4.2: Scores of both Groups in the pretest (Contextual analysis).

Control group		Experimental group	
N	Pretest scores	N	Pretest scores
1	06	1	05
2	08	2	06
3	08	3	04
4	00	4	08
5	03	5	08
6	04	6	00
7	05	7	04
8	07	8	05
9	03	9	08
10	05	10	00
11	04	11	04
12	03	12	00
13	03	13	02
14	01	14	04
15	05	15	07
16	08	16	06
17	04	17	03
18	04	18	04
19	04	19	03
20	03	20	04
21	04	21	06
22	08	22	04
23	01	23	01
24	02	24	01
25	01	25	02
26	02	26	02
27	03	27	03
28	07	28	05
29	05	29	02
30	02	30	04
$\Sigma X_c$	123	$\Sigma X_e$	116
$X_c$	4,1	$X_e$	3,87

## Part Three : Dictionary Use

Table 4.3 : Scores of both Groups in the pretest ( Dictionary use).

Control group		Experimental group	
N	Pretest scores	N	Pretest scores
1	04	1	05
2	05	2	02
3	05	3	03
4	05	4	02
5	08	5	04
6	06	6	06
7	07	7	07
8	06	8	03
9	04	9	04
10	10	10	05
11	03	11	06
12	02	12	03
13	06	13	10
14	03	14	04
15	04	15	02
16	04	16	03
17	06	17	03
18	03	18	07
19	05	19	05
20	00	20	03
21	03	21	07
22	02	22	04
23	08	23	07
24	03	24	02
25	06	25	04
26	01	26	03
27	04	27	06
28	07	28	05
29	08	29	00
30	02	30	09
$\Sigma X_c$	141	$\Sigma X_e$	134
$X_c$	4,7	$X_e$	4,47

### Part Four: Morphemic Analysis

**Table 4.4: Scores of both Groups in the pretest ( Morphemic analysis).**

Control group		Experimental group	
N	Pretest scores	N	Pretest scores
1	05	1	02
2	03	2	03
3	03	3	04
4	02	4	00
5	01	5	01
6	05	6	00
7	04	7	04
8	03	8	05
9	06	9	06
10	02	10	03
11	01	11	02
12	01	12	01
13	02	13	04
14	04	14	00
15	02	15	06
16	03	16	03
17	04	17	02
18	00	18	01
19	04	19	05
20	02	20	02
21	01	21	01
22	01	22	04
23	02	23	05
24	03	24	02
25	00	25	01
26	05	26	00
27	01	27	04
28	02	28	03
29	01	29	00
30	05	30	04
$\Sigma X_c$	83	$\Sigma X_e$	79
$X_c$	2,64	$X_e$	2,77

The pretests' four scores indicate how close the groups in terms of the sum of scores (251 Vs. 234), (123 Vs. 116), (141 Vs. 134) and (83 Vs. 79). However, to have a clear picture of how the two groups' vocabulary level is likely to be the same.

Not surprisingly that some students did not score any item given in some parts that the students are still second year and some of them do not have a good background concerning the English language especially the complex grammatical aspects likewise part four, morphemic analysis. Moreover, the zero score is shared between both groups. On one hand, we take the control group in which the zero is scored once in both the contextual analysis and the dictionary use parts; besides it is scored twice in the morphemic analysis part. On the other hand concerning the experimental group, the zero is scored once in the dictionary use

and thrice in the contextual analysis part ; whereas fifth in the morphemic analysis part which shows that some students do not possess at least a background of the language. Furthermore, maybe the students underestimate the pretest and they did not take it seriously; although we have clearly indicated the importance of this pretest and students should fill it more carefully with much attention.

**Table 4.5: Means of scores on the pretest of both groups (Reading Comprehension).**

<b>Groups</b>	<b>Pretest</b>
<b>Experimental group</b>	<b>7,8</b>
<b>Control group</b>	<b>8,37</b>
<b>Difference in the means</b>	<b>-0,57</b>

**Table 4.6: Means of scores on the pretest of both groups (Contextual Analysis).**

<b>Groups</b>	<b>Pretest</b>
<b>Experimental group</b>	<b>3,87</b>
<b>Control group</b>	<b>4,1</b>
<b>Difference in the means</b>	<b>-0,23</b>

**Table 4.7: Means of scores on the pretest of both groups (Dictionary Use).**

<b>Groups</b>	<b>Pretest</b>
<b>Experimental group</b>	<b>4,47</b>
<b>Control group</b>	<b>4,7</b>
<b>Difference in the means</b>	<b>-0,23</b>

**Table 4.8: Means of scores on the pretest of both groups (Morphemic Analysis).**

<b>Groups</b>	<b>Pretest</b>
<b>Experimental group</b>	<b>2,77</b>
<b>Control group</b>	<b>2,64</b>
<b>Difference in the means</b>	<b>0,13</b>

The above tables represent the pretest means of scores that the control group recorded a little numerically higher than experimental group, the differences in the means (-0,57, -0,23, -0,23, 0,13). This insignificant over scoring put us in a position to claim that the vocabulary proficiency level is almost the same; hence, any further over scoring in the coming test, posttest, will be due to the experimental instruction.

## Results of Posttest

### Part One: Reading Comprehension

Table 4.9: Scores of both Groups in the posttest (Reading comprehension).

T	Control group		Experimental group	
	N	Pretest scores	N	Pretest scores
1		07	1	10
2		07	2	08
3		09	3	10
4		10	4	08
5		08	5	08
6		10	6	08
7		10	7	08
8		08	8	09
9		10	9	10
10		10	10	10
11		10	11	10
12		10	12	09
13		06	13	09
14		07	14	09
15		09	15	09
16		10	16	10
17		08	17	09
18		07	18	10
19		06	19	10
20		08	20	10
21		10	21	09
22		07	22	10
23		10	23	07
24		08	24	09
25		06	25	08
26		10	26	10
27		07	27	10
28		07	28	09
29		08	29	10
30		10	30	10
	$\Sigma X_c$	251	$\Sigma X_e$	268
	$X_c$	8,37	$X_e$	8,94

## Part Two: Contextual Analysis

Table 4.10 : Scores of both Groups in the posttest (Contextual analysis).

Control group		Experimental group	
N	Pretest scores	N	Pretest scores
1	06	1	10
2	08	2	08
3	08	3	06
4	05	4	08
5	03	5	08
6	04	6	08
7	05	7	07
8	07	8	07
9	03	9	8
10	05	10	10
11	04	11	09
12	03	12	09
13	05	13	08
14	04	14	08
15	05	15	10
16	08	16	08
17	04	17	08
18	04	18	08
19	04	19	07
20	03	20	09
21	04	21	08
22	08	22	10
23	04	23	08
24	04	24	08
25	05	25	06
26	06	26	08
27	05	27	08
28	07	28	07
29	05	29	06
30	04	30	08
$\Sigma X_c$	151	$\Sigma X_e$	241
$X_c$	5,03	$X_e$	8,03

## Part Three: Dictionary Use

Table 4.11 : Scores of both Groups in the posttest (Dictionary use).

Control group		Experimental group	
N	Pretest scores	N	Pretest scores
1	06	1	08
2	05	2	06
3	05	3	08
4	05	4	08
5	08	5	09
6	06	6	10
7	07	7	09
8	06	8	06
9	06	9	08
10	10	10	07
11	07	11	08
12	05	12	07
13	05	13	10
14	05	14	08
15	06	15	06
16	06	16	08
17	07	17	08
18	07	18	10
19	05	19	08
20	04	20	09
21	04	21	07
22	05	22	10
23	06	23	07
24	06	24	06
25	08	25	08
26	04	26	07
27	06	27	08
28	07	28	08
29	08	29	08
30	04	30	09
$\Sigma X_c$	179	$\Sigma X_e$	237
$X_c$	5,97	$X_e$	7,9

### Part Four: Morphemic Analysis

**Table 4.12: Scores of both Groups in the posttest (Morphemic analysis).**

Control group		Experimental group	
N	Pretest scores	N	Pretest scores
1	05	1	08
2	05	2	07
3	06	3	06
4	04	4	07
5	06	5	07
6	03	6	09
7	04	7	08
8	05	8	08
9	06	9	10
10	05	10	06
11	06	11	05
12	06	12	06
13	04	13	03
14	04	14	07
15	06	15	09
16	06	16	08
17	06	17	07
18	04	18	06
19	07	19	06
20	07	20	04
21	08	21	10
22	06	22	08
23	08	23	10
24	04	24	07
25	06	25	06
26	08	26	07
27	04	27	08
28	05	28	08
29	04	29	08
30	05	30	07
$\sum X_c$	161	$\sum X_e$	212
$X_c$	5,37	$X_e$	7,06

The tables of reading comprehension, contextual analysis, dictionary use and morphemic analysis parts show that the experimental group attained more progress than the control group ; the sums of scores prove that the over scoring of the experimental group ( **268 Vs. 251**), ( **241 Vs. 151** ) , ( **237 Vs. 179**) and ( **215 Vs. 161**).

**Table 4.13: Means of scores on the posttest of both groups (Reading Comprehension).**

Groups	Posttest
Experimental group	<b>8,94</b>
Control group	<b>8,37</b>
Difference in the means	<b>0,57</b>

**Table 4.14: Means of scores on the posttest of both groups (Contextual Analysis).**

<b>Groups</b>	<b>Posttest</b>
<b>Experimental group</b>	<b>8,03</b>
<b>Control group</b>	<b>5,03</b>
<b>Difference in the means</b>	<b>3</b>

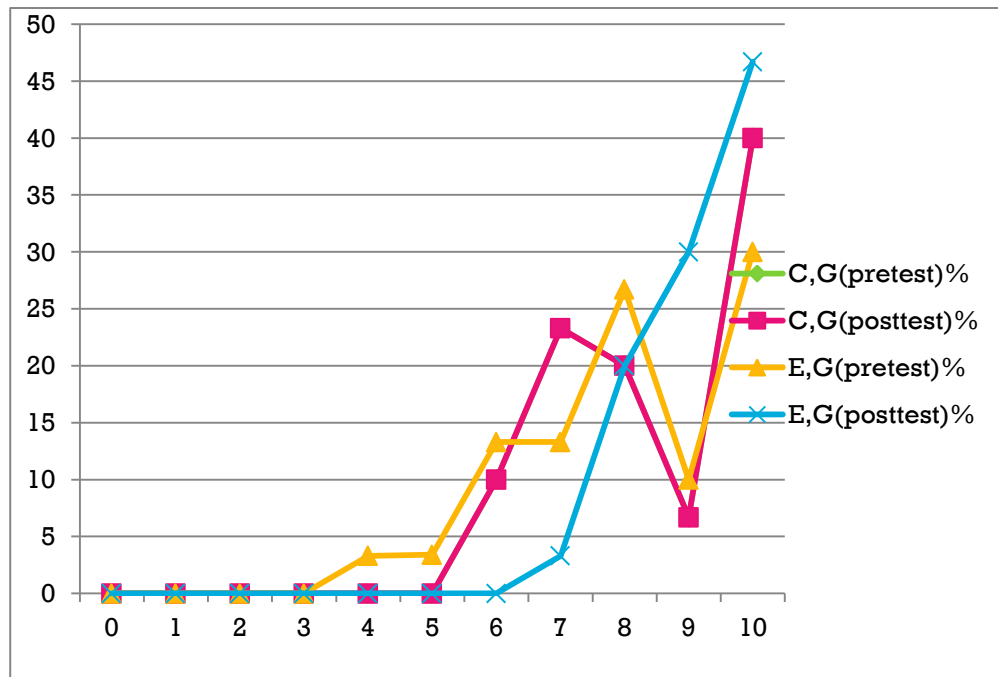
**Table 4.15: Means of scores on the posttest of both groups (Dictionary Use).**

<b>Groups</b>	<b>Posttest</b>
<b>Experimental group</b>	<b>7,9</b>
<b>Control group</b>	<b>5,97</b>
<b>Difference in the means</b>	<b>1,93</b>

**Table 4.16: Means of scores on the posttest of both groups (Morphemic Analysis).**

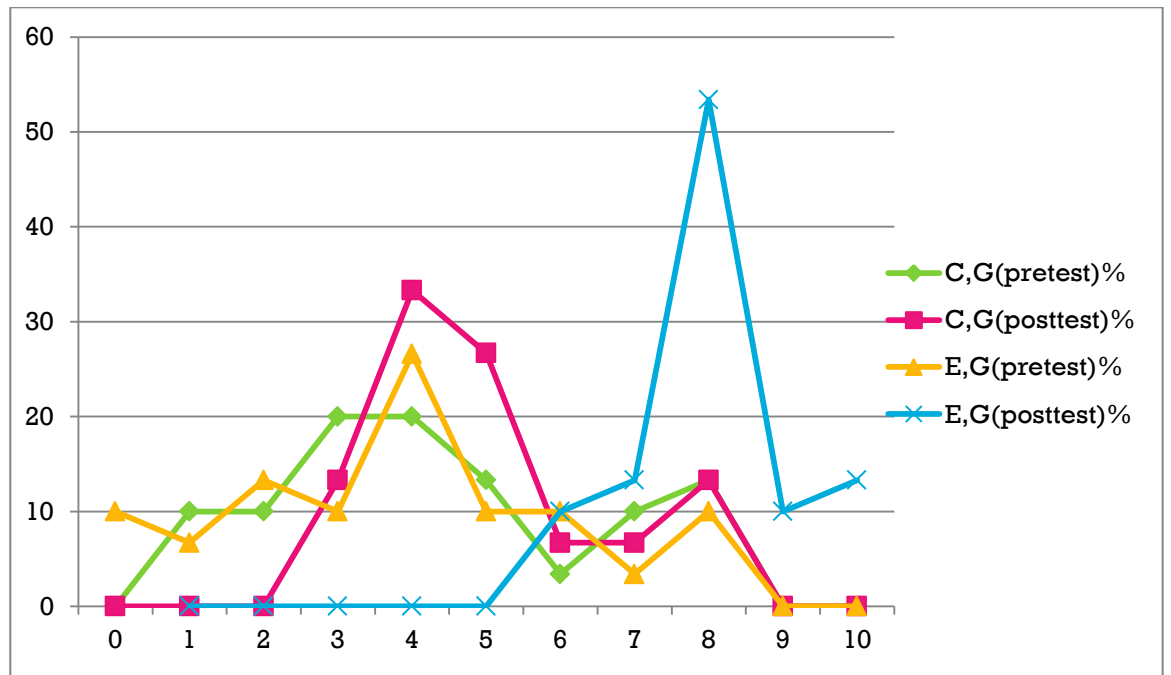
<b>Groups</b>	<b>Posttest</b>
<b>Experimental group</b>	<b>7,17</b>
<b>Control group</b>	<b>5,37</b>
<b>Difference in the means</b>	<b>1,8</b>

The differences in the means reveal the experimental group progress. The tables represent the posttest means of scores that the experimental group recorded numerically higher than the control group, the differences in the means (0,57, 3, 1,93, 1,8).



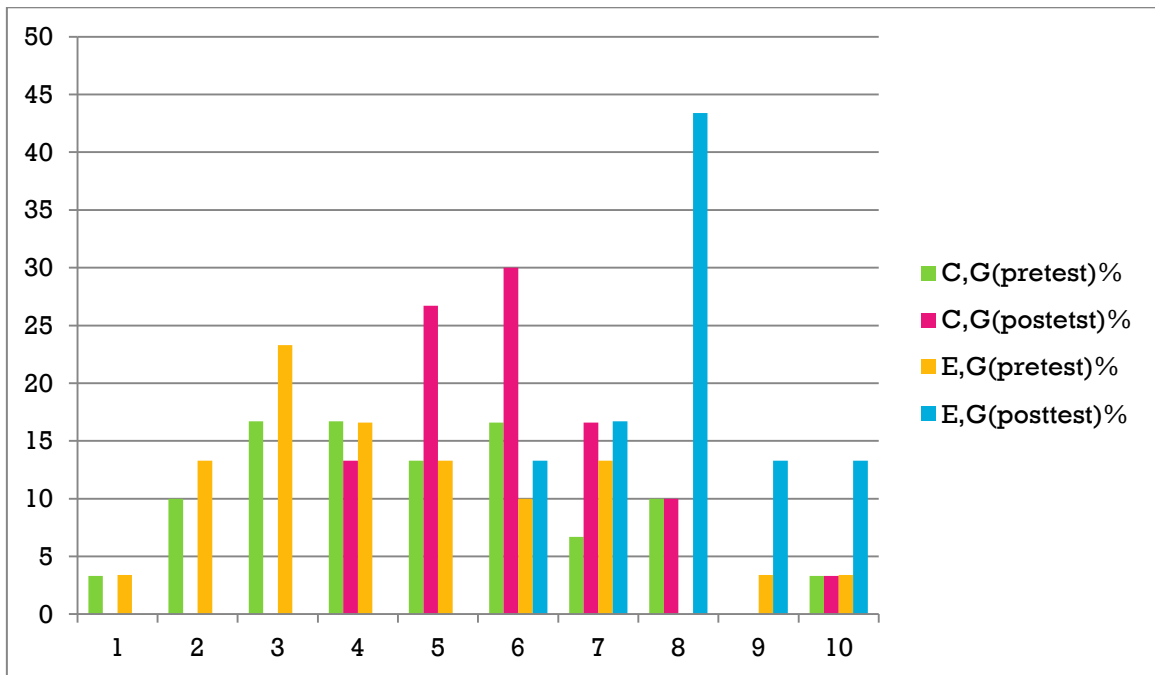
**Figure 4.1: Pretest Vs. Posttests' Results in percentages (Reading Comprehension).**

If we compare the scores of both the control and experimental group before and after the treatment of pretest and posttest; we find certainly that a lot of improvements happened and the level of students got better especially the experimental group. First, the answers of the control group in reading comprehension part did not change between the tests because it doesn't receive much attention; by contrast to the experimental group which received the treatment and that fact explains the raise of scores (See figure 4.1). For example only 30% of participants received the score 10 before the treatment, but after the treatment the percentage elevated to 46.7%, besides the score 9 received exalt from 10% to 30%.



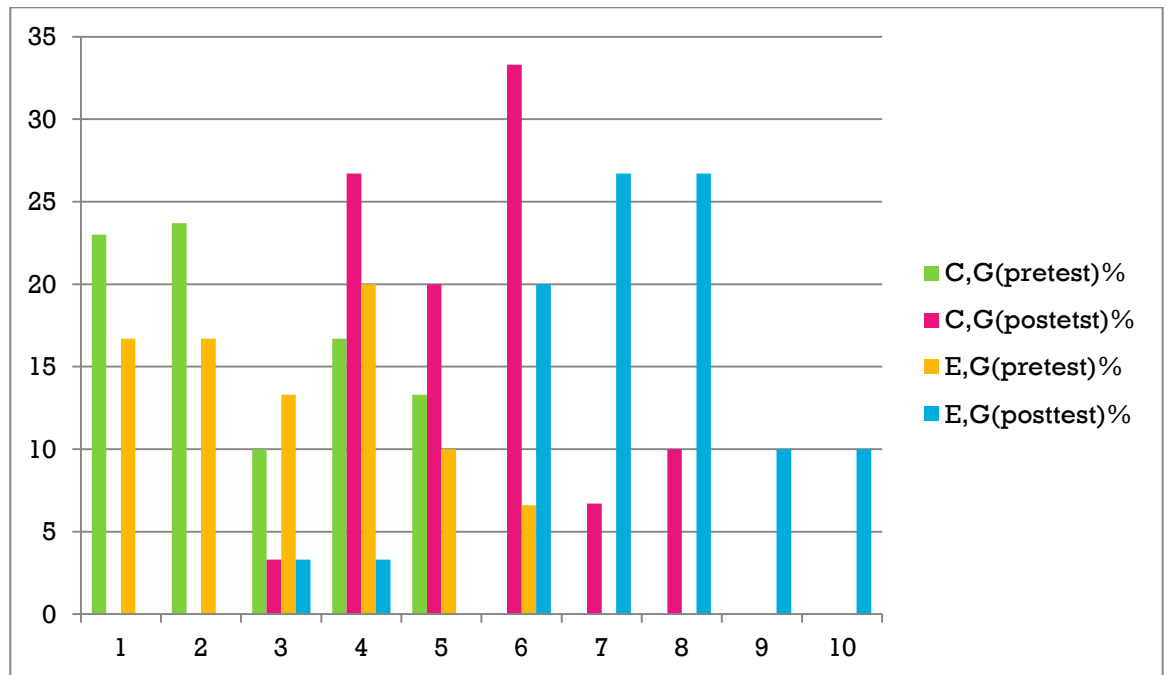
**Feagure 4.2: Pretest Vs. Posttests' Results in Percentages (Contextual Analysis).**

Second, the answers of both groups in the contextual analysis part after the treatment have noticed a considerable progress especially the experimental group (See feagure 4.2). For instance in the pretest 0% of participants got the score 10, whereas 13,3 % have got it after the instruction, and 10% of participants have got the score 8 ; however after the instruction the percentage raised to 53,4%.



**Figure 4.3: Pretest Vs. Posttests' Results in Percentages (Dictionary Use).**

Third, the figure shows that the experimental group attained more progress than the control group e.g, the percentage of the score eight elevated from 10 % to 43, 3 %. Concerning the experimental group itself results show that the participants made significant gains in decoding the new vocabulary item's meanings and use of the target strategies experienced as well an increase in the posttest comparing to the pretest results.



**Figure 4.4: Pretest Vs. Posttests' Results in Percentages (Morphemic Analysis).**

Fourth and last, to make a more detailed and clear description of the experimental group over scoring, the figure presents the difference in the percentage of scores gained in the pretest and posttest concerning both groups focusing always on the experimental group.

### **The Pretest Vs the Posttest**

What made the experimental group gained more scores than the control group in the posttest was due to the treatment which guaranteed the student's ability to decode the new words' meanings using the intentional vocabulary learning strategies applied in the treatment. The lack of applying intentional vocabulary learning strategies inside the classroom results in finding difficulties in determining the appropriate meaning of the new words. Therefore, the control group encountered such problems especially when answering the morphemic analysis part, so the experimental group scored again numerically higher than the control group simply because of the appropriate method they had received during the treatment courses in which

they learned how to benefit from the context and dictionary use when needed. Also they learned how to breakdown the words into meaningful parts called morphemes or (suffixes, prefixes and roots). These latter provide subjects or participants with more essential lexis and vocabulary items; this linguistic input produces a good performance and output as well.

### **Conclusion**

The results of our experiment provides an overview about the students' level before and after the treatment , and from these findings we can then really realize the efficiency of implementing intentional vocabulary learning strategies on EFL students' ability to understand any readed material.



## *Chapter Five*

### *Discussion*

#### **Introduction**

This chapter aims at finding satisfying answers for the basic research questions that depend on a reasonable and scientific data presented in the later chapter; results. Therefore, to prove the research hypothesis which states that if the learners apply correctly the intentional vocabulary learning strategies; they will gain more knowledge about vocabulary's meanings which lead to maximize the opportunities towards a high reading comprehension.

#### **Implications of the Research Findings**

At the very beginning, we expected the results of the experiment in which the data are gathered by means of the pretest and posttest. These expected results are summarized under the hypothesis above in the introductory chapter. After making the pretest with our sample, two EFL second year groups in Chadli Bendjedid University, things started to be clear in which our research took a clear turn.

The results of the pretest were predicted them to be; students have the same level and have serious problems with vocabulary knowledge including meaning, spelling and pronunciation. This lead us to confirm that there is a strong relationship between vocabulary knowledge and reading in general, then reading comprehension specifically.

Reading for a purpose requires sufficient amount of vocabulary; so reading depends on vocabulary knowledge. That is why the treatment was designed carefully to meet such goals, that is to say, to target the students' weakness and turn them into strength.

Additionally, the intentional vocabulary learning concerning the use of dictionary, the use of contextual clues and the morphemic analysis are considered as self-regulating learning

strategies that heave the students' autonomy and that sharpen their abilities especially vocabulary and grammar.

### **Discussion of the Hypothesis and research Questions**

This research investigates the effectiveness of intentional vocabulary learning on reading comprehension at university level, second-year students of English as a foreign language. Learners' vocabulary size has serious implications for everyday oral and written communication and academic success. This study of restricted set of target vocabulary learning strategies has attempted to answer some rudimentary questions in foreign language vocabulary research.

All in all, results of the experiment lead to answer the main research questions the study raise ; first, the consequences of the lack of understanding of the new words' meanings affect negatively students' comprehension of the readed material because the amount of familliar and unfamilliar words is what makes a text comprehensable. Second, to what extent intentional vocabulary learning is efficient in realizing a strong reading comprehension; accordingly intentional vocabulary learning helps to convert recognition vocabulary into productive vocabulary and helps retention. EFL learners have to be shown how to use their own understanding of vocabulary and new vocabulary in order to affect the quality of their reading.

On the whole, depending on the results shown and discussed carefully above our assumption from the very beggining of the work which states that As long as learners depend on intentional vocabulary learning as a basic tool in determining the new words' meanings; they will certainly gain a higher understanding and stronger reading comprehension, is

reinforced to be a truth that can be realized in EFL teaching and learning classes to improve the quality and quantity of vocabulary.

Conclusively, the experiment has shown that vocabulary learning should be intentional; that is, the teacher should be aware of the importance of such technique in foreign language instruction /learning, not only to develop the language, but also to boost the learner's capacities creating their own future learning technique.

### **Recommendation for Further Research**

Teachers can gain more information about how their students approach vocabulary learning and may design their teaching based on the findings. This can open up a possibility for their students to use more tools in dealing with vocabulary learning and the problems it may include.

Second, intentional vocabulary learning can help the learner to become more self-dependent, the present study can raise the awareness of intentional vocabulary learning in L2 and FL as well in general since, vocabulary learning and teaching has been a neglected area of language for some time. The results can make teachers more aware of the need for intentional vocabulary learning awareness and apply their teaching so that they can introduce vocabulary learning strategies to their students. Teachers should be interested in knowing how advanced students work with directed and contribute to the learning process. However, the students may not have the appropriate tools for doing that even though they may acknowledge the meaning of vocabulary in language proficiency. Mastering or knowing the word meaning and use enables the learner more easily to achieve his goal; successful learning.

Third and finally, in addition to helping teachers to modify their teaching and helping the learners in their process, the present study can also contribute to teacher training programs. Students feel that skilled teachers are important factors in successful language

learning. Therefore; it would be useful to take into account the role of vocabulary learning and teaching when training future foreign language teachers.

### **Limitations of the Study**

Like any other research, in this work, certain limitations have appeared and the fields for possible future research works should take these limitations into consideration; we found the limitations of this study to be numerous. One limitation was due to my inexperience as a researcher. Given the fact that this academic research is the first research project for the researcher, it makes the research work full of law polls concerning the research method that suits best the study. Another limitation was to my being a teacher in the experiment. As a new teacher in the field of language teaching, advanced level students pose a challenge; the instruction needs an experienced teacher to cover all the aspects of knowing a word, phonologically; pronunciation, spelling and parts of speech. Other limitations were outside the researcher's control such as the location of the study; the time allocated for the instruction and the resources available to the researcher.

### **Conclusion**

This chapter sheds light on the results' analyses concerning the comparison of both pretest and posttest's findings with their interpretations on figures that show clearly the difference in the progress of scores after the treatment, especially on the level of the experimental group. Therefore, using results and their interpretations as powerful evidence, we provided answers for the basic research questions besides the confirmation of the hypothesis. Moreover, the implications of the research study, limitations and recommendations for further work are included as well.



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## Appendix A

Proficiencys' vocabulary test.

Student's full name.....

Time : 30 min.

Level : 2 nd year students.

Dear students we hope you answer the following tasks independently without any use of dictionnaires,pair works, internet, or other helping tools. Our case here will be analysing your answers then using them as vivid data in our research work, and they will be unmarked.

### I. PART ONE : *Reading comprehension.*

#### FEAR OF FLYING

How can anyone like flying ?It's a crazy thing to do. Birds fly; people don't. I hate flying. You wait for hours for the plane to take off, and it's often late. The plane's always crowded. You can't walk around and there's nothing to do. You can't open the windows and you can't get off. The seats are uncomfortable, there's no choice of food and there are never enough toilets. Then after the plane lands it's even worse. It takes hours to get out of the airport and into the city.

I prefer travelling by train. Trains are much better than planes; they're cheaper, safer, and more comfortable. You can walk around in a train and open the windows. Stations are more convenient than airports, because you can get on and off in the middle of cities. If you miss a train, you can always catch another one later. Yes, trains are slower, but speed isn't everything. Staying alive and enjoying yourself is more important ! (From Hopkins A and Potter J,Longman)

**Read the article and answer these questions.**

1. How does the writer prefer travelling ?
2. For the writer, which of these adjectives describe travelling by train ? Which adjectives descibe travelling by plane ?

Dangerous fast safe bad slow expensive comfortabe good  
uncomfortable convenient.

1.....  
.....

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2.....  
.....  
.....  
.....

**Now match these verbs from the text and their definitions.**

- |                |   |
|----------------|---|
| 1. To land     | a)- to leave the ground and go up in the air.   |
| 2. To catch    | b)-to arrive at an airport in a plane.          |
| 3. To miss     | c)- to arrive too later for a plane, train,ect. |
| 4. To take off | d)- to get on or into public transport.         |

## II. PART TWO : *Contextual analysis.*

**Task 01 : Use the context to work out what the underlined words mean.**

1. According to some sources, the water vole is one of the most rapidly declining creatures in Britain and a new survey is now being carried out to detemine how serious the threat of extinction really is.
2. Using a large chisel the police broke through the front door and surprised the robbers.
3. We ate a delicious chicken and noodle soup from a big tureen and enjoyed several bowls each.
4. When the soup is ready, ladle it into six warmed bowls.
5. We often used to walk up to the cliff top where we would clamber over the the farmer's gate and go right the edge where the view was better.

**Task 02 : Read the following song than answer the questions below.**

*Strangers in the night exchanging glances*

*Wond'ring in the night*

*What were the chances we'd be sharing*

*Before the night was through.*

*Something in your eyes was so inviting.*

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*Something in your smile was so exciting,*

*Something in my heart,*

*Told i must have you.*

*Strangers in the night , two lonely people*

*We were strangers in the night*

*Up to the moment*

*Whene we said our first hello.*

*Little did we know*

*Love was just a glance away.*

*A warm embracing dance away and*

*Ever since that night, we've been together.*

*Lovers at first sight, in love forever.*

*It turned out so right,*

*For strangers in the night.*

**Q 01 :** Suggest a title for the passage above.....

**Q 02 :** Tick the words that belongs to the following lexical chains :

<i>Passion</i>	<i>Feeling</i>
.....	.....
.....	.....

**Q 03 :** What would be the appropriate meaning of the underlined words ?

➤ **Glances :** .....

➤ **Inviting :** .....

➤ **Glance away :** .....

### III. PART THREE : Dictionary use.

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**Task 01 :** which word for *casual* describes its use in these sentences ?

- a- cas-ual** (NOT INTERESTED) /'Kæʒ.ju.əl/adj not taking or not seeming to take much interest ; not caring • The psychologist's **attitude** seemed far too casual, even brutal • Security around the conference hotel seemed almost casual. • Although close to tears, she tried to make her voice sound casual.

**cas-ual-ly** /'Kæʒ.ju.əl.i/ adv • «How would you kill someone, doctor ? » the woman asked casually(=as if it was not a serious matter).

- b- Cas-ual** ( TEMPORARY) /'Kæʒ.ju.əl/ adj not regular or fixed ; temporary • The company is only taking on casual **labour/ labourers/ workers** • Are you employed permanently or on a casual basis ? • casual **sex/ relationship** can involve serious health risks • LP **work**.

- c- Ca-sual** (CHANCE) /'Kæʒ.ju.əl/adv [before n ] not serious or considered ; (done) by chance • It was just a casual **comment**, I didn't mean it to be taken so seriously • To a casual **observer**, everything might appear normal. • The new law is intended to deter the casual **user** of drugs.

**cas-ual-ly** /'Kæʒ.ju.əl.i/ adv • He had information that he could acquire casually( =by chance).

- d- cas-ual** (INFORMAL) /'Kæʒ.ju.əl/adj (of clothes) not formal or not suitable for special occasions • For some people casual **clothes** means a shapeless T-shirt and old jeans, for others chinos and sweaters • LP **Shopping goods**

- 1- It was quite a casual outfit, just right for such an informal occasion.(.....)
- 2- I only said it casually but it shocked her.(.....)
- 3- She has a very casual attitude to her work.(.....)
- 4- I don't get a salary ; I'm just a casual.(.....)

**Task 02 : Pronunciation. What English words are these ?**

1. /edʒʊ'keɪʃən/ .....
2. /' pæspə:t/ .....
3. /'leɪθ/.....
4. /'lɪbətɪ/.....
5. / rə'vɪʒən/.....
6. /'brʌðə/.....

## IV. PART FOUR : Morphemic analysis.

**Task 01 :** Use your knowledge of prefixes and suffixes to suggest what these phrases mean.

1. To re-direct an envelope.....  
.....
2. Uncontrollable anger.....  
.....

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3. Pre-dinner drinks.....  
.....
4. My ex-boss.....  
.....
5. Anti-tourist feelings.....  
.....

**Task 02 : Use the –er, -ee and –ist suffixes to make the names of the following.**

Example : A person who plays jazz on the pianno. *A jazz pianist.*

1. The thing that **wipes** rain off your car windscreen.....
2. A person who plays clasiical **violin**.....
3. A person who takes professional **photographs**.....
4. A person who **acts** in amateur theatre.....
5. The person to whom a cheque is **paid**.....

**Task 03 : Do these words mean a thing, a person, or both ?**

1. a cooker.....
2. a typewriter.....
3. a ticket-holder.....
4. CD player.....
5. a cleaner.....

**Task 04 :write the opposits of the words underlined.**

Example : he’s a very honest man.....(dishonest).....

1. I’am sure she’s discreet.....
2. I always find him very sensitive.....
3. It’s a convincing argument.....
4. That’s a very relevant point.....
5. She’s always obedient.....

**Task 05 : Use the word in brackets to complete the sentences. Add the necessary prefix and put the word in the correct form.**

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Example : The runner was ...*disqualified*...after a blood test. (QUALIFY)

1. Children (and adults) love.....parcels at Christmas time.(WRAP)
2. I almost always find that I.....with his opinion.( AGREE)
3. I'm sure he's lyi ng but it's going to be hard to.....his story( PROVE)
4. It took the removal men an hour.....our things from the van.(LOAD)
5. His phone was.....because he didn't pay his last bill.(CONNECT)

**Task 06 : Fill in the gaps in the sentences below using words based on the root in brackets at the end of the sentence.**

1. The dictator's behaviour is typical of that of leaders of.....  
Politicalregimes. ( PRESS)

2. He was .....from the USA for having a forged passport.(PORT)
3. The magazine seems to have nothing in it but.....for cosmetics.( VERT)
4. The tax.....decided I owed a lot of money.( SPECT)
5. Tchaikovesky .....some worderful ballet music.( POSE)

**Task 07 :Can you work out the meanings of the underlined words in the sentences below ? To help you, here are the meanings of the main Latin prefixes :**

**Intro :within, inward / o, ob : againt / in, im : in, into / re: again , back**

1. She's a very introspective person and her husband's also very introverted.  
.....
2. He's always seems to oppose everything I suggest.....  
.....
3. I don't think it is healthy to repress one's emotions too much.....

## Appendix B

### *The First Course : How to Use Your Dictionary*

#### **Course Objectives :**

At The end of the course, students should be able to :

- ✓ Know the appropriate pronunciation.
- ✓ Know the word meanings.
- ✓ Chose the appropriate meaning.

**The course Timing : One Hour.**

#### **The Course Content :**

Dictionaries are sources of words, and of information about words ; good dictionaries, especially learners' dictionaries, can tell you a lot more about a word than just its meaning, including( among other things) :

- **Word-class** (usually abbreviations **n:** noun, **adj:** adjective, etc.), whether a noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).
- **Synonyms** and their differences, e.g. **mislay** and **misplace**.
- **Antonyms** (opposites), e.g. **friend** ≠ **enemy/ foe**.
- **Collocations** (how words go together),e.g. **living** is often used in these collocations : **cost of living, make a living, standard of living, do something for a living**.



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Donot forget that most words have more one meaning. In this example, only the second meaning corresponds to the way **hairy** is used in this sentence :

**Hairy** /hɛəri/.**hairier, hairiest.** **1** Someone or Something that **is hairy** is covered with hair . EG....a plump child with hairy legs.. ...a big, hairy man...The function of mammal's hairy coats is to insulate the body.

**2** If you describe a situation as **hairy** , you mean that it is exciting, worrying, and rather frightening ; a very informal use. EG It got a little hairy when we drove him to the station with less than two minutes to spare.

An other important point that we need to distinguish between the different kinds of dictionary available. The first important distinction to make is between :

- 1- **Bilingual dictionary** (e.g. a French. English, English .French dictionary), and
- 2- **Monolingual dictionary** (e.g. English only dictionary).

A further distinction can be made between :

- 3- **Native speakers dictionary**, and
- 4- **Learners dictionaries** : for instance, *Longman Dictionary of Contemporary English*.

An other distinction and final one is between dictionaries that are organised :

- 5- **Alphabetical** : for instance, *Cambridge Word Selector Series*.
- 6- **According to meaning categories** : for instance, *Catalan Word Selection*, *CUP. Oxford Learner's Word finder Dictionary* and *Longman Language Activator*.