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The Effects of Narrow Reading on EFL Students' Vocabulary Acquisition
A Case Study of Third Year Students at Chadli BENDJEDID
University El-Tarf

Dissertation submitted to the Department of English in Partial Fulfillment of the Requirement
of the M.A. Degree in "*Didactiques de L'Anglais*"

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Dedication

It is so common
to be almost traditional
to dedicate a work of science
to one's teachers, or one's parents
as the first teacher. as if one felt the need
to give back for what has been taken.

but a work of science,
and I have tried here to create a work of science,
always includes a big amount of taken from previous researchers,
and teachers- see bibliography- then adding a little bit,
according to one's ability and then giving back not to
one's teachers but to the whole community and to
other people as well, who might find the work
interesting and bring it on. it is for those
people that this work has been written
and to them that it is dedicated.

So,

my dissertation:

to whoever might find it interesting.

Rania

Dedication

In the name of Allah the most merciful the most compassionate the lord of the worlds and the prayers and peace be upon Muhammad his servant and messenger.

This dissertation is dedicated to my dear parents who have stood by my side spiritually and physically and lighten my road by hope, a special feeling and gratitude to my beloved sister Nedjma that believed in me and my capacities.

my youngest aunt Yasmine that I remember taking her as an idol and I followed her paths in my studies I can't describe how much am grateful to have her in my life and my oldest aunt Nadjet who is always present even by words and my sweet grandmother god bless her they was literary a source of support I would never forget the memory of my grandfather I wish he was here and saw me how much am growing up and how much success I have made, finally to my dearest friend and sister Hayet who gave me advices whenever I needed for and to some people that I am stronger because of their actions.

And to all my dear family all over the country without forgetting Rania and Safa my mates that shared with me this journey of our scientific research with a big cooperation understanding and sympathy I would never regret working with them.

Maya

Dedication

I thank Allah who gave me power and strength to finish this work

I dedicate this work

To my Parents

To my Family

To my Friends

To everyone who encouraged me to finish this work

To everyone who taught me a word

Safa

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List of Acronyms

EFL: English Foreign Language

ER: Extensive Reading

FL: Foreign Language

FVR: Free Voluntary Reading

L2: Second Language

NR: Narrow Reading

VKS: Vocabulary Knowledge Scale

Abstract

Vocabulary plays a pivotal role in recent English as part of Foreign Language (EFL) studies since it is an important factor in foreign language learning. Without vocabulary, communication is undoubtedly impossible. This study sought to investigate the impact of narrow reading on vocabulary intake. Utilizing a mixed method, data were collected through a questionnaire submitted to 57 English third-year students at Chadli Ben Djedid University. In this study, the effect of this kind of reading input was investigated in three levels: same topic lexical development and same author lexical development and a control group for comparison. Six intermediate students were divided into three groups of equal number of students which were selected randomly. A pretest was conducted on the first category of vocabulary. After a week, the treatment for the experimental group started. A week after the end of the treatment, a post-test was given to all three groups. The results obtained from the questionnaire confirmed that students greatly depend on narrow reading for their vocabulary acquisition because of the author and topic preference; also the results showed that author-limited narrow reading was more helpful than topic-limited narrow reading and non- narrow reading. Vocabulary Knowledge Scale (VKS) tests comparisons showed a great difference among the groups. The comparisons showed that those using author-limited narrow reading developed their knowledge of vocabulary more than the participants of the control group. Another key point, Narrow Reading is considered as a way of motivation, encouragement and enhancing students learning inside and outside classrooms by just reading multiple texts of their preferences (topic, author, genre... etc).

Keywords: Narrow Reading, EFL Students, Vocabulary Acquisition.

ملخص

للمفردات أهمية كبيرة في لغة الإنجليزية الحديثة حيث أنها تلعب دورا كبيرا في تعليم اللغة الانجليزية كلغة أجنبية كما أنها تعتبر عامل مهم في تعلم أي لغة أجنبية أخرى لأنه بدون تعلم و حفظ المفردات سيكون من المستحيل التواصل بين الأفراد. هذه الدراسة تسعى على تسليط الضوء والتحقق من دور و تأثير القراءة المحدودة في تعليم و اكتساب المفردات. بإستخدام منهجية بحث مختلطة تم جمع مجموعة من البيانات و المعلومات وهذا من خلال الاستبيان الذي تم تقديمه إلى 57 طالب من طلاب السنة الثالثة شعبة اللغة الإنجليزية في جامعة الشاذلي بن جديد. من خلال هذه الدراسة تم فحص تأثير القراءة المحدودة على ثلاثة مستويات:تطور و زيادة المفردات في نفس الموضوع، تطور وزيادة المفردات لنفس المؤلف و مجموعة التحكم للمقارنة. في هذه الدراسة تم عشوائيا اختيار ستة طلاب متوسطي المستوى و تقسيمهم على ثلاثة مجموعات متساوية في العدد. تم إجراء اختبار قبلي على الفئة الأولى من المفردات بعد أسبوع ، بدأ علاج المجموعة التجريبية . بعد أسبوع من انتهاء المعالجة، تم إجراء اختبار بعدي للمجموعات الثلاث. أكدت النتائج التي تم تحصل عليها من الاستبيان أن الطلاب يعتمدون بشكل كبير على القراءة المحدودة من اجل اكتساب و تعلم المفردات و هذا بسبب تفضيل المؤلف والموضوع ؛ كما أظهرت النتائج أن القراءة المحدودة محدودة المؤلف كانت أكثر فائدة من القراءة المحدودة ذات الموضوع المحدود والقراءة غير المحدودة. أظهرت مقارنات اختبارات مقياس معرفة المفردات اختلافاً كبيراً بين المجموعات كما أظهرت أن أولئك الذين يستخدمون القراءة المحدودة من المؤلفين طوروا معرفتهم بالمفردات أكثر من المشاركين في مجموعة التحكم. كما أظهرت المقارنات أن القراءة المحدودة وسيلة لتحفيز الطلاب وتشجيعهم وتعزيز تعليمهم داخل وخارج المدرسة من خلال قراءة نصوص متعددة و التي يفضلونها.

الكلمات المفتاحية: القراءة المحدودة ، طلاب اللغة الإنجليزية كلغة أجنبية ، اكتساب المفردات.

General Introduction

Introduction

Learning vocabulary is very essential for learning a language. Without a lexical basis, one cannot converse or even understand what the interlocutor wishes to express. It is therefore important to verbalize knowledge to acquire the language and to achieve this goal, students need a lexical basis. Pedagogical common sense attaches great importance to the knowledge of vocabulary in reading activities: to understand a text it would above all be a question of knowing each of the words which constitute it; the extent of a student's vocabulary would be a prerequisite for good reading comprehension performance. Conversely, it is common to hear that one of the benefits of reading is to enrich the vocabulary. However, it is necessary to examine how knowing the words participates in the comprehension of a text and reading contributes to learning words, within a set of more complex processes. It would indeed be reductive to reduce reading comprehension to the identification of words and to limit the learning of vocabulary to impregnation of the words encountered.

This study investigates the effect of employing narrow reading texts and related activities workshop on EFL students' vocabulary acquisition, then tries to provide a set of recommendations that would flourish narrow reading in the department of English at Chadli Bendjedid University. The introductory section of the study deals with the statement of the problem, the aim, and the significance of the study. It also presents the research questions along with the hypotheses. It provides the methodology used including the research design, as well as providing the organization and limitations of the study.

1. Statement of the Problem

EFL learners are expected to reach a good base of vocabulary to fulfill the existing gap in mastering the language. That is why teachers of EFL learners are caught in a dilemma about which method can be effective for learners to acquire more vocabulary. The present

issue is worth analysis; while studying English, each student had used various materials to reinforce the vocabulary repertoire. The use of Narrow reading has been proposed as an effective technique in enhancing EFL learners' vocabulary acquisition.

2. Aim of the Study

This study aims to identify what is meant by narrow reading in the contest of foreign language learners. It also intends primarily to show the negative effects of the attitude and behavior on vocabulary acquisition and reading skill. Moreover, it endeavors to introduce advice for EFL learners to make them interested in reading and how it is important to promote their level and their weakness in their language.

3. Significance of the Study

The intention of foreign language learners is to master the four skills mainly; where less focus on what is behind the skills as vocabulary which may seem with less importance. Accordingly, the main intention of this study is to contribute in shed light on the importance of narrow reading in enhancing the ability of acquiring vocabulary. Reading is an essential skill that develops vocabulary heavily. Hence, this study aims to explore the effects of this act on their learning.

4. Research Questions

This research work raises the following questions:

Q1: Does narrow reading improve the vocabulary acquisition of EFL students?

Q2: If yes, how narrow reading approaches can raise the ability to acquire a vocabulary of EFL learners?

5. Research Hypotheses

The research questions generate the following hypotheses which the study will seek the answer to:

H1: The narrow reading approach indeed helps to improve the vocabulary acquisition of EFL students.

H2: Regarding the implementation of the NR related to the same topic and the same author during the courses, it is hypothesized that: the use of the NR approach will raise the ability to acquire vocabulary among EFL students in both categories the same topic and same author reading texts.

6. Research Design

This research will be conducted through the quasi-experimental method which we believe is the most appropriate method to test the given hypotheses, and it necessitates the use of both questionnaire and workshop to attain the already mentioned objectives; the questionnaire is used to measure the students' attitude and preferences towards reading and vocabulary acquisition, using also the workshop that consists of three groups, pre-test/post-test design, and treatment. First, the pre-test will be administered to 6 third-year EFL students at University of Chadli Bendjedid to measure their lexis acquisition degree where they tend to read narrow texts. Second, the participants are going to receive treatment in four sessions during six weeks in which we divide them into three groups; two experimental and one control, the first group will have texts of the same author, and the second group will have texts with the same topic and the third group with random texts.

7. Organization of the Study

This research work consists of three main chapters. The first chapter is the theoretical part, which provides a review related to reading; its definition, types, principles, reading models and strategies, learners' attitude and perceptions towards narrow reading. Also presents the notion of vocabulary by some experts, importance and types of vocabulary, significance of knowing a word, teaching vocabulary and vocabulary mastery, the relation between reading and vocabulary and its role.

The second chapter gives a full description of the methodology used in the investigation. Also, it informs about the subjects chosen, and the instruments used to collect the data.

Finally, the last chapter discusses the research questions and the hypotheses given earlier according to the results found during the study. Also provides ways to implement NR in the EFL classroom and gives implications and recommendations to EFL teacher, students, and the educational system.

8. Limitations of the Study

This study is limited regarding the Covid-19 that emerged in the whole world since six months ago. That affected the research sample and the shortage of the participants and the disequilibrium of the flow of the treatment. The workshop could not be held easily and in its appropriate conditions and as it should be done. The workshop was done through social media; only 6 students were collected and convinced to participate in the treatment after a long time searching. First, that was because of the distance, second, not all of the students had the internet connection in their houses and third, the majority of them did not want to participate through the zoom application that functions by the camera because of shyness and lack of confidence and they were understood.

Chapter One: Literature Review

Introduction

The present chapter displays the real meaning of reading as a skill in language learning and narrow reading in particular as part of it. It provides important principles for teaching reading, its types, and strategies. It also clarifies students' perceptions of narrow reading. Furthermore, it defines vocabulary acquisition and its notion by some experts along with its importance in learning a foreign language. It also highlights the relationship between reading and vocabulary acquisition that ultimately shows the effect of the former on the latter. Finally, it emphasizes the role of narrow reading in boosting vocabulary.

1. Reading

1. 1. Definition of Reading

Reading is one of the skills of language and a key to situational learning. Reading was historically viewed as a passive skill but it is now considered an active one, and the ability to learn decides the academic achievement. The ability to read allows readers to transform writing into the meaning and to attain the objectives of independence, understanding, and fluency. To encourage functional literacy between students, English text can be used. The students not only improve their reading skills by reading newspapers, but they also improve their knowledge of current issues and their language skills. Good readers are typically good speakers. Many with a deep reading habit can talk orally well ("Chapter Three Reading Skill", n.d.).

Reading experts have described the area in different ways. Widdowson (1979) says that reading involved the cycle of "linguistic details" in the text; readers would take into consideration the information conveyed by authors in the print media. There is no difference between readers in the amount of information collected from the printed matter in here, a

specification needs to be made as to how much information a receiver receives from the text; Not only the linguistic significance but also the contextual meaning of the written text. The language meaning includes information represented, which is known as literal. The socio-cultural and intentional meaning included in the text is part of the context. The ordinary reader can access the literal meaning of a text, whereas, to achieve the pragmatic significance of the material encoded, the ethnolinguistic aspect of reading materials must be fully understood. The efficient reader can find only the literal and pragmatic significance of a text.

Reading is one of the main learning objectives. The reading skills will open up the views of the new world and many possibilities for children and adults. This encourages people to learn fresh knowledge, keep them up to date with information and technologies, appreciate literature, and do their day-to-day job, which is an integral part of everyday existence (Pang, 2003).

Reading has played a significant role in the cycle of language learning, especially for the EFL (English as a Foreign Language) students. This is the key factor in improving students' skills in L2 (Troike, 2006). This is also the primary channel and source for L2 (Second Language) data. Furthermore, through reading, students can enhance their grammar, discourse structure, and vocabulary understanding of the language. The students still find reading to be boring and unacceptable. Several reports say that students may not read their textbook, even though they feel it is useful (Kwedlju as cited in Masduqi, 2014). Others said the lack of interest in reading classes among students because they don't know the topic and the terminology (Rukmini as cited in Masduqi, 2014).

1. 2. Skill of Reading

Reading is mainly a process of decoding.



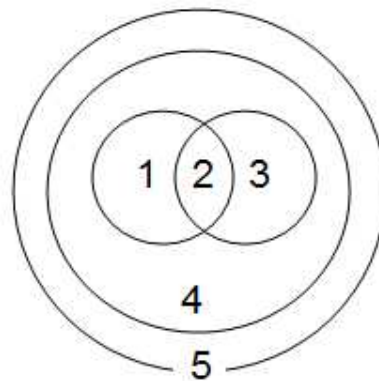
The encoder encodes the message and the decoder decodes it and understands it.

Activity reading includes perception, recall, reasoning, assessment, imagination, organizing, implementing, and solving problems. The purpose of every reading is to understand the meaning. A good reading not only requires a clear comprehension of the word of the author, but also an explanation of his mood, speech, feeling, and attitudes (Dechant, 1991).

1. 3. Reading Process

Reading is a visual process. It is capable of distinctly recognizing eye signals. It is a perceptive process-perception that our thinking process can accept and give meaning to these symbols. It's an interesting process because the mind can't assign meaning to the objects we see without the experience. When we make sense of the printed page, reading happens not just the act that takes its significance from the printed page (Berg, 1971, p.10). Reading is a transitive process through which readers negotiate significance or meaning. During the reading, the meaning does not extend from the page to the reader, but it is a complex negotiation that is shaped by the immediate situation and broader socio-language contexts between the text and the reader (Weaver, 1988). The immediate situation includes the reader's knowledge of the subject, the purpose of the reader's reading, and the situation. Broader social-linguistic contexts involve the language community of the reader and how closely it corresponds to the language used in the text; the cultural expectations of the reader for reading and the reader's expectations for reading based on his previous experience.

The Reading Process



Adapted from Weaver, 1988:30.

1. Reader
2. Transaction
3. Text
4. Immediate Situational Contexts and
5. Broader Socio Linguistic Contexts.

1. 4. Principles of Teaching Reading

Habibullah (2012) in his article Techniques of Teaching Reading points the principles of teaching reading which are as follows:

1.4.1. Principle 1: Reading is not a Passive Skill

Reading is an incredibly productive profession. Teachers need to know the meaning of the terms to do so effectively, see the images the terms are making, grasp the points, and figure out how they agree. If the teachers and students do not, it just scrapes and easily forgets the surface of the paper.

1.4.2. Principle 2: Students need to be engaged with what they are reading.

Like all in class, students who do not understand the text are less likely to benefit from it, since they are not involved in what they do. If they are particularly passionate about the subject or the mission, they get a lot more about what is in front of you.

1.4.3. Principle 3: Students should be encouraged to respond to the content of reading text, not just to the language.

Of course, for the manner they are used, the number of paragraphs they include, and the number of times they use quantitative words it is essential to research reading texts. Nevertheless, the context is just as significant, the interpretation of messages and teachers must allow students the ability to reply. In particular, it is crucial that they can articulate their feelings on the subject; thus, provoking also real devotion to the script.

1.4.4. Principle 4: Prediction is a major factor in reading.

Students are often offered a clear understanding of the material until they truly learn in their own words. The book covers include an idea of what the book holds, the images and headlines indicate what documents are and archives seem as papers before reading a single word. Brain help to guess what will be published. Expectations are developed and the active reading cycle is enabled. Teachers will give 'hint' to students to foresee what is going to happen next. This should help them and make them more involved.

1.4.5. Principle 5: Match the task to the topic

Teachers could inform students how many times the soliloquy one is used, the "not to be," the famous soliloquy of the hamlet. Also may even supply them with a restaurant menu and invite them to alphabetically list the ingredients. There are explanations behind both activities, but they seem a little pointless in front of it. What Hamlet says, and what the menu items actually are, would hopefully be more involved.

Once it is determined whether to learn, teachers have the option of appropriate reading assignments, the right kind of questions, the challenging, practical puzzle ... and so forth. Through posing repetitive and unacceptable questions the most fascinating document can be undermined; the most regular passage of wonderful and challenging tasks can be very exciting.

1.4.6. Principle 6: Good teachers exploit reading text to the full

It doesn't make sense to only have students to learn and then to switch on another text. Every reading document is full of sentences, expressions, concepts, and representations, etc. Effective teachers organize the text into fascinating patterns, using the topic for conversation and supplementary research, using the language for Study and later Activation.

1. 5. Types of Reading

Reading is a complex activity involving both perceptions and thought. Skill consists of two related processes: recognition of words and understanding. Word recognition refers to the process of understanding how the written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, phrases, and related text. Among the strategies that readers use to help them understand a written text include background knowledge, vocabulary, grammatical knowledge, text experience. As far as the mechanisms that can be used by foreign language teachers to develop students' reading comprehension are the reading methods (Diaz &Laguado, 2013).

Ngoc (2015) Inspire teachers to inspire their students to learn more and use a form which is in line with their expectations of the first reading, he claimed "... to prevent the students from inefficient reading habits such as reading word by word, reading aloud, moving lips, translating, reading for form and details" (p.3), when learners read actively, they can make a prognosis on the objective of the texts, the main subject, and some supporting ideas.

1. 5.1. Narrow Reading

The human brain is wired to look for shortcuts. In language learning, figuring out how to learn vocabulary fast is one of these shortcuts. One of the attributions of narrow reading for English as foreign language learners is the predictable calling of key concepts and related high-utility words and phrases, consolidating students' background knowledge while increasing receptive word knowledge. Nevertheless, the idea behind narrow reading is not that complicated as it seems. Instead of trying to read everything that looks like written in your target language, the choice will be narrowed to either one genre, one topic, or even one author (Krashen, 2004; Schmitt & Carter, 2000).

An efficient way to integrate more stimulating informational texts analysis while mirroring the real reading demands of college and the workplace is to create "narrow reading" units of study in which Krashen (2004) defines narrow reading as reading several texts by "one author or about a single topic of interest", he describes the various ways that second-language students can gain multiple exposures of new language structures and words in a comprehensible context through narrow reading of books, from devouring a children's series like the Magic Tree House to drilling down on a novelist like John Grisham's favorite expressions and distinctive style. He also advocates the inclusion of narrow reading units built upon a current event addressed in news media.

Narrow reading is a fragment of extensive reading that is related to only texts of the same author, or texts of the same topic. In this context, various texts sharing the same topic make learning more fruitful. The idea for the text enhancement is annotated: texts written by the same author or on one topic are more common when using words and constructions (Bryan, 2011) to Palmer NR is associated to the careful reading of texts mainly to gain a

complete understanding. Texts are read intensively, the main idea of detailed texts, identifying to what or which pronouns refer, or guessing words meaning from context (Richards, 1976).

Some authors write a series of texts and make use of the same lexicon that they prefer even for several times. That contributes to readers finding the books of some author easier to read (Krashen, 2004). He also has advocated that narrow reading shapes all series of texts dealing only with one particular topic. It is an effective method to amplify the vocabulary; a fact that raised its importance to be advantageous for L2 learning. Furthermore, it simplifies learners' content comprehension of target words, and the ability to use them in needed contexts. Readers do not know that they are acquiring vocabulary while they read but they subconsciously realize the sense.

"It has been broadly accepted those text collections written by one author or more efficient in recycling vocabulary than text collections written by multiple authors" as cited in Bryan (2011). Moreover, texts written about one subject matter will contain a large amount of vocabulary in common and qualify readers to receive greater repeated exposure to that vocabulary in use (Bryan, 2011).

1. 5.2. Extensive Reading

Extensive reading encourages students to read without feeling bored inside and outside classrooms, read for meaning, and engaging in maintaining silent reading. Activities of this type lead to reading independence and autonomy. Moreover, ER can empower students to be fluent readers who end to the closure and make connections between reading and life experiences in addition to making new knowledge apart of their own (Bell, 1998). What it means to be extensive reading; Nuttall (1982) stated that:

ER involves reading large quantities of material, authentic or graded, for pleasure in an individualized manner with students having full control over the

selection and fulfillment of the reading and the pace of reading with a certain amount of control by the teacher. (p.264)

Krashen (1993) used the term Free Voluntary Reading (FVR), to mean reading what interests you and laying down if what you do not like and having another one. Free Volunteer Reading is as its name indicates. Students can choose to read openly, select materials, and read voluntarily; students can choose to report on the lessons they have completed in the classroom. Students can also read at home or not. FVR is referred to as Sustained Silent Reading in its purest form. No requirements! No book reports. No journal entries. No chapter questions. No required home reading. Saragi et al. (1978) have also researched the merits of reading in acquiring a foreign language and they found that comprehensive reading leads to a significant increase in the repertoire of vocabulary among students, which cannot even be acquired in terms of the dictionary.

1. 5.3. Intensive Reading

Brown (1989) explains that intensive reading as calling attention to grammatical forms, discourse markers, and other surface structure details to understand literal meaning, implications, rhetorical relationships, and the like. Intensive reading is reading for every detail; mainly the process takes time, to stop and think about whether the information is understood, and it could require reading once again, to make notes or highlight important points for future references and it is also called study reading.

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on

the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. (Long & Richards, 1987).

1. 6. The Reading Strategies

Effective readers use comprehension strategies to promote sense creation. These strategies include understandings of vocabulary, scans, predictions, summarization and analysis in the current context, auto-questioning, making connections, visualization and monitoring, etc. Experts believe it makes students become metacognitive readers of these strategies (McLaughlin & Allen, 2002).

1. 6.1. Skimming

Skimming is a workable tool as it is less- time consuming to take the whole gist of a piece of writing; and provides the opportunity to read more material. It takes place only while reading and allows having a clear understanding of the subject and gaining more details about the main ideas (Beale, 2013).

Abdelrahman and Bsharah (2014) proposed that learners can improve their reading speed by developing their concentration and strength memory and recall. The procedures of skimming strategy are presented into three steps as follows: reading the first sentence of the paragraph; the last sentence and the keywords in between. They added the important patterns of skimming in the process; first for formal style generally in textbooks; involved with long paragraphs and long sentences here readers should follow the previous steps above which are reading the first sentence paragraph; reading the last sentences and reading the keywords between them. Second for informal style involved short paragraphs and short sentences the reader should use only the two first steps which are reading the first sentence of the paragraph and reading the last one.

1. .6.2. Scanning

As far as scanning is concerned, readers concentrate on the details not only the whole meaning of the text, in this method the reader searches for particular information such as dates, names, and places. Moreover, Brown (2003) explains that scanning is a faster strategy of searching for a specific piece of information in a text. The aim of Scanning is to find particular data about a specific topic without reading all the text. It is particularly a rapid process of reading (Mikulecky & Jeffries, 2007).

Scanning is essential to develop a reading skill that has several procedures to be followed. First, it helps learners to find out specific information that they are looking for. Second, it is used to choose the clues that should support finding the required information. Finally, making a rush view on the pages quickly to find out the clues rapidly, readers should be well concentrated while reading, they have to scan the needed information and look for bolded or underlined words or italicized ones that may carry the target information in the text (Sutz & Weverka, 2009).

1. 7. Reading Models

Some researchers identified the process of reading by developing three models; Madani (2016) in his thesis has summarized them as:

A. Bottom-up Model: The bottom-up model concentrates on the way learners obtain information from texts. Reading in this approach is seen as a process of information collection and synthesis by multiple systems that identify letters, phrases, and clauses. Therefore, the learner needs to establish meaning in the first place through the emphasis on smaller units of the language, such as letters and sounds. This approach demands from readers to interpret the text at the grammatical and structural levels and to construct detailed semantically analyzes of the text to establish context.

B. Top-down model: The top-down method is a mechanism where the reader uses historical information, makes hypotheses and interprets the whole text. This approach helps students to anticipate and infer text data and use their prior knowledge to develop an understanding of text descents. Some researchers argued that the top-down model does not take account of the reading phenomena observed. Students should not rely on texts for meaning but rather actively predict and offer meaning by connecting the signs from the text with their background knowledge.

C. Interactive Model: This method blends the bottom-up with the top-down models. Furthermore, reading work shows that a combination of these two models is a good strategy for enhancing reading comprehension. For instance, the ability to understand words from the bottom up by letters through sounds as the top-down mentioned and assisted to interpret and infer meaning from the context information. In other words, students have to improve their vocabulary and have more knowledge of syntactic structures so they can anticipate and interpret that help to create an adequate understanding of the text content.

1. 8. Narrow Reading and Students Perceptions

In their article, Chang & Renandya (2019) stated that an investigation was done on the impact of narrow reading on 53 EFL students' understanding speed, comprehension, and recognitions. One group of understudies read three written articles with a common title during the three-week treatment phase, whereas the other group read three texts on the same topic. After the treatment, the understudies rounded out a poll concerning the impression of narrow reading. The post-test results found that both groups read altogether quicker on the related writing texts than on the irrelevant content. Although the two groups read narrowly, their perceptions were fundamentally extraordinary on certain items. For instance, a similar title

group has shown that reading in L2 got easy, they understood better in the reading of a text, and they saw various frequent words.

The outcomes may suggest that content associations have various impacts on L2 reading. Neither group, in any case, revealed being exhausted by reading related writing texts. Obtaining vocabulary through narrow reading demonstrated that the member's reading-related writings texts announced different experiences of the target words in the repetitive writings, which were valuable to their procurement of words (Kang, 2015).

The investigations above gave some proof that reading a collection of related text benefits different parts of L2 students of semantic information, and upgrades their enthusiasm to understand more. Having said that, the members in the examinations inspected above read just one topic or one arrangement of books; it is obscure whether if L2 students had more involvement with reading various texts, they would see diversely or favor one topic over the other.

As shown above, how narrow reading can help new readers. Nevertheless, people are mindful of the sometimes ineffectiveness of implementing new language approaches if learners do not understand their importance. This danger should be minimal with narrow readings because students in their mother tongue are already doing something. After a continuing article in a newspaper or reading magazines about a specific subject, many pupils are often familiar with narrow reading. When that is pointed out, student tolerance to the transition of a reading action in L1 to an L2 learning condition will be no better. Besides, learners may already have insights into how narrow reading can make it easier to read and learn vocabulary and a classroom conversation on this topic will open up these ideas. Researchers looked at a group of four young students as part of their daily reading lessons to demonstrate certain real learners' attitudes towards narrow reading. This training aimed to

improve the reading and vocabulary skills of young intermediate students. In addition to the tales from their own choices, students read an ongoing story (for example, an earthquake in Taiwan) for several days. At the end of this time, they completed an informal questionnaire to consider how easy they can read and learn vocabulary about the stories of related journals. All students reacted favorably to the close reading challenge in the questionnaire, one student wrote, "I like reading one story because, after the first day, I don't have to use the dictionary as much, so it makes reading more enjoyable." Another responded, "You can learn more information about the topic if you read about it over several days." When demonstrated by both remarks, students could see a benefit in this reading and vocabulary approach. Only one student criticized her for choosing her topic, despite the narrow reading value, instead of having the teacher choose it (Carter & Schmitt, 2000).

1. 9. Vocabulary Acquisition

1. 9.1. The Notion of Vocabulary by some Experts

Vocabulary or lexicology may be defined as the study of lexis (from the Greek *lexis*, 'word', *lexicos*, 'of the words') which means a stock of words in a particular language (Jackson & Amvela, 2000). It is the basic language aspect that must be mastered before mastering any language skills; it is a list or set of words for a given language or list of words that individual speakers of language might use (Lestari, 2015). Furthermore, in the Merriam-Webster dictionary (1985), vocabulary is defined as an alphabetically arranged and explained list or collection of words that are used in a particular language or by class, individual, etc.

Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn the structure and as they practice sound system as stated by Alqahtani (2015).

Vocabulary can be described as 'words we need to learn to communicate effectively, "words in speech (Expressive Vocabulary) and listening terms (receptive vocabulary)." (Neuman & Dwyer, 2009, p 385). While Ur (1998) states that vocabulary is words we teach in a foreign language that can be defined, roughly, as words. Yet there may be more than just one word in a modern vocabulary: for example, the post office or the mother in law, which consists of two or three words which convey a single thought. A helpful practice is to cover all such situations with vocabulary instead of terms words.

1. 9.2. Significance of Knowing a Word

A series of recent studies have revealed multiple ways to know a word; the simplistic nature of the relation does not adequately represent the forms of phrase that are studied by everyone. "When we know a word well, we have access to at least nine-word components in the sense of reading – vocabulary link" (Nation, 2001). As listed in the table below

Table01

Components of word knowledge

1. Orthography (spelling)

2. Morphology (word-family relations)

3. Parts of speech

4. Pronunciation

5. Meanings (referential range, variant meanings, homophones)

6. Collocations (what words very commonly go with a word)

7. Meaning associations (topical links, synonyms, antonyms, hyponyms)

8. Specific uses (technical, common)

9. Register (power, politeness, disciplinary domain, formality, slang, dialect form)

1. 9.3. The Importance of Vocabulary

A greater vocabulary will help EFL learners escape stressful circumstances, encouraging them to choose more terms. But what is more, there are aspects that a broader vocabulary will aid outside of reading and writing which Anonymous (2016) has asserted:

- A. Faster Processing Speed:** The quicker students are conscious of words, the more knowledge they can access and process. This is because knowing and understanding of the vocabulary before hearing them makes the workload easier to understand, so that knowledge can potentially be better understood.
- B. Expanded Abstract Thinking:** The wider the language it becomes easier to separate from old patterns of thought and to open up new lines of thinking. Students often find their thoughts to be defining their sentences, but words often influence thought. A new word opens up new ways of thought, and the more words you use, the more you can focus on your thoughts and learn about others.
- C. More Success at Work:** Experiments and tests over 20 years have shown that whether a person is an engineer, a boss, a plant manager, or something else, the best way of forecasting career success is with a good vocabulary. Also, the results found that language typically pre-exists, and not as a result of accomplishment.
- D. Improved Citizenship:** A broader vocabulary on news and current events helps people to better learn, allowing them to engage and become more educated and active citizens in an effective global dialog.

Complementary is the connection between vocabularies and language use: vocabulary knowledge enables language use, but the use of the language, in turn, increases the knowledge of vocabulary. Vocabulary acquisition is essential for successful use in the second language of vocabulary and plays a vital role in the formation of a complete text. Vocabulary learning

elements play an essential role in all language skills (i.e. listening, speaking, reading, and writing). Moreover, acquiring the right vocabulary is essential for successful second-language use because students will not be able to use the structures and functions without an extensive vocabulary.

In production, students must have a store of words from which to express meaning or concept, when they have any meaning or concept they wish to express... 'If the students travel, they do not carry grammar books, they carry dictionaries' (Krashen, as quoted in Lewis, 1993, p.25). Many researchers argue that vocabulary is one of the most important elements of foreign language learning (Alqahtani, 2015).

1. 9.4. Types of Vocabulary

Harmer (1991) differentiates between two types of vocabulary. The first type refers to the one that the students have been taught and that they are expected to be able to use. Simultaneously, the second one is specific to the words that the students will recognize when they meet them, but which they will probably not be able to pronounce. Vocabulary can be categorized into two categories: expressive and receptive.

1. 9.4.1. Expressive Vocabulary

On the one hand, expressive vocabulary refers to the words that we use to express our thoughts and ideas. That is all the words that people use for "speaking" and "writing"; speaking vocabulary comprises of the words that would generally use in a speech. Research proves that on average, people have about 10,000 words in their speaking vocabulary while writing vocabulary refers to the words that are used while writing ideas or thoughts. The comfort with spelling words usually determines the writing vocabulary (Partridge, 2017). Words that the students use correctly understand and can pronounce and use in speech and writing in a constructive manner. It includes the necessary information for receptive

vocabulary plus the ability to speak or write at the right time. Productive vocabulary can therefore be approached as an active process because students can write words to express their thoughts to others (Webb, 2005).

1. 9.4.2. Receptive Vocabulary

Receptive vocabulary, on the other hand, refers to all the words that are understood while "reading" books or "listening" to someone's speaking, i.e., all the words that are processed while receiving information. Listening vocabulary includes all the words that are heard and understood. On average, adults can understand and process around 50,000 words. Reading vocabulary, as the word suggests, refers to all the words that are understood when reading (Partridge, 2017). Words are recognized by students and understood when used in context, but not produced by them. It is a vocabulary to recognize when students see or meet text, but not when they speak and write (Webb, 2009).

1. 9.5. Teaching vocabulary

Recent research indicates that teaching vocabulary could also be problematic because many teachers are not confident about the simplest practice in vocabulary teaching and sometimes do not know where to start to make an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words can be a crucial aspect of learning a language as language is supported by words; however, it is almost impossible to find a language without words; even communication between citizens is based on words. Teachers as well as students accept that learning the vocabulary will be essential to teaching a language (Thornbury, 2002). Teaching vocabulary is considered as one of the crucial discussions for teaching English as a foreign language. At the time that the teaching and learning process is taking place, problems would emerge to the forefront of the teachers. Their mission would become to tackle problems of the way to teach students to gain satisfying results. Thus, the teacher

should prepare and determine the appropriate techniques, which can be implemented to the scholars. An honest teacher should prepare himself or herself with various and up-to-date techniques. He ought to be able to master the material to be understood by students and make them interested and happy during the teaching and learning process in the classroom. He should take into consideration that teaching vocabulary is something new and different for the students while learning a language. Teachers have also to be aware of the fact that teaching English for young learners is different from adults and that every one of them has his characteristics that should be recognized. Moreover, teachers need to select good techniques and suitable material for realizing the target of teaching (Walters, 2004).

1. 9.6. Vocabulary Mastery

Vocabulary is essential to the student's understanding to learn the language. Vocabulary mastery is important to explain our ideas and be able to understand the language of other people. Mastery is (1) a. The master's authority: rule, b. Superiority, ascendancy, and (2) a. Owing or displaying or highly skilled or technical, b. Knowledge or skill that produces a commentary topic master. Mastery as maximum or complete awareness, from this concept, mastery means absolute knowledge or great skills, which is a specific subject that makes someone a master (Lusiana, 2010). The specificity of any individual's vocabulary knowledge depends on the person and his motivations, desires, and wishes for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the good skill in processing words of a language. It is an individual achievement and possession that everyone should be responsible to develop to increase the knowledge (Rivers, 1989). "The success in widening the vocabulary mastery requires their motivation and interest on the words of a language" (Alqahtani,2015) from the definition above, it is noteworthy to conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired, supported their interests, needs and

motivation. Vocabulary mastery plays a crucial role within the four language skills and it is one of the needed components of language.

1. 9.7. Vocabulary Learning Strategies

Besides the above techniques, there are also other vocabulary learning strategies that teachers can take into consideration. They can train their students to use these strategies. Schmitt and McCarthy (1997) propose strategies to find vocabulary: (1) deviate from context, (2) recreate words with word pieces and mnemonic techniques, and (3) use vocabulary cards to remember first-language word pairings of the foreign language.

It is supported by Murcia (2001) who also proposes three strategies to find out vocabulary. The first strategy is guessing meaning from context; she says that a context is rich enough to offer adequate clues to guess the word's meaning. The second technique consists of mnemonic devices: it suggests a technical term. The learner is reminded of the term anytime he sees or hears the goal phrase. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by fixing vocabulary notebooks. Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggest lots more techniques that are claimed to be helpful for students to find out vocabulary in a neater way. What the researcher sees as better thanks to teaching vocabulary is by learning in rich contexts.

Consistent with Stahl (2005) at <http://www.readingrockets.org>, students probably need to see a word quite once to place it firmly in their long-term memories. This doesn't mean more repetition or drilling of the word but seeing the word in several and multiple contexts. Finally, teachers may encourage students to have a vocabulary notebook because an excellent deal of vocabulary growth ultimately depends on the learner. They will have students who are successful vocabulary language learners share their notebook methods. For college kids who

need help, they will demonstrate the way to find out a vocabulary notebook that's neat and organized during a manner that will facilitate multiple retrievals of the words. If the notebook is not found out well, then learners are less likely to practice the words, which defeat the aim of keeping the notebook in the first place. Moreover, in presenting one planned vocabulary item, the teacher usually combines more than one technique, rather than employing one single technique, teachers are suggested to employ planned vocabulary presentations as various as possible (Pinter, 2006).

1. 9.8. The Relationship between Vocabulary Acquisition and Reading

The relationship between reading and understanding is probably rich, interactive, and complicated. By this logic, reading leads learners to acquire vocabulary that would facilitate their understanding and promote their level in language learning. It is clear on the one hand that vocabulary is necessary for understanding. The lack of knowledge about the meaning of individual words without any doubt impedes understanding. Sternberg and Powell (1983), for example, proposed that:

The interaction between reading comprehension, vocabulary, and general intelligence can be influenced by the capacity to acquire additional contextual information. The relationship between vocabulary and comprehension awareness can also be influenced by general cognitive abilities such as working memory.

However, it is also obvious, on the other hand, in which learners can construct some meaning in the text, even though many of the words are nonsense. On the other hand, this constructed meaning offers an emerging context to help determine possible meanings in certain individual words. Reading comprehension and vocabulary skills are closely linked. The less clear thing is how best to view this relationship. One view suggests that different readability variations are responsible for human vocabulary knowledge gaps. Consequently,

Good readers can acquire larger vocabulary over time, while weak readers who read less do not have written material and this tends to impede the production of vocabulary (Nation, 2009).

1. 9.9. The Role of Narrow Reading in Boosting Vocabulary

Myriad studies have shown that narrowly reading series of related texts helps students to store and recall vocabulary more effectively than randomly reading unrelated texts. For example, in their study about compared related and unrelated newspaper stories Schmitt and Carter (2000) concluded that the density of new word families decreased significantly in the related stories but less so in the unrelated stories. This finding suggested that vocabulary load was reduced largely in reading-related stories. They also posited that reading-related stories lower the lexical load for L2 and FL learners, hence it allows learners earlier to contact with authentic reading materials.

These corpus-driven studies provide consistent evidence that texts on the same or related subject matter are more likely to have more recurrences of specialized words than random texts. Empirical studies also support research-driven by corpus (Cho, Ahn, & Krashen, 2005; Cho & Krashen, 1994; Kang, 2015). For example, Cho and Krashen (1994) asked four L2 adults to read the Sweet Valley series for pleasure in their free time, and then assessed their vocabulary acquisition averages in individual tests. The average vocabulary learning rate reported was 62%. In a later study with young Korean school pupils L2 who were asked to read the book series of Clifford, positive results were also reported (Cho, Ahn, & Krashen, 2005).

Recently, a more rigorous study was conducted by Kang (2015) with senior high school students who read online texts, either thematically related articles on second-hand smoking or unrelated articles, over one month. The students were tested on their gains of receptive and

productive vocabulary knowledge. The results showed that narrow reading was more fruitful than random reading in both receptive and productive knowledge.

One of the most persistent results about the study of narrow reading is that the extent of the vocabulary of students is strongly related to their understanding of reading and academic success (Becker, 1977). This partnership seems rational. Students use some vocabulary in their language and an opportunity to utilize many methods to describe unfamiliar terms' definitions as they come into touch with them. This partnership seems to be reasonable. Young students with little vocabulary and effective word learning strategies often struggle to understand. Their misperceptions of reading set in motion a process of disappointment and confusion at university if they don't have the word to explain what they learned; they usually stop reading (Hart & Risley, 2003). Reading comprehension and mastery of the language are interrelated. There needs to be a growing stock of vocabulary among adult learners as their standards increase but it is not in a definite pattern with EFL students.

Conclusion

As was seen over this chapter, it is likely to conclude that reading is of significant importance in most language teaching programs. Simplified readers are helpful for beginners, but eventually, they ought to browse original texts. Narrow reading may facilitate the transition to these texts by reducing the lexical load that the learner needs and may allow for earlier access to the necessary information and background. It is very influential to read for the sake of learning new vocabulary or even finding the same words repeated in other texts will strengthen learners' memory to be easy in their use in an actual context. It also emphasizes the strong role that narrow reading has in empowering the acquisition of more vocabulary. The next chapter will be devoted to research design and data analysis that will

clarify in empirical terms the importance of narrow reading for EFL students to boost their language vocabulary.

Chapter Two: Methodology and Data Analysis

Introduction

The second chapter endeavors to introduce the overall methodology used to investigate the research questions. It presents the participants that the research relies on to conduct the experimental study. It also provides the research instruments, design, and procedures employed to collect data about the ambiguity of whether narrow reading is beneficial for the acquisition of vocabulary for EFL students. Finally, it affords analysis of the data gathered from the target population and a discussion of the research findings concerning the research questions and hypotheses.

2. 1. Research Framework

This study adopted an experimental design; which makes it possible to determine the cause and effect of the relationship, and we used mixed methods for conducting research; quantitative and qualitative that involves collecting, analyzing, and integrating, also involved a pre-test, treatment, and post-test. The participants received three sessions of treatment over three weeks, beginning one week after the pre-test. The delayed post-test was administered after the last treatment session. This means that the investigation winning wide and depth of understanding, whereas counteractive the disability inherent to employ every approach by itself.

2. 1.1. Sampling and Population

2.1.1.1. Students as Participants

In this study, the participants are randomly selected among third-year students of English specialized in didactics at Chadli Bendjedid University, El-Tarf, Algeria. The sample consisted of 57 students since we could not contact the whole population. The workshop

involved 6 mixed-level college EFL students. They had studied English as a foreign language for an average of 10 years.

The focus on such sampling is mainly for measuring whether the students that get the same education from the same teachers can show the same results in terms of knowledge and terminological background as they are tested across the use of questionnaires and the pretest and posttest measurement during the workshops. The reason behind such a choice is that third-year university students have a more advanced level that makes them practical and dynamic towards the reading of multiple texts of different authors or topics and even checks the effect of narrow reading on their vocabulary acquisition particularly that they are in their final cycle. Consequently, the selected participants are regarded as ultimately suitable for the attainment of the objectives of the study and provide efficient answers for the research questions.

2. 1.2. The Research Instruments

The present research work uses two types of data collection tools. The first one is the use of the questionnaire distributed to students to generate general background about students' experience with narrow reading and how much they perceive themselves scoring a benefit of vocabulary acquisition behind that practice of the skill for learning English as a foreign language. The second one is related to the use of a workshop for a pretest and posttest measurement of texts of the same author, the same topic, and also randomly chosen texts.

2.1.2.1. Students' Questionnaire

This questionnaire is made up of three sections which consist of **15** questions arranged logically. These questions are closed ones requiring the students to choose either yes or no answers or to pick up the appropriate answer from several choices and also open-ended questions requiring them to give their stance. The questionnaire provides a portion of answers

to the research questions mainly the extent that students use narrow reading as a strategy for increasing the score of their vocabulary and hence promoting their level of English.

Section One: Student's information (Q1). It seeks to know students' gender.

Section Two: Narrow Reading (Q2- Q9). It includes 8 questions about students' perceptions of narrow reading by letting them express their ideas depending on their background. It also attempts to know students' desired reading texts and the purpose behind the choice of that kind.

Section Three: Vocabulary Acquisition (Q10- Q15). It focuses on taking the opinion of the students about the benefits of narrow reading in learning new words and the appropriate methods that students should follow to enrich their vocabulary by taking their suggestions. It also stresses the importance of narrow reading to be implemented in the classes of vocabulary acquisition.

2.1.2.2. Students' Workshop of Pretest and Posttest Measurement of Texts

The workshop is randomly assigned to 3 groups of 2 students each. The students of the same group read the same set (same author, same theme, and randomly selected texts). The purpose of each of such texts is to show whether the narrow reading has a good effect on the vocabulary acquisition of students which is the core goal of this research. The use of such a tool will provide both quantitative and qualitative data.

To measure the students' level of vocabulary improvement, both pretest and posttest activities are given to them. The pretest and posttest settings were closed in terms of familiarity and unfamiliarity of words, which students are required to fill in the corresponding answer depending on whether they are familiar with the vocabulary and to provide the appropriate meaning as well as develop it in a meaningful context.

2.1.2.3. The Reading Materials

To benefit from their different qualities, the supplementary texts read by NR groups were specifically designed to achieve appropriateness and linguistic difficulty. Six texts were selected based on the same author; the same topic and three texts were randomly selected for the sake of comparison that would serve the workshop goals. The texts are with same author: Charles Dickens, the same topic: legends and myths, while the other texts are arbitrary chosen that titled: Eddie the Eagle, Trapped by the Tide, and The 25th of December Incident. On average, there were approximately 420 words in each text. The vocabulary appearing in each text was analyzed with Cobb's (2014) online lexical profiling software, which dissected the text into Laufer and Nation's (1995) word frequency categories. Table 2 shows approximately 80% of the words used in the texts were from the 0-2000 vocabulary frequency level.

Table 2

Readability and Lexical Coverage of Texts Used For Each Group.

	Narrow reading group						Control group (Randomly Chosen Texts)		
	Same Topic			Same Author					
Titles of texts	Pandoras' Box	The Story of The Phoenix	Medussa and Persus	Hunted Down	The One Thing Needful	Marley's Ghost	Eddie the Eagle	Trapped by the Tide	The 25th of December Incident
Word Count	319	542	373	417	323	333	372	359	385
1K+2K word level coverage (%)	85.89	92.44	82.85	90.17	87.61	84.38	80.38	88.58	88.83

AWL (%)	063	0	1.61	3.60	3.10	4.50	3.49	0.56	1.30
Offlist(%) (plus proper nouns)	13.48	7.56	15.55	6.24	9.29	11.11	16.13	10.86	9.87

AWL: Academic Word List (Coxhead, 2000)

Off-list: Words that do not belong to the 1K +2K frequency level as well as the AWL list.

Proper nouns were also included in the list.

2.1.2.4. The Vocabulary Exercises

A series of vocabulary exercises have been designed to help students use their newly acquired knowledge at the workshop and get an overview of their level of understanding. Their prime goal is to check if they acquired new words that would improve their language register.

2. 1.3. The Research Design

This dissertation makes use of the experimental research design to prove whether narrow reading as a sub-type of the reading skill has a good effect on the EFL students of the University of Chadli Ben Djedid. It also focuses on the use of the mixed method which provides both quantitative and qualitative items through the students' questionnaire analysis and the workshops' texts for a pretest and posttest measurement.

2. 1.4. The Research Procedures

In this study, empirical research is conducted through the use of the questionnaire for the students and a workshop to collect data about the effect of narrow reading on the vocabulary acquisition of the EFL students.

2.1.4.1. Description of the questionnaire

It consists of 15 questions arranged in three sections. These questions are closed ones requiring students to choose either yes or no answer. They are also asked to select the appropriate answers from multiple choices and open-ended answers with justification. The

objective of the questionnaire is to allow students to express their opinions about the use of narrow reading in enhancing learners' vocabulary. It provides clarifications about students' practice of reading in general and narrow reading in particular. It also identifies the kind of texts that students prefer to read which determines the type of vocabulary that they acquire. Furthermore, it aims to know whether the students have an idea or background knowledge about narrow reading, to what extent it helps upgrade their vocabulary acquisition, and what are their suggestions to include that technique in the language teaching.

2.1.4.2. Description of the Workshop

2.1.4.2.1. The Pretest

The Vocabulary Knowledge Scale (VKS) is a measure for the depth rather than the width of vocabulary. The VKS is a 5-point self-report scale developed by Wesche & Paribakht (1996), which enables students to indicate how well they know the vocabulary. It measures small knowledge gains to compare the effectiveness of various instructional vocabulary techniques. The VKS brings up the definition of the scope of vocabulary, the notion that a word is understood in several different ways, and that the learning of vocabulary requires gradually increasing the comprehension of things. This scale is widely used to measure the acquisition and retention of vocabulary but is used in this study only for pretest and posttest acquisition measures. To be tested on the vocabulary, students had 15 target words and a pretest had to be completed ranging from complete unfamiliarity with the word, grammatical as well as semantic, to correct use in a sentence.

2.1.4.2.2. The Treatment

Following the pretest, the treatment period adopted the workshop setting, held once a week with 6 students, structured into a theoretical part devoted to the study of the students' vocabulary improvements and the measurement of their understanding new words depending

on the books sample, texts from the same book, texts from the same topic, and randomly chosen topics, also a practical part for the practice.

The first workshop session introduces to the participants to the basics of narrow reading and vocabulary and the relationship between them as well as enhancing the level of students' repertoire of words and gaining a maximum of new words depending on narrow reading with its types.

The second workshop undertakes three styles of narrow reading: texts of the same author taken from Charles Dickens' books. The first one is *Hunted Down* page five, the second text is taken from the book *Hard Times* entitled "The One Thing Needful"; the third text is taken from the book of *Christmas Carol Stave* with the title of "Marley's Ghost". Texts of the same topic of "Legends and Myths" include the texts of "**Pandora's Box**", "**Pursues and Medusa**" and finally "**The Phoenix: A Greek Myth**". The final style of narrow reading is related to the randomly chosen texts entitled as **Eddie the Eagle, Trapped by the Tide, the 25th of December Incident**. Once the participants grasped the principles and became capable of understanding and using the new vocabulary in these three forms, they were given written instruction to check their comprehension and learning.

The third workshop session covered the last texts to each group. Further, it mainly focused on the achievements of the student's background and acquisition of the new vocabulary. The exercises performed for each group required the selection of words or phrases closest in meaning to each one of the five given words. In every selection of the answer, they have three probabilities. They were also engaged in putting words in the correct gap. Furthermore, students had to choose five words from the texts that they particularly want to learn and use them in meaningful sentences. Moreover, they were asked to match a series of words with their definitions and were given a collaborative practice to apply their newly acquired knowledge.

2.1.4.2.3. The Post-Test

After the completion of the treatment, the posttest was administered to the participants to measure to what extent the treatment was effective. Similar to the pretest, the posttest consisted of a series of exercises, and the participants were asked to develop it, applying all that had been learned in the workshop.

Each pretest and post-test paper has been carefully examined and assessed twice by the researchers to ensure that the assessment process is reliable and valid. Then the given ratings were compared and the ratings accepted. If the values for the same paper differ, a third review and discussion were carried out; the final mark was settled with an agreement.

Certain statements and comments of the participants were considered. After all, they were valuable for clarifying the data discussion, as they were not only highly transparent and valid but more because they were genuinely reported by students without their request.

2. 2. Data Analysis

2. 2.1. Analysis of the Questionnaire

Section One: Students' Information

1. Gender

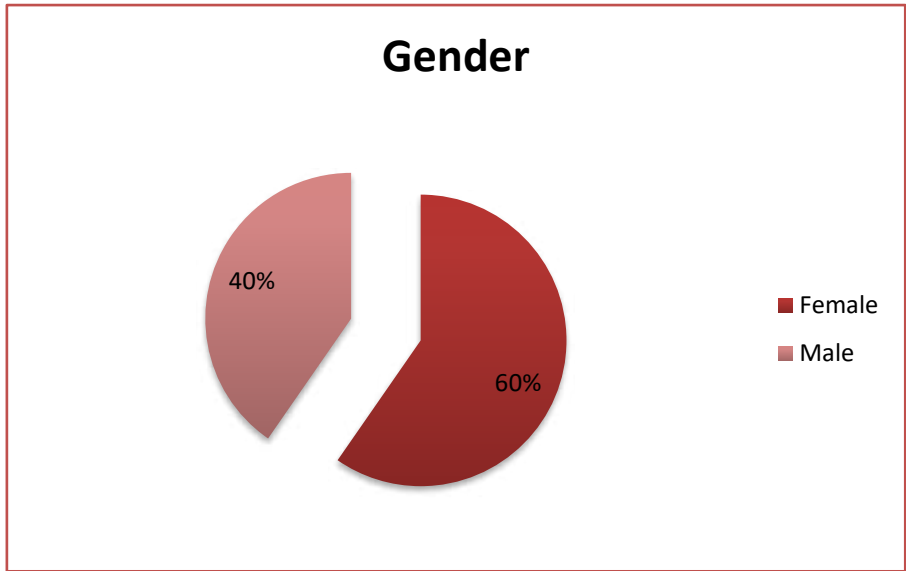


Figure1: Students’ Gender

This section focuses on the identity of the respondents to the questionnaire which shows that 60% of the participants were females while 40% were males.

Section Two: Narrow Reading

2. Do you read texts, novels books in English?

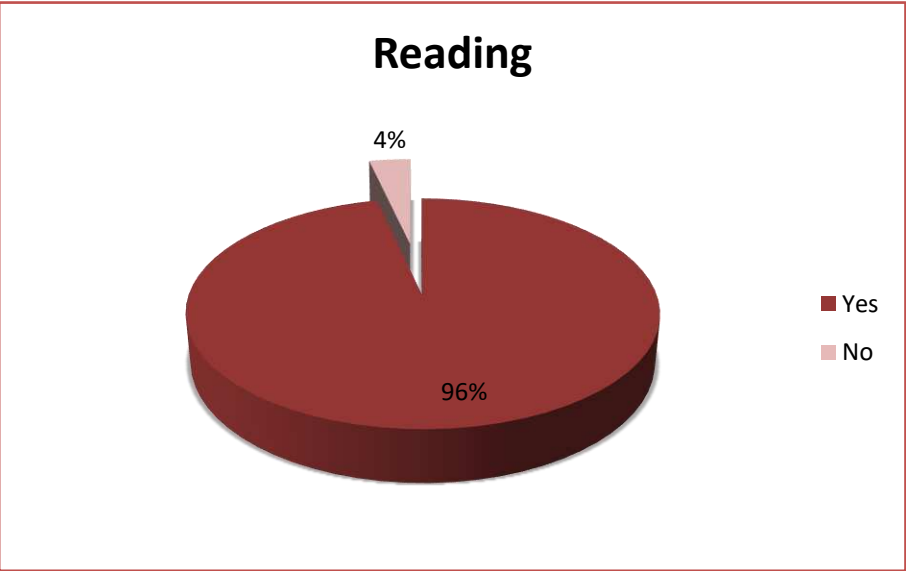


Figure 2: Students’ Attitude towards Reading

As can be seen from the figure, approximately 96% of the participants said that they read in English, while 4% of the students claim they do not.

3. If yes, how much do you read per week?

Table 3

Students' Frequency of Reading

Responses	Participants	Percentages
Always	14	25 %
Sometimes	27	48.21%
Rarely	13	23.21 %
Never	2	3.57 %

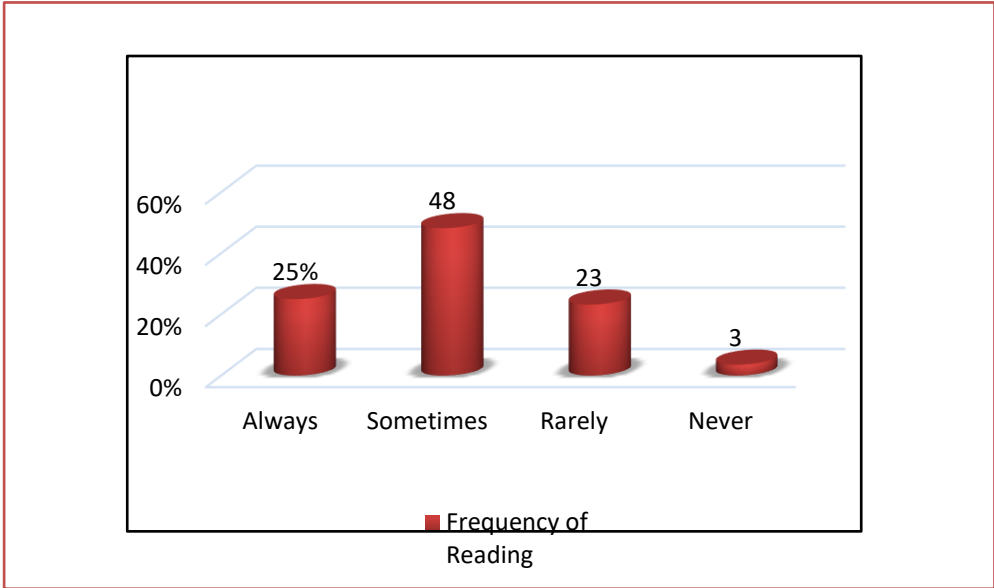


Figure 3: Students' Frequency of Reading

Concerning this question, it was raised to know the frequency of reading students' process during the week. As it is detected in the table and the figure above, the majority of participants occasionally read (27 students about 48.21%), while 14 students (23.21%) regularly read; 13 students (25%) who read rarely and two students (3.57%) never read.

4. Do you have an idea about narrow reading?

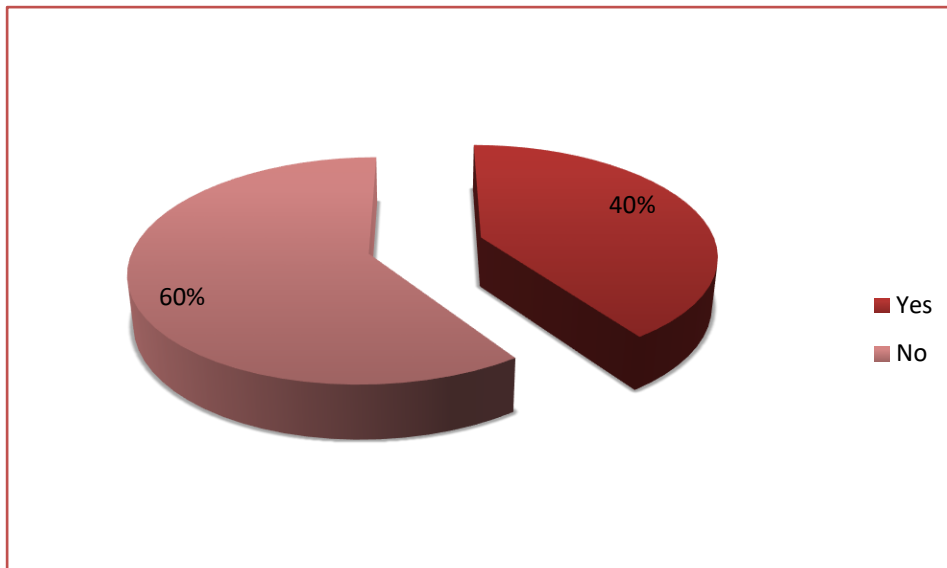


Figure 4: Students' Knowledge about Narrow Reading

According to the answers to this question, the results show that students are partitioned in their knowledge about the term: Narrow Reading. As the figure show, 60% of the participants indicated that they do not have any idea about the expression, while 40% do have a notion about Narrow Reading.

5. If yes, please provide a brief thought about it.

This open-ended question is devoted to students who have a notion about narrow reading. The answers were similar in which the majority of the participants (14) defined the term as reading texts with the same theme or the same author. Some of them acknowledged that it is a technique used to learn and to enhance vocabulary; others noted its purpose to develop a specific skill especially reading while other views understand that narrow reading is related to literature and its movements. Moreover, two participants identified the term as it is in terms of Short stories, legends, and novels. Other respondents understand that it is related to students' desires which are not the case. However, some students provided that it is a type

of informative texts with scientific information and statistics. Based on the given answers, it is likely to note that students were able to guess only the general meaning even if they did not encounter with the term before.

6. What kind of texts do you prefer to read?

Table 4

Students' Reading Types Preferences

Responses	Participants	Percentages
Literature	26	45.61%
Sports	5	8.77%
History	26	45.61%
Science	17	29.82%
Comics	10	17.54%
Other Kinds	15	26.32%

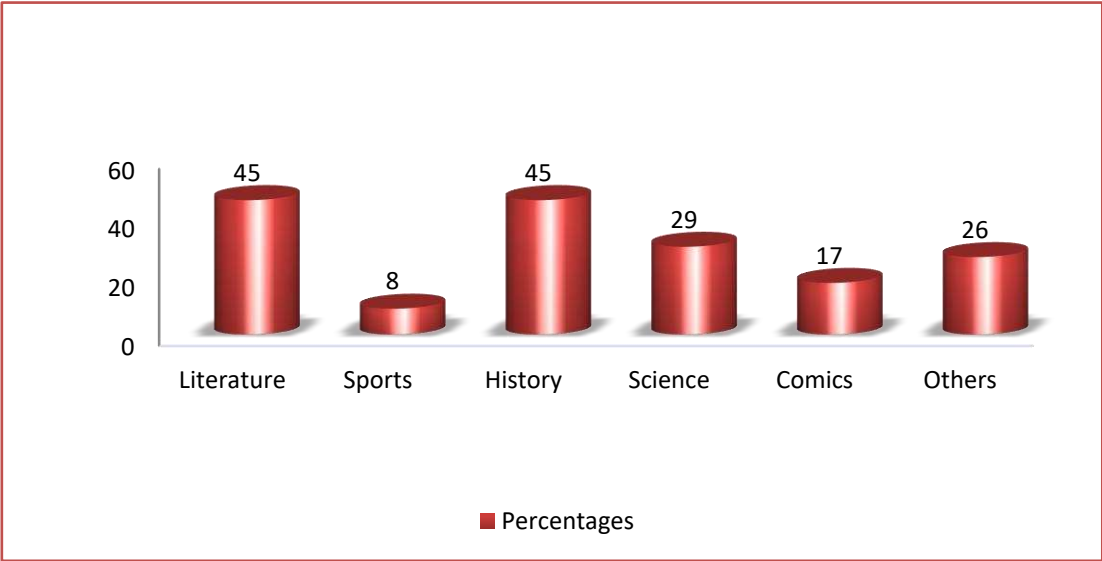


Figure 5: Students' Reading Types Preferences

The result of this question allowed knowing what kind of texts students prefer to read, as it appears from the figure, literature, and history are the most preferable texts with 45.61% while 17 participants (29.82%) prefer science, others prefer comics and sports (17.45%; 8.77%) and about 14 students added other kinds which contain: self-development, psychology, politics, economics, and linguistics. The target of this question is to select the most preferable type of texts to be introduced to students for reading and make measurements about the improvement of their vocabulary acquisition.

7. Do you?

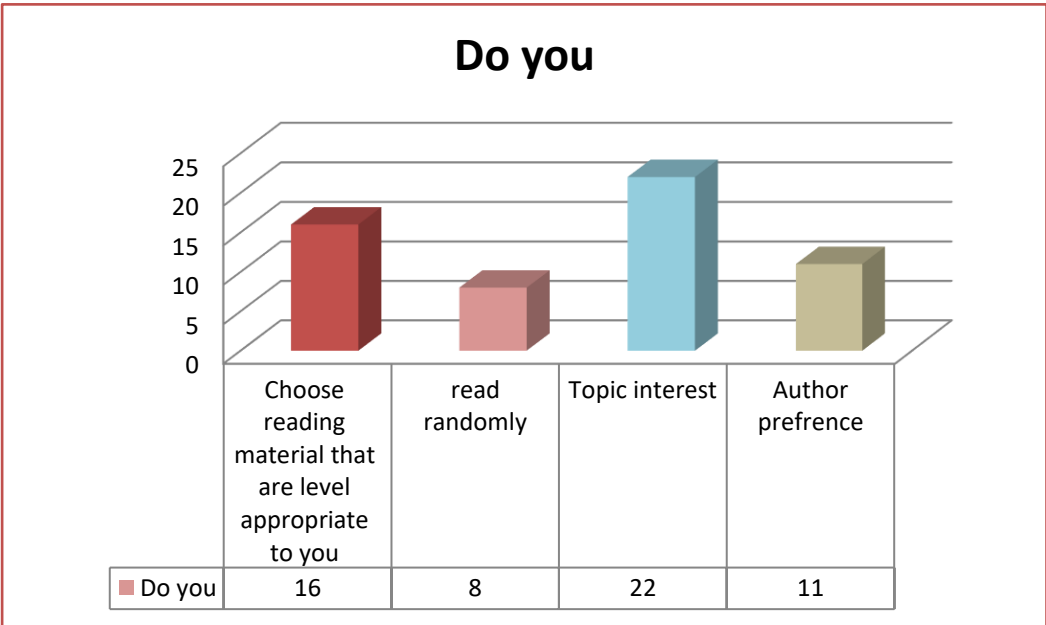


Figure 6: Reading selection of Texts

The figure above shows that EFL students select when comes to reading, 22 of the participants they prefer to read topics that interest them, while 16 of students choose reading material that is level appropriate to them, 11 students likes to read of their favorable author and 8 participants prefer to read randomly.

8. Do your teachers ask to limit your reading about certain topics or authors?

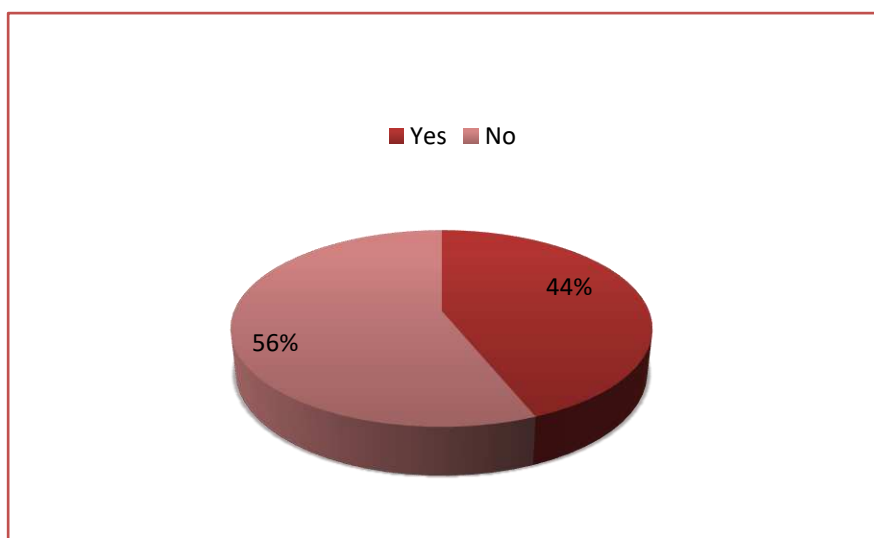


Figure 7: Teachers' Limitation of Reading about Certain Topics and Authors

The responses to this question as reflected in exceeding; participants (56%) assured that their EFL teachers do limit them to read texts that share the same topics as well as the same author. While respondents out of 57 from the total disagreed since reading takes time to process and they focus more on the skills like speaking and writing; It is worthy to conclude that the students have different opinions because some see that the majority of their teachers limit their readings.

9. What is the purpose behind your reading?

Table 5

Students' Purpose of Reading

	Participants	Percentages
For wasting time	5	8.77%
For gaining information	39	68.42%
For vocabulary acquisition	35	61.40%
For pleasure	21	36.84%

Others

4

7.02%

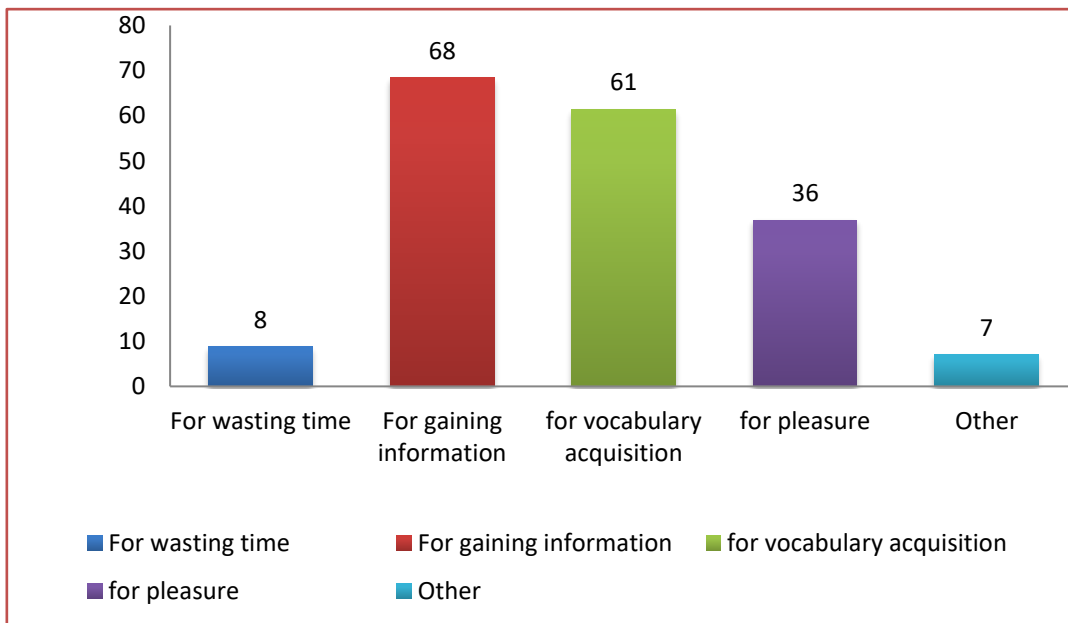


Figure 8: Students' Purpose of Reading

The consequences of this question stated that the biggest percentage 68, 42% of the participants (39 students) read for the sake of gaining information and 35 of participants (61, 4%) read for vocabulary acquisition, 36, 84% of students (21 students) read for pleasure, 8,77% (5 students) reading for wasting time and 7.02% choose other purpose option.

Section Three: Vocabulary Acquisition

10. As a language learner, to what extent do you rely on reading to boost your vocabulary?

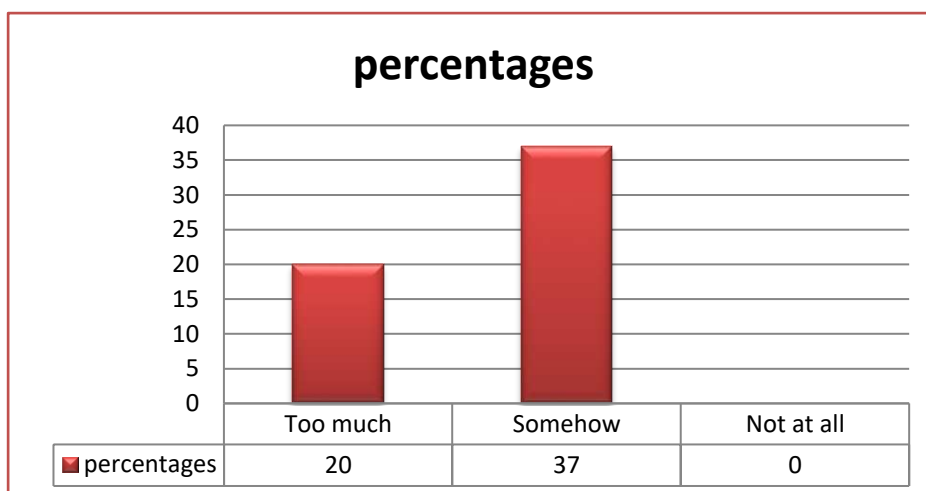


Figure 9: the Extent of EFL students' Reliance on Reading to Boost Vocabulary

Based on the given answers to this question, the above figure reveals that 35, 09% of the participants can boost their vocabulary through reading and 64,91% is related to those who do not read that much while no one chooses not at all response choice.

11. Do you stop reading to check the new/ sophisticated words?

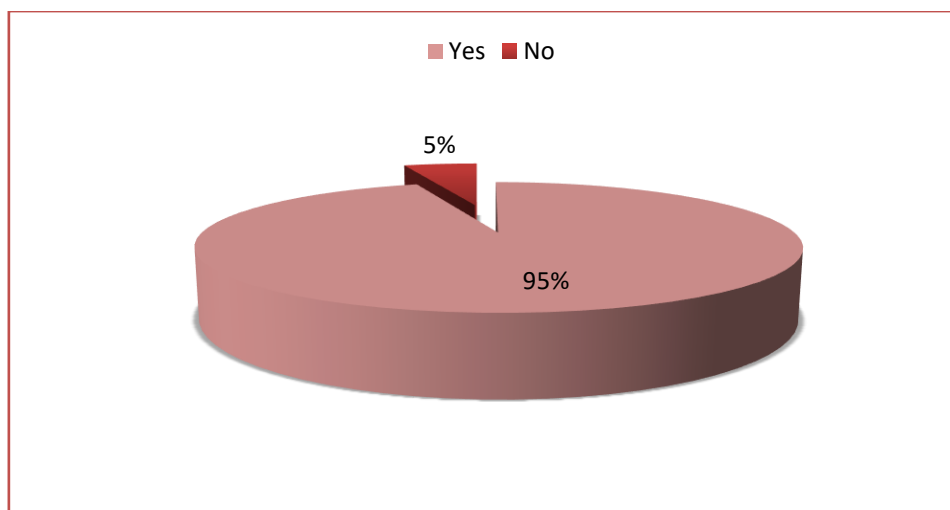


Figure 10: Students' Checking of New/ Sophisticated Words

To sum up, the results obtained from this question are somehow anticipated, since approximately most participants confirmed that they frequently check the meaning of

complicated words while they process reading. Almost 95 % of the cooperators affirmed they were extensively searching for the new and complicated words they face; whereas 5% of participants claimed that they do not check at all.

12. If yes, what do you do?

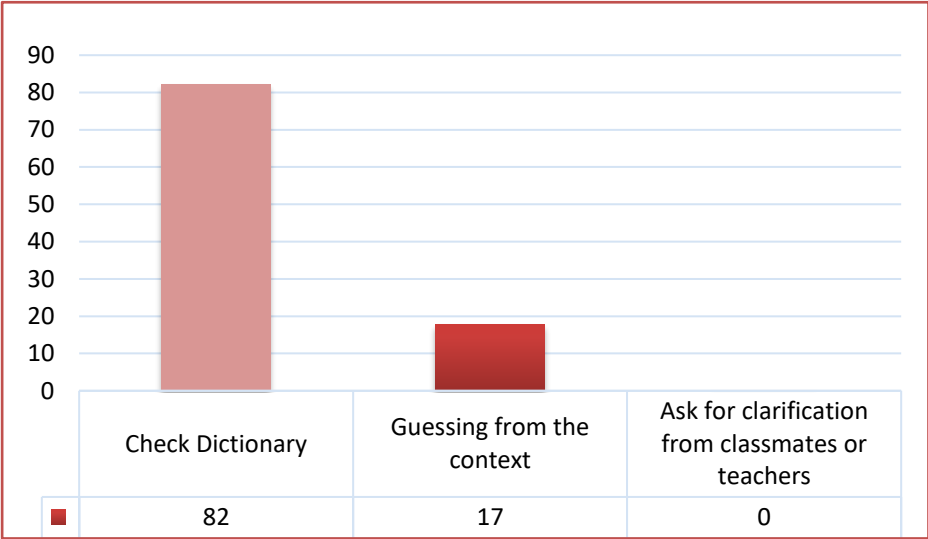


Figure 11: Students’ Solution for Facing New Sophisticated Words

The figure points that 82, 14% of the participants check the dictionary to know the meaning of the new words and 17, 86% of them are guessing the meaning from the context, while no one chooses to ask for clarification from classmates or teachers.

13. From your own perspective do you think that the use of narrow reading is beneficial for your vocabulary acquisition?

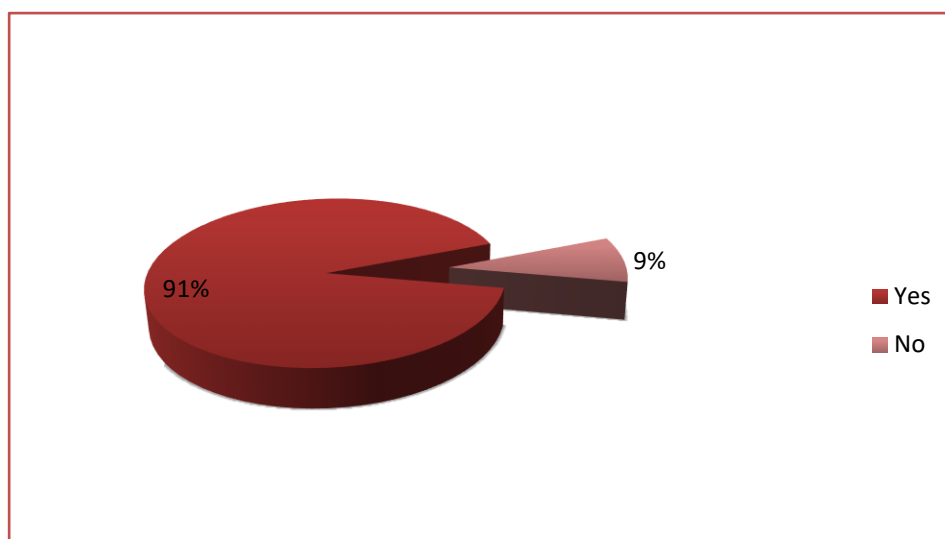


Figure12: Students’ Opinions about the Utility of Narrow Reading for the Vocabulary Acquisition

The figure above provides students’ opinions about the use of narrow reading whether it is beneficial for their vocabulary acquisition or not. It indicates 91.23% for the 52 participants who answered by yes and 8.77% for the 5 participants who answered by no.

14. What are the methods from below that would help you to acquire and learn new words?

Table 6

Methods Used by EFL Students to Learn New Vocabulary

	Participants	Percentages
Vocabulary exercises	26	45.61%
Using mind maps	13	22.81%
Try flashcards	3	5.26%
Keep a notebook of words	24	42.11
Write, look cover and repeat	27	47.37%

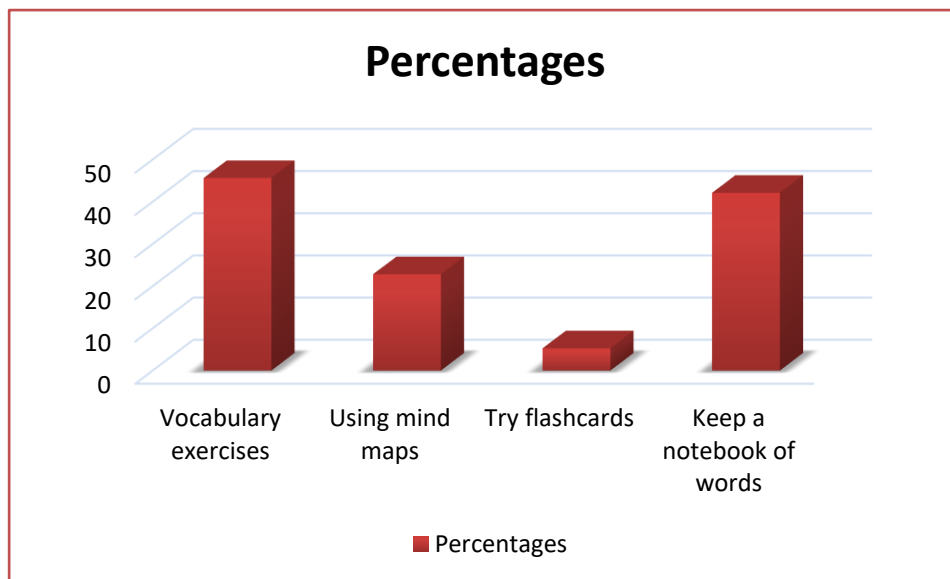


Figure 13: Methods Used by EFL Students to Learn New Vocabulary

The outcome of this question showed ambivalent responses presented in the figure which clarifies that 45, 61% of the participants pointed that vocabulary exercises are very helpful to be used as a method for acquiring new words. Others forming 42, 11% mentioned that they keep a notebook of words, while 22, 81% of them using mind maps method and the rest of the participants 5, 26% try flashcards as a method to learn new words.

15. What are your suggestions about implementing narrow reading in EFL classes for vocabulary acquisition?

The obtained results from this question intended to help in developing new approaches to focus on narrow reading texts in classrooms. Besides, most participants suggested that teachers be made aware of this approach: limited reading and the upgrading of instructional techniques. Their comments centered on various aspects of English as a foreign language. Many students proposed that vocabulary would be thoroughly learned by limited reading (as it is the basis of the language). Moreover, the curriculum should include lessons of reading that share the same topic as well as the same author to enhance EFL students ability to acquire and learn more vocabulary of the language and how they should implement it in the learning

process; so they can promote the other skills (speaking and writing). Sessions should be designed for teaching vocabulary through implementing open-discussions, do vocabulary exercises, educational games, and competitions after reading texts, as nine of the participants suggested.

2. 2.2.Workshop Analysis

2. 2.2.1.Pretest Analysis

The pre-tests of students were evaluated, and the scores were provided with the VKS in table 6. During the study, it is only possible to find "familiarity" and "unfamiliarity" of the terms with an average rating of 45/45. Both of them rated between 1 and 3, whether the concept is familiar and properly described or not. In the following table 6 and 7 the obtained scores and percentages are shown:

Table 7

Participants' Pretest Scores

Participants	Familiarity	Non-familiarity	Scores /45
1	10	5	21
2	9	6	18
3	12	3	20
4	13	2	37
5	9	6	15
6	13	2	20

Table 8

Students' Pretest Overall Score Distribution

Score	15	30	45
Students' number	1	4	1
Percentage	10%	80%	10%

The pre-test data showed that one participant (10%) received a score of 15/45, which is the lowest mark that has been received. four Students (80%) got the overall score between 15 and 30 and only one student (10%) achieved an overall score of 3

2.2.2.2.Posttest Analysis

The participants' posttests were also assessed and given scores using the 'familiarity' and 'unfamiliarity' of words both having a scale from 1 to 3 and an overall score of 45. The obtained scores are displayed in tables 8 and 9 successively.

Table 9

Participants' Posttest Scores

Score	15	30	45
Students' number	0	3	3
Percentage	0%	50%	50%

Table 10

Students' Posttest Overall Score Distribution

Participants	Familiarity	Non-familiarity	Scores /45
1	11	4	33
2	10	5	30
3	11	4	33
4	14	1	42
5	7	8	21
6	8	7	24

The posttest data shows that none of the students has received the score of 15 which escalated from the minimal pretest a score of 15. Three students (50%) got a score between 15 -30. Three students (50%) earned a score between 30 -45.

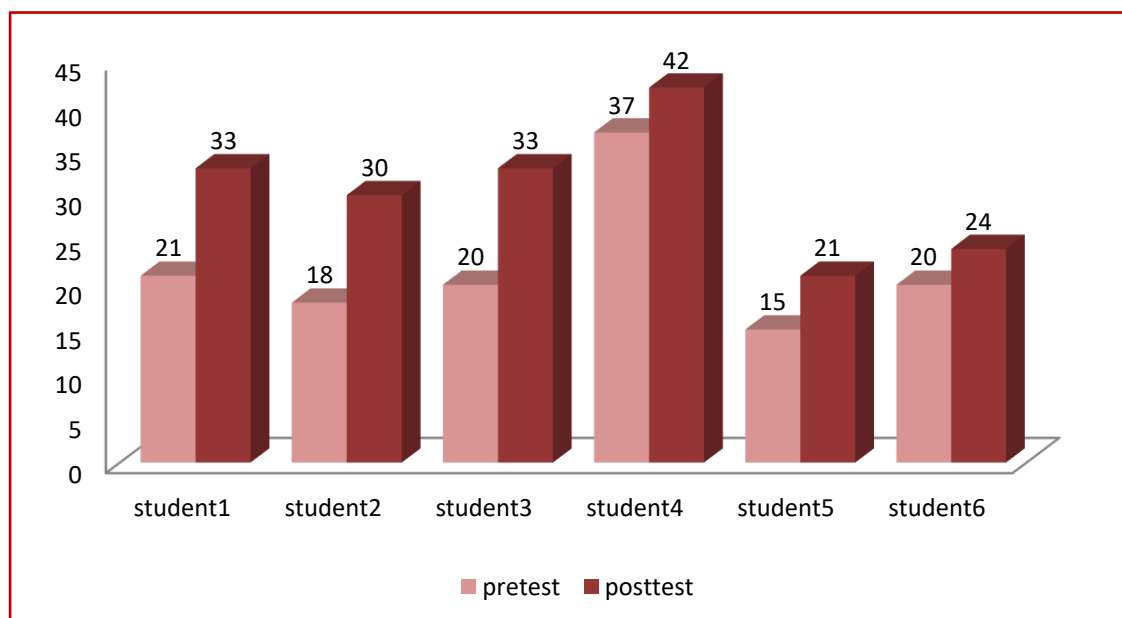


Figure 14: Students' Pretest vs. Posttest Overall Scores Comparison

The pretest of the student one boosted from 21 to 33 in the posttest, the second student had 18 in the pretest, and 30 in the posttest, the third one got 20 in the pretest which arose to 33 in the posttest. Moreover, the fourth student had 37 in the pretest while he got 42 in the posttest, the penultimate student had 15 in the pretest, and 30 in the posttest, the last one got 20 in the pretest and 27 in the posttest. Thus, based on the figure's results, it is likely to note that all the student's overall scores have been promoted from the pretest to the posttest and the posttest data showed that there was a remarkable improvement in the student's overall scores.

Table 11

Groups' Score Comparison

	Same Topic Group	Same Author Group	Randomly Chosen Texts Group
Pretest	19,5	28,5	17,5
Posttest	31,5	37,5	22,5

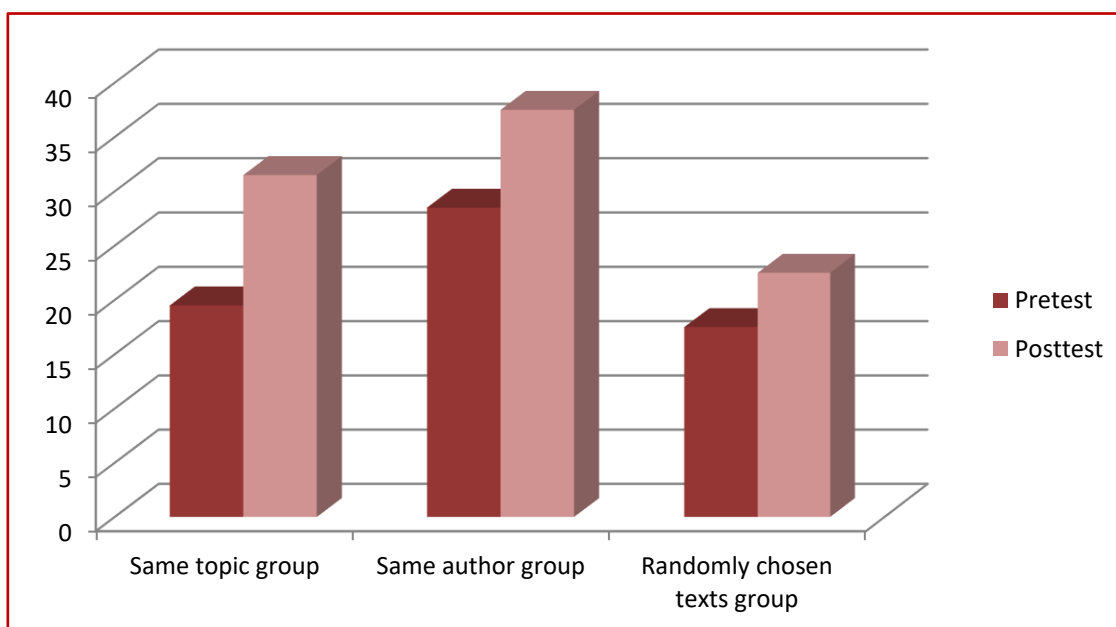


Figure 15: Groups' Score Comparison

The above figure shows that the work is distributed to three different groups: the same topic group, the same author group, and randomly chosen texts group. The pretest overall scores of each group of students were changing from the pretest to the post-test, the pretest of the same topic group had 19.5 and the post-test arose to 31.5, for the same author group arose from 28.5 to 37.5, in addition to that the randomly chosen texts group arose from 17.5 to 22.5 in the post-test. Consequently, every group witnesses a remarkable change and improvement from the pretest to the post-test. The highest score was won by the same topic group that arose by +12 and the lowest score was given by the randomly chosen texts group that arose by +5, and the same author group arose by +9. Hence, the changes touched the three groups.

Table 12
Comparison between Pretest and Posttest Means

	Pretest (N=6) M		Posttest (N=6) M	Change
Overall score	41,5	Overall score	58	+16,5
Narrow Reading group	24	Narrow Reading group	34,5	+ 10,5
Control group	17,5	Control group	22,5	+5

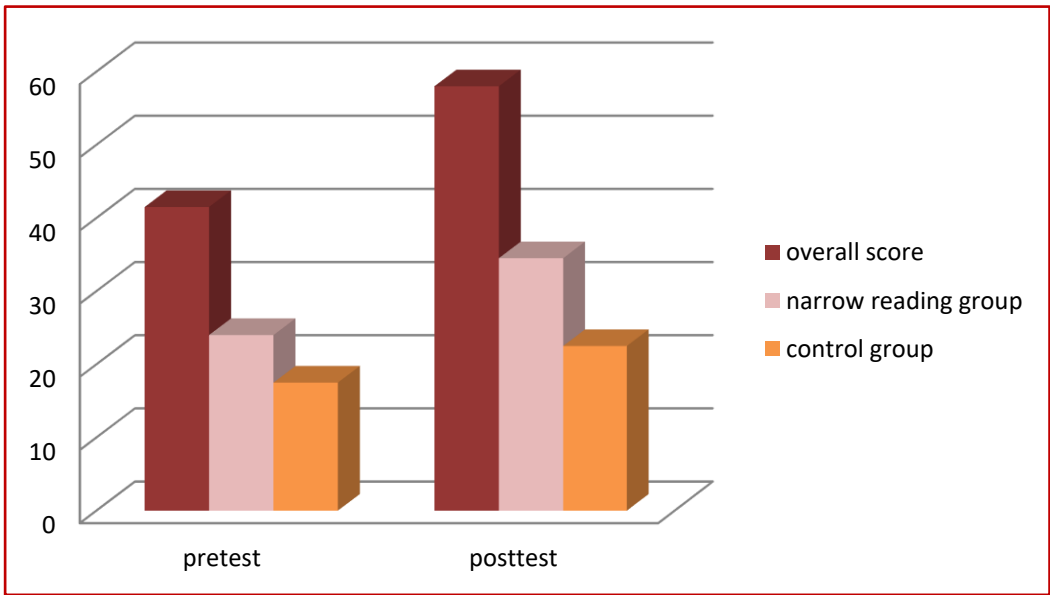


Figure 16: Comparison between Pretest and Posttest means

The pretest showed that even though most students had some interesting knowledge, background, and vocabulary package, most of them failed to define and determine some new vocabularies. Students who obtained good scores in the pretest declared that they are familiar with writing and reading literary works more often. The posttest data showed that there was a remarkable improvement in the students' overall scores. The overall means of narrow reading increased from 24, 5 to 34, 5 with a change of +10, 5. The control group arose by +5 from 17, 5 to 22, 5. The majority of students were concerned with the improvement.

Conclusion

This chapter presented the methodology adopted by the researchers while conducting the research. It offered information about the participants, the institution, the quasi-experimental one-group, and the pretest/posttest nature of the design adopted within the research work. It also introduced the instruments used for the treatment as well as the procedures the research followed. Moreover, it dealt with quantitatively and qualitatively analyzing the data. The findings showed that the treatment was effective in improving and promoting the participants' vocabulary acquisition level by using the three different types of narrow reading.

Chapter Three: Discussion, Implications and Recommendations

Introduction

This chapter is devoted to the discussion and the pedagogical implications drawn from the research findings which provide answers to the research questions. It confirms whether the given hypotheses are valid or invalid, and contributes to previous studies. It also presents a set of recommendations and suggestions proposed by the researchers concerning the implementation of narrow reading at Chadli Bendjedid University.

3.1. Discussion

3.1.1. Discussion of the hypothesis

The findings suggest that EFL students are accustomed to reading narrowly and focus on a broad variety of vocabulary techniques based on the interpretations granted by the questionnaire. The narrow reading method became an effective resource for developing the abilities of third-year Chadli Bendjedid University students to learn vocabulary. The improvement in texts of the same topic, the same author, and overall scores was apparent. In addition to the benefits provided by the workshop, students were willing to engage in the experimental reading program. Through the workshop, they expressed a positive attitude to it and most of them stated that the workshop was helpful, enjoyable, and inspiring, which helped them produce the best performance.

In order to reinforce the newly learned information, the workshop focused on reading the same author's texts and the same subject with the core item vocabularies to provide students clear examples of how to implement the narrow reading which provided them with a better understanding and encouraged them to learn. Having read the texts, the participants offered an insight into how texts from the same topic and texts from the same author will build the best environments for successful learning of vocabulary. At the end of each training

session, the worksheet activities were important to apply their knowledge, stand on the gaps, progress, and affirm their degree of growth and comprehension.

All of the above elements have led to a narrow-reading approach: texts of the same theme and of the same author which lead to significant improvements. This answers the first question by validating the first hypothesis: “The narrow reading approach indeed helps to improve vocabulary acquisition of EFL learners.” The results also provide a clear answer to the second research question by confirming the second hypothesis which is the use of the narrow reading approach will raise the ability of EFL learners' vocabulary acquisition for both the same topic and the same author reading texts.

3. 2. Implications

3. 2.1. Implications for Teachers

The findings of this study indicated an efficient and functional method that enables students of EFL at the University of Chadli Bendjedid to learn and expand their vocabulary. The experiment demonstrates the effectiveness of narrow reading in learners' vocabulary acquisition. The research results are a call to reform the English department and an opportunity to take seriously these core skills in language education, in particular.

In the early stages of learning, students are affected by reading adequately but they continue the struggle when they reach a higher level and more exposure to vocabulary; Students respond to this increasing problem by stopping reading and having a restricted general understanding and vocabulary. This is because students are moving from the first reading to the much harder and more abstract reading phase.

Reading as a skill poses many challenges to students, from textual ones (e.g. readability) to teaching approaches, students' readiness, and encouragement to read. The reading of the English language learners comprehension instruction should be modified to meet their

requirements. Also, the instructions are necessary, but not appropriate, for the main reading components. In other words, teaching reading should be more student-focused, keeping in mind the varying capacity and desires of students to read and understand and individual abilities.

Students' success to achieve fruitful reading depends on the quality of instruction to overcome possible difficulties. Teachers can prevent a sense of meaningless tasks by looking at the needs and interests of students like making text options, multimodal texts, and motivation.

- Book Selection

Book choice is one way that teachers could adapt to foster students' engagement by providing their suggestions about the right book, text, etc.; professors should include non-commercial texts to please readers (i.e., news, comics).

- Encourage Students' Responses

Teachers should encourage students to react to texts through a set of opportunities and stimuli (multimedia, output, creative, literary, oral) that are not compatible with the excessively repetitive and restricting interpretation of tradition; students require activities that have 'fun and adventure components'.

- Reading Assessment

Comprehension tasks that is too difficult for students to limit their chances of having a successful learning. Effective teachers thus distinguish their training across a range of assessment instruments to build a "full image." The basis for guidance and text choice should be based primarily on evaluation. Assessment methods may include the implementation of documents and lectures, as well as the assessment of computer-based literacy.

3.2.2. Pedagogical Implications

Since reading is considered as the main source of vocabulary growth in foreign language contexts as confirmed by many studies in the field of vocabulary acquisition. An important pedagogical implication would be that language learning programs should incorporate narrow reading components which would allow learners to enrich their vocabulary, to see how the language functions in authentic contexts, to read at their own pace, and to choose texts of their interest that ultimately increase their motivation and solve their problem of feeling bored while reading.

Based on the previous discussion, the key pedagogical consequences are:

- Present all words in full meaning.
- Expect to incorporate newly acquired vocabulary in upcoming lessons through lectures on similar subjects or through informal assessments.
- Hold an updated list of new vocabulary concepts and distribute them periodically. The list will consist of a mixture of the official vocabulary and the unplanned words created during the course.
- Establish a library of graded, even a very small collection of readers can be a great asset.
- Ensure and promote clear use of memorization techniques such as keywords or other deep processing techniques.
- Allow the students to mix top-down and bottom-up strategies by incorporating narrow reading: let the students read context and fluency while surrounding unknown main content terms that can subsequently be tested during a more intense reading.
- Check by instruments: collocations, grammatical value, adequacy, etc. The resulting wash-back should allow students to take meaning into account while learning vocabulary.

3. 3. Recommendations

To apply the narrow reading approach at Chadli Bendjedid University, a set of recommendations should be established based on the results of the narrow reading and the development of students' vocabulary after the workshop experiment and taking into consideration the perception of the participants through the questionnaire. These recommendations are divided into three categories for students, teachers, and the administration as well.

3. 3.1. For Students

- Students should search beyond the limits to gain more information and should update their skills for the proficiency of language; it is highly recommended that students should read more topics of their interests and texts of their preferable author.
- Both teachers and students are asked to master reading skills and techniques so they can gain more vocabulary.
- The higher exposure to vocabulary students gets through reading, the better; when students get exposure to more vocabulary the more knowledge and background enrich.
- The best way for the student to require vocabulary is when they are concisely working with vocabulary itself.
- Narrow reading has beneficial effects on vocabulary gains for students.
- Students are asked to follow the teachers' steps by silently read the article, note the time, calculate the reading rate, repeat with the next article, and answer comprehension questions.
- Students should move as easily as possible, quickly to more challenging and varied materials from one area to another, they need not worry about moving quickly into a more complicated and different material.

- Students should lower their standards; reading should be easy and enjoyable, and preferably ‘light’ in nature. There is also no need to avoid translations in favor of authentic texts.
- A key argument for Krashen about his Input Hypothesis which is repetitively revisited if the book or magazine is too hard or not interesting. The book must always be fun, and never shape a challenge to the extent that the reader could not read it.
- Students preferably learn to carry the book or magazine everywhere; if they carry it throughout the whole day, they will take the opportunity of reading.
- Narrow reading techniques can be amazing, especially if students read something that genuinely interests them. The narrow reading technique does not apply only to reading. It can be used in other language learning skills: like improving the understanding of speech, trying out to choose language learning podcasts, or TV shows, or even YouTube videos.

3.3.2. For Teachers

- It is an essential point that teachers should ameliorate their methods and strategies in teaching vocabulary for reading texts as an independent subject. Two hours per week would be more than enough.
- Teachers must focus on reading because most of them are ignoring this skill. If teachers adopted narrow reading in the classrooms they can enhance students acquiring abilities of vocabulary, so their learners would use it for lifelong learning.
- Teachers have to help students in creating a motivating atmosphere that involves debates, discussions, competitions, and vocabulary exercises after the practice of reading which would enhance the other skills, speaking, listening, writing.
- Teachers should focus on getting their students to go over the same text through a range of comprehension tasks by creating several reading passages.

- The teacher should follow three steps or preparations while implementing a narrow reading in his class. First, teachers need to select reading topics that are of high interest to their classes. Second, check the vocabulary load and determine the readability level. Third, elaborate comprehension questions to confirm that reading for meaning is taking place.
- Stories of different types are indeed efficient to be given to students for developing their way of thinking and to use the generated vocabulary in creative writing.

3.3.3. For Administration

- The administration of the English department should organize reading sessions and encourage students to go to the library.
- The administration is required also to provide reading types of equipment (books, magazines, journals, diaries, documents, digital devices, or desktops.) to facilitate the learning process for both students and teachers.
- It is noteworthy that if narrow reading will be initially included within the academic syllabus as an independent module, students will look after that skill more seriously. Consequently, a substantial increase in their vocabulary knowledge and their gains will be higher than the actual results of this investigation.
- It is of significant importance that the administration organizes periodical competitions among the students for embodying novels or stories on stage where the actual use of their vocabulary will take place.

3.3.4. For the Educational System

- In every classroom students' level takes a hierarchical shape going from excellent to weak; so the educational program should implement competitions between the good readers to go beyond their boundaries and promote their skills and at the same time

encourage those who have an average level to double their efforts and develop themselves.

- Libraries should provide space and time to allow and motivate the students to participate in such educational competitions for the reputation of the university and the suggested module.
- The educational system should provide libraries up-to-date and neoteric materials and books to develop students' knowledge and output.

Conclusion:

This chapter revolves around the discussion on the findings of the present research and the pedagogical implications of past studies by the researchers. It also provides a series of research guidelines for the narrow reading approach at the University of Chadli Bendjedid that could be implemented in various ways. Recommendations are also afforded for continuous studies that could develop vocabulary acquisition strategies across the practice of all language skills not only reading.

General Conclusion

This research aims at identifying the effects of narrow reading on the vocabulary acquisition of EFL learners, also to investigate the perception of students toward using narrow reading. To test the highlighted hypothesis of the study the researchers followed the quasi-experimental method: a questionnaire and workshop were designed and administered to third-year EFL students at Chadli Benjedid University El-Tarf during the academic year 2019/2020.

The obtained results have proved that students can acquire more vocabulary through NR and it can be an effective approach for vocabulary development and greatly contribute to incidental vocabulary learning, the participants were knowing NR and its types "same author and same topic" and how they implement it in their learning. NR will affect their motivation

and stimulus and other skills (speaking, listening, and writing) and somehow would be enjoyable and help us to interact. The finding showed that after being introduced to the NR approach, the participants' ability to win vocabulary significantly improved which was apparent in the increase of the participants' scores.

The current study proposed several suggestions and pedagogical ideas for successful reading at Chadli Bendjedid University. This work may be carried out to explore and clarify best practices for teaching students how to read effectively to improve further EFL learning skills.

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APPENDICES

Appendix A

Students' Questionnaire

Students' Questionnaire

Dear students,

This questionnaire is part of our research work held at ChadliBenjedid El-Tarf. The study aims to explore the EFL learners' perspectives towards the use of digital literacy in boosting their vocabulary. You are kindly requested to answer all the questions as accurately as you can.

Section One: Student's information

1- What is your gender:

Female male

Section Two: Narrow Reading

2- Do you read texts, novels books in English?

Yes No

3- If yes, how much do read per week?

Always

Sometimes

Rarely

4- Do you have an idea about narrow reading?

Yes No

5- If yes, please provide a brief idea about it?

*Narrow reading is a technique where texts have
common elements such as theme or other.....*

6- What kind of texts do you prefer to read?

Literature

Sports

History

Science

Comics

Others (please specify)

7- Do you

- Choose reading materials that are level appropriate for you

- Read randomly

- Topic interest

- Author preference

8- Do your teachers ask to limit your readings about certain topics or specific authors?

Yes No

9- What is the purpose behind your reading?

- For wasting time

- For gaining information

- For vocabulary acquisition

- For pleasure

Section Three: Vocabulary Acquisition

10- As a language learner, to what extent do you rely on reading to boost your vocabulary?

Too much somehow not at all

11- Do you stop reading to check the meaning of new/ sophisticated words?

Yes No

12- If yes, what do you do?

- Check dictionary
- Guessing from the context
- Ask for clarification from classmates or teachers

13- From your own perspective: do you think that the use of narrow reading beneficial for your vocabulary acquisition?

Yes No

14- According to you, what are the methods that would help you acquire/ learn new words?

- Vocabulary exercises
- Using mind maps
- Try flashcards
- Keep a notebook of words
- Write, look, cover and repeat

15- What are your suggestions for implementing narrow reading in your classes for vocabulary learning?

*Themes that interests the young learners! Choice....
An open discussion after reading the texts, differences/
similarities....
The use of new vocabulary for writing new texts.*

APPENDICES

Appendix B

‘Student 5’ Pretest

The Effects of Narrow Reading on EFL Students’ Vocabulary Acquisition

The pretest

Activity

Look at the following list of words and give each number rating 1-5 based on how well you know the word.

Look at the VKS (Vocabulary Knowledge Scale) below.

1. I don't remember seeing this word before
2. I have seen this word before but I don't know what it means
3. I have seen this word before and I think it means.....
4. I know this word. It means
5. I can use this word in a sentence, e.g.....

(ref: Wesche M & Paribakht T.S. (1996) "Assessing second language vocabulary knowledge: depth versus breadth", The Canadian Modern Language Review 53, 1:28)

English Word	1-5	Sentence
Remain	4	It means stayed.
Gloomy	3	I think it means dreary.
Shimmering	1	/
Inquisitive	4	someone who showing his or her curious.
Insightful	3	it means deep understanding and showing an accurate.
Confess	5	eg: my brother confess that he was the one who kicked my cat out of the house.
Wisdom	4	it means the ability to act and using knowledge by positive and effective way.
Underscoring	2	/
Gallon	1	/
Burial	5	eg: Virus corona has buried many people on the whole world.
Tide	4	it means that something that increases and decrease.
Treacherous	1	/
Mince	3	very small pieces of minced thing
Casting	4	anything that has been cast in a mood like mental piece.
Conviction	1	/

APPENDICES

Appendix C

‘Student 3’ Treatment Text: The Story of the Phoenix

There is a bird that lays no eggs and has no young. It was here when the world began and is still living today, in a hidden, faraway desert spot. It is the phoenix, the bird of fire. One day in the beginning times, the sun looked down and saw a large bird with shimmering feathers. They were red and gold-bright and dazzling like the sun itself. The sun called out, "Glorious Phoenix, you shall be my bird and live forever!" Live forever!

The Phoenix was overjoyed to hear these words. It lifted his head and sang, "Sun glorious sun, I shall sing my songs for you alone!" But the Phoenix was not happy for long. "I cannot live here," thought the phoenix and he flew off toward the east, where the sun rises in the morning. The Phoenix flew for a long time, and then came to a far away, hidden desert where no humans lived. And there the phoenix remained in peace.

Almost five hundred years passed. The Phoenix was still alive, but it had grown old. It couldn't soar so high in the sky, nor fly as fast as first, thought the Phoenix. "I want to be young and strong." So he lifted its head and sang, "Sun, glorious sun, make me young and strong again!" but the sun didn't answer. Then he decided to return to the place where he had lived in the beginning and ask the sun one more time.

When at last the bird came to the place that had once been its home, he landed on a tall palm tree growing high on a mountainside. Right at the top of the tree, the Phoenix built a nest with the cinnamon bark and lined it with the fragrant leaves. Then the Phoenix flew off and collected some sharp-scented gum called myrrh. The Phoenix made an egg from the myrrh and carried the egg back to the nest.

Now everything was ready. The Phoenix sat down in his nest, lifted his head, and sang, "Sun, glorious sun, make me young and strong again!" This time the sun heard the song. Suddenly there was a flash of light, flames leaped out of the nest, and the Phoenix became a big round blaze of fire. After a while the flames died down. The tree was not burnt, nor was the nest. But the Phoenix was gone. In the nest was a heap of silvery-gray ash.

The ash began to tremble and slowly heave itself upward. From under the ash there rose up a young Phoenix. It was small and looked sort of crumpled, but it stretched his neck and lifted his wings and flapped them. Moment by moment he grew, until he was the same size as the old Phoenix. The young Phoenix lifted his head and sang, "Sun, glorious sun, I shall sing my songs for you alone! Forever and ever!"

The Phoenix lives there still. But every five hundred years, when he begins to feel weak and old, he flies west to the same mountain and there the sun once again burns him to ashes. But each time, the Phoenix rises up from those ashes, fresh and new and young again.

APPENDICES

Appendix D

Vocabulary Practice

Vocabulary Practice Session 02

Activity 1:

I will dictate to the students, pairs of words then I ask them to classify the pairs as **Same, opposite or different**, the students should compare their choices with their partner and explain their reasons, especially the pairs classified as different (why are they different?) or same (are they always synonyms? Are there slight differences in meaning and connotation?)

Legend/ myth. (Different) Legend is a kind of story based on true events while legend myths don't
Quest/ mission. (Different) Quest = is looking for sth., Mission is doing sth.
Blaze/ fire. Same
Ash/ cinder. (different) Ash = fire dust Cinder is that heated coal.
Young/ old. opposite
Heave/ pull. Different Heave is breaking / pull is like dragging sth.
Fragrant/ odorous. Same

Activity 2: choose five words from the text above you particularly want to learn and use them in meaningful sentences.

1. I am too young to suffer
2. That which rose of Ash
3. My life has one goal is to finish that quest
4. I'll heave from this source of energy
5. That girl is on fire

Activity 3: I will give you a word then bring me 10 words within a minute that is from the same field

- Myth (fiction, legend, tales, heroism, goddess, miracles, magic, creatures, monsters, historical, mortal, traditional, values, worship...)

Odyssey, Hercules, tale, fiction, unreal, moral, creatures, heroic, Goddess, rule

From the words given by students: I will ask them to form a short story based on words they would select from the previous question.

Since the beginning, I know that I have only one quest to finish and my life count on, I will rise from my past ash to recover what's mine that fire in my heart will never disappear as long as I'm alive and also young...

APPENDICES

Appendix E

'Student 5' Post-test

Post test

(Circle your answer and check the box under each question)

1. What is the noun that refers to the measure of such ability, power to do, feel, know and understand?
- A. Loyalty
 - B. Sagacity
 - C. Capacity
 - D. Knowledge

yes, I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	
------------------------	-------------------------------------	-------------------	--

2. What is the synonym of chance or prospect?
- A. Opportunity
 - B. Capacity
 - C. Astonish
 - D. Understand

Yes , I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	
-------------------------	-------------------------------------	-------------------	--

3. What is the word closest in meaning to bother or annoy?
- A. Enjoy
 - B. stay
 - C. Disturb
 - D. Live

Yes , I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	
-------------------------	-------------------------------------	-------------------	--

4. In this sentence what does it mean the word in bold: "I must be **emphatic** about this particular."
- A. Definitely

B. Express

C. Insistent /forceful

D. Direct

Yes , I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	<input type="checkbox"/>
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5. which word is the synonym of “without doubt and clearly. ”

A. Definitely

B. Distinctly

C. Rarely

D. Directly

Yes , I know the answer	<input type="checkbox"/>	No, I am guessing	<input checked="" type="checkbox"/>
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6. What do we call a traditional or a legendary story usually concerning some being or hero or event?

A. Myth

B. Play

C. Poem

D. fiction

Yes , I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	<input type="checkbox"/>
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7. what does the word in bold mean in this sentence: “a **hideous** monster”

A. Big

B. Horrible

C. Pretty

D. Sad

Yes , I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	<input type="checkbox"/>
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8. What do we call a building or a place dedicated to worship or a church?

- A. Temple**
- B. Church
- C. Funeral
- D. Grave

Yes , I know the answer	↙	No, I am guessing	
-------------------------	---	-------------------	--

9. What is the verb that refers to the action of searching or seeking in order to obtain something?

- A. To give
- B. To get
- C. To quest**
- D. To wish

Yes , I know the answer	↙	No, I am guessing	
-------------------------	---	-------------------	--

10. What does it mean the word in bold in this sentence: “her eyes **dazzled** in the glare ”

- A. Reflected brilliantly
- B. Closed
- C. Colored
- D. Blinded**

Yes , I know the answer	↙	No, I am guessing	
-------------------------	---	-------------------	--

11. What is the synonym of something that obstructs or hinders progress?

- A. Passage
- B. Hard
- C. Old
- D. Obstacle**

Yes , I know the answer	↙	No, I am guessing	
-------------------------	---	-------------------	--

12. What is the synonym of defeat?

- A. Overcome
- B. Lose
- C. Say
- D. Play

Yes , I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	
-------------------------	-------------------------------------	-------------------	--

13. What does it mean the word in bold in this sentence: “they also give the impression that you have a **neatly** organized life.”

- A. Orderly
- B. Badly
- C. Funny
- D. Sadly

Yes , I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	
-------------------------	-------------------------------------	-------------------	--

14. What does it mean the word in bold in this sentence: “his feeble heart was thumping fast.”

- A. Stop
- B. Beat
- C. Sound
- D. Feel

Yes , I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	
-------------------------	-------------------------------------	-------------------	--

15. What do we call persons that thrust or bring in without permission or welcome or invitation?

- A. Guest
- B. Intruder
- C. Famous
- D. Anonymous

Yes , I know the answer	<input checked="" type="checkbox"/>	No, I am guessing	
-------------------------	-------------------------------------	-------------------	--