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**Investigating the Effects of Vocabulary Learning Strategies on  
Reading Comprehension Skill in EFL Classes:  
The Case of First year Pupils in the Secondary School  
"Slimani Mohand" in Freha**

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## ***Dedications***

*This research is dedicated to the memory of my grandparents Zhor and Mohand.  
I want to thank the members of my beloved family my father Kaci, my mother Malika, my  
brother Rafik and my sister Hanane for their moral supports, trust and prayers.  
I am also dedicating to my loved binomial Baz Titem with whom I completed this work.  
To all my relatives, friends, classmates and all those who love me.  
Oukaci Katia*

## ***Dedication***

*This modest work is especially dedicated to the memory of my dear and loving  
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A special thank goes to my beloved and respectable parents Mohand Said and Khelloudja..  
My precious aunts Ouiza and Ferroudja, my sisters Nadia, Linda, Djaouida, Nacera,  
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**List of Abbreviation**

**EFL:** English as a Foreign Language

**H:** Hypothesis

**L1:** First Language

**L2:** Second Language

**SLA:** Second Language Acquisition

**VLS:** Vocabulary Learning Strategies

**QCA:** Quantitative Content Analysis

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**List of symbols**

**%:** Percentage

**X:**TheCalculated Percentage

**Y:**TheNumber of Answers

**M:**TheTotal Number of Participants

**N:** Number

## ***Abstract***

This dissertation is concerned with the effectiveness of vocabulary learning on learners' reading comprehension in EFL classes. It aims to demonstrate the impacts of vocabulary learning on reading comprehension skill of the first year secondary school learners. It is also meant to identify the main problems and factors behind the learners' poor reading comprehension when learning English as a foreign language. This research is conducted in the secondary school "Slimani Mohand" in Freha. To achieve the mentioned objectives, the study is based on mixed method approach. Both quantitative and qualitative methods are used for the analysis of the data. Thus, two distinct but interdependent questionnaires have been addressed to twenty (20) English language teachers and to thirty (30) of their pupils who were selected randomly, and an interview addressed to only three teachers. The outcomes are analysed according to Rumelhart Schema Theory (1980). To analyse the data, "The Rule of Three" is used for statistical data analyses, while the qualitative content analyses (QCA) has served to interpret the results of the open-ended questions. The conclusion drawn from the finding of this study is that vocabulary learning increases learners' reading comprehension skill in the classroom. It also confirms that sufficient background knowledge about vocabulary creates a good learning atmosphere. The data collected also reveal that teachers advise learners to guess the meaning from the context to understand the difficult words when first secondary school learners of "Slimani Mohand" are assigned reading activities.

**Key terms:** Reading, Reading Comprehension, Vocabulary Learning, Schema Theory, First Year English Language Teachers and Pupils



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# **General Introduction**

### Statement of the Problem

Reading skill is often important for academic studies, professional success, and personal development. This is particularly true since reading is one of the language skills which is essential to be mastered by learners in order to acquire, interpret and absorb the information needed.

In EFL classes, reading skill is necessary for students in acquiring knowledge and new information because it is not only about letter recognition but it also involves determining meaning and context. Besides, reading comprehension is an important element in the process of learning since each lesson is inspired from the act of reading. However, despite the specific need for reading comprehension most students fail to learn to read adequately. Very frequently, they seem to read with less understanding than one might expect from them to do. This difficulty is doubled when learners are asked to read texts in foreign language. They often lack the adequate vocabulary to understand meaning from what they read. Consequently, reading is difficult and tedious for them, and they are unable and generally unwilling to do the large amount of reading they must do if they encounter unknown words. Therefore, having sufficient background knowledge about vocabulary can provide learners with better understanding of the reading text.

In fact, words are the tools we use to access our background knowledge, express ideas and learn new concepts. Students' word knowledge is strongly linked to academic success. Specifically, word knowledge is crucial to reading comprehension as it helps students to be able to comprehend the texts they are reading in middle or secondary schools and even college.

Hudson (2007) confirms that having rich vocabulary knowledge is a key element to a better reading comprehension. But, helping students to develop a strong reading vocabulary requires more than having them to seek words in a dictionary. Rather, students need

instructions that will help them to acquire new word knowledge and develop strategies to enable them to increase the depth and the breadth of that knowledge over time.

In spite of this obvious importance to academic success, vocabulary learning has received little instructional attention in recent year mainly in Algerian secondary schools, more precisely in the secondary school of "Slimani Mohand" in Freha. Finding ways to increase learners' reading comprehension through vocabulary learning must become a major educational priority. Thus, the purpose of this study is oriented accordingly.

### **Aim and Significance of the Study**

The significance of this study lies in the fact that it tries to determine the important role of vocabulary learning in foreign language learning with special focus on its effects on reading comprehension. This study also aims to identify the usefulness of vocabulary learning on learners' comprehension in the secondary school "Slimani Mohand" in Freha to create a successful learning atmosphere.

The research study seeks to attain three major objectives. The first objective is to identify the effectiveness of vocabulary learning on reading comprehension. Second, is to highlight the usefulness of word knowledge on learners' reading comprehension skill. The third objective aims to shed light on the difficulties students confront during reading sessions.

### **Research Questions and Hypotheses**

In order to achieve the previous objectives, some orientations are posed in the form of research questions to be answered:

- **Q1:** Does vocabulary learning improve reading comprehension skill of the first year secondary school learners?
- **Q2:** Does sufficient background knowledge about vocabulary create a successful learning atmosphere when learners are assigned reading activities?
- **Q3:** Do learners encounter difficulties when studying reading skill?

The hypotheses:

The following hypotheses are formulated as an attempt to give tentative answers to the aforementioned research questions:

- **H1:** Vocabulary learning improves reading comprehension skill of the first year secondary school.
- **H2:** Sufficient background knowledge about vocabulary creates a successful learning atmosphere when learners are assigned reading activities.
- **H3 :** Learners encounter difficulties when studying reading skill.

### **Research tools and methodology**

To collect the necessary information and know how much the above mentioned hypotheses are true, the present study opts for a mixed-methods approach combining both quantitative and qualitative methods for data collection and data analysis. The research data are collected by using two main instruments, namely a "questionnaire" and an "interview". The questionnaire is designed and administered for both thirty (30) Secondary school learners and twenty (20) teachers in "Slimani Mohand" secondary school in Freha, and some other teachers in Tizi-Ouzou. The interview is conducted with three (3) teachers in "Slimani Mohand" secondary school. They are principally used to investigate the role of vocabulary knowledge on reading comprehension. Finally, the study seeks to outline the factors behind the learners' poor reading comprehension.

### **Structure of the dissertation**

In terms of organization, the overall structure of this dissertation follows the traditional Complex model; it consists of a general introduction, four chapters and a general conclusion. The first chapter deals with review of the literature including the major theoretical concepts, as well as, the definitions of relevant key terms. The second chapter presents the

research design in addition to the procedures of data collection and data analysis. The third chapter shows the findings of the questionnaires distributed for the teachers', the learners' and the results obtained from the interviews conducted with the teachers. The last chapter is devoted to the discussion of the findings on the basis of the theoretical framework in order to confirm or reject the hypotheses and answer the research questions. The study ends with a general conclusion which summarizes the main points developed throughout the dissertation and provides some suggestions and recommendations for further research in the field of vocabulary learning.



# **Chapter One**

## **Review of the literature**

### Introduction

This chapter is theoretical; it is devoted to review the literature that revolves around the topic investigated in this study. As its title suggests, the present work is about investigating the effectiveness of vocabulary learning on reading comprehension skill in EFL classes. The first section defines and explains the meaning of reading comprehension, its stages and models. The second section deals with the description of vocabulary learning and its essential components followed by a brief explanation of word instruction. Finally, the chapter presents the correlation between vocabulary learning and reading comprehension. The final part is dedicated to the main theoretical considerations which underline the research work.

### Section one: Reading and Reading Comprehension

#### I. Reading

In EFL context, reading is a skill that requires a specific interest; it represents a source of input for language learning and an end in itself as a skill to use outside the classroom as well. Besides, reading seems to be the major channel through which learners can keep in touch with English. It is for that reason that many educators testify the fact that "*reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language*"(Carell,P.et al. 1988:01). So , finding out the "best" method for teaching reading becomes a fundamental goal to reach for many educators. This requires a systematic understanding of the nature of reading. Unfortunately, this is not simple because reading is not a simple process; it is rather a complex mental activity when examined in all its details.

### **I.1. Types of Reading**

Reading skill can be divided into two main types: intensive and extensive reading.

#### **I.1.1. Intensive Reading**

It refers to the detailed focus on the written texts which usually takes place in the classroom. It tends to develop the strategies of the learners. In this respect, Nuttal (1962) claims that: *"The intensive reading lesson is intended primarily to train students in reading strategies."* That is to say, intensive reading tends to help learners to understand the text through dividing paragraphs into two parts. In Palmer's view (1964) on intensive reading, learners focus on using the dictionary in which they have to analyze, compare and translate while reading texts. For Harmer(2001), reading comprehension task means not to stop for every word and not to analyze everything. In other words, readers should not stop at every single point or analyze each idea alone, but rather they should make a general comprehension of the text and extract the meaning by taking the content into account.

#### **I.1.2. Extensive Reading**

Extensive reading refers to the reading that learners often do away from the classroom, like reading novels, magazines, newspaper and articles. Extensive readers read for the sake of pleasure. Therefore, learners choose their own books and read at their space. This type is labelled as "joyful reading" by Rechar Dayin (1998). Through extensive reading, readers enrich their background knowledge and expand their vocabulary; they also recognize the spelling forms. Then, teachers have to guide them to select books depending on their levels of comprehension. According to Day and Bamford (1989), extensive reading is a part of second language curriculum, i.e, a separate cours; a part of exciting reading course, or an extra

## **Chapter One :Review of the Literature**

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reading-curricular activity. Thus, students have to rely on themselves and gain knowledge from their readings outside the classroom.

### **I.2. Definition of Reading Comprehension**

Smith and Johnson (1980) state that reading comprehension means the understanding and the utilizing of information gained through an interaction between the reader and the author. It means that reading comprehension is the ability to understand a text, to analyze the information and to interpret correctly what the writer is saying.

### **I.3. Stages of Reading Comprehension**

#### **I.3.1. Pre-reading Stage**

Pre-reading is a very important stage in which the topic and the type of the text are introduced first. It is a kind of activities done before starting reading to draw the readers' attention to different elements of the text, the paratext, or the text's structure, in addition to expressing a purpose for reading and awakening the reader's prior knowledge and anticipation about the text. According to Braten (2007), prior knowledge is the most important element of text comprehension as it helps to build new information on knowledge one already has. Ways of drawing pupils' attention to prior knowledge may be by writing mind-maps, key words, having conversation about the topic in question, using pictures or any visual aids that can help the learners to make predictions, ask questions related to the topic and prepare the students to the content of text. The pre-reading stage seeks to improve the students' interest in the topic, to relate their background knowledge with the topic, and to prepare them for the content.

#### **I.3.2. During Reading Stage**

During this phase, learners read the passage silently and teachers play the role of the monitors. This stage includes note-taking; systemizing information, for instance writing down key words or using different forms to visualize the concepts or the words. This phase attempts

to develop the students' linguistic knowledge, make them recognize the meaning of unknown words and teach them how to skim and scan.

### **I.3.3.Post-Reading**

At this phase, teachers act as evaluators; they have to look whether the objectives of the reading tasks have been achieved or not, taking into account the understanding of the text, recognizing the new vocabulary and grammar, and then evaluating the text. Just after the reading comprehension task, it is better to give the learners other activities that have the relation with the text like asking questions related to the topic, answers true or false statements and doing matching activities. In other words, post-reading activities are all the things readers understand and the knowledge gain of the topic, as writing mind-maps, finding key words, making summaries, and questions to the texts. Drawing lines to other topics and adding the new knowledge to already existing knowledge or one's own experience are further elements of importance in integrating new knowledge.

### **I.4. Models of Reading Comprehension**

Researchers tend to classify the models of reading into three categories:

- Top-down
- Bottom-up
- Interactive

#### **I.4.1. Top Down Model**

The top down model suggests that comprehension begins in the mind of the reader who has already some ideas and prior knowledge about the meaning of the text. This model considers the readers and their interests, world knowledge, and reading skills as the driving force behind comprehension (Barnett.1989 & Goodman, 1968).In other words, readers bring previous experiences and knowledge to the text and they continue on reading as long as the

## Chapter One :Review of the Literature

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text confirms their expectations. It can be said that in the top down model, readers begin with the largest element, use background knowledge and put words down towards the smallest units to build their understanding of what is being read.

### **I.4.2. Bottom-up Model**

According to this model, reading comprehension begins with the processing of the smallest linguistic unit, working towards the larger units. It focuses mainly on the written text, rather than the readers themselves. This process can be explained as follows: when students read, they extract propositions from the text. This makes them able to chunk the sentence into constituents and construct the proposition from there. The reader reads all the words in a phrase or a sentence before being able to understand. Therefore, it can be concluded that bottom-up model consists of the lower level of the reading process. The reader begins with the smallest units to the largest units and builds up to the comprehension of what is being read.

### **I.4.3. Interactive Model**

It combines the top-down and bottom-up variables. The interactive model is an interaction between top-down and bottom-up. Barnett (1989:29) describes this interaction as when *"the reader interacts with the text to create meaning as the reader's mental processes interact with each other at different levels to make the text meaningful"*. In other words, the reader combines the elements of both bottom-up and top down models in the interactive process in order to reach reading comprehension.

### **I.5. Factors Affecting Reading Comprehension Skill**

According to Dennis (2008) there are some processes that effect reading comprehension skill that he elaborated in details.

### **1.5.1. Complexity of the Text**

This factor is based on the readers' levels of comprehension and their fluency in a language. Said differently, having a large vocabulary provides learners with different meanings which enable them to decode complex texts.

### **1.5.2. Environmental Conditions**

This factor is related to the environmental conditions that impact the readers. Learners who read in unorganized environment face problems of comprehension because of noise and lack of concentration comparing with those who read in calm and controlled place.

### **1.5.3. Anxiety**

Learners' understanding depends on their reading tasks. According to Dennis examination, work class, or homework situation influence negatively readers' reading than those who read for enjoyment. Learners who experience this anxiety may not understand the instructions and this may lead to confusion and poor comprehension of the reading task.

### **1.5.4. Interest and Motivation**

For Dennis learners' interest and motivation are very important in developing reading comprehensions skill, so EFL teachers should motivate their learners through providing them interesting reading materials such as pictures, dictionaries, notebooks during their class time.

### **1.5.5. Word Recognition Speed**

Readers who have problems in decoding words read slowly and find it more difficult to understand the meaning of the passage than those who have no decoding problems. Dennis asserts that vocabulary plays a significant role in reading comprehension skill since it helps readers to pronounce and to decode the meaning of unknown words.

### Section two: Vocabulary Learning

#### II. Vocabulary

Vocabulary is one of the language aspects that has to be learnt when pupils are learning a foreign language. By learning new vocabulary, learners can improve their listening, speaking, reading and writing skills. Folse (2008) mentions that English language learners need a large background knowledge vocabulary in order to improve comprehension and production in the foreign language. He adds that while a basic level of vocabulary will allow learners to communicate some ideas to certain degree, better communication can happen when learners have acquired more vocabulary.

Hornby (2000) in Oxford advanced learners' dictionary of current English states that vocabulary is all the words that someone knows or uses, the words that are typically used when talking about particular subject or a list of words with the explanation of their meanings in a book for learning foreign language. Saputra (2007) gives a comprehensive definition of vocabulary and describes it as all the words that are used in a language; they have meanings and consist of some parts like verbs, idioms, pronunciation...etc. Based on the previous definitions of vocabulary, it is obvious that vocabulary is considered as the most important part in any language. It is impossible for the learners to read, write, listen and speak a foreign language without having enough knowledge of vocabulary.

#### II.2. Types of Vocabulary

Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, receptive vocabulary and productive vocabulary.

##### II.2.1.Receptive Vocabulary

Receptive vocabulary is a set of words that learners recognize and understand when they are used in context, but which they cannot produce. It is the vocabulary that learners



recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart, 2009).

### **II.2.2.Productive Vocabulary**

Productive vocabulary is a set of words that learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

### **II.3.Aspects of Vocabulary Learning**

Researchers distinguish two aspects of vocabulary learning: depth and breadth vocabulary knowledge.

#### **II.3.1. Depth of Vocabulary Knowledge**

Depth vocabulary knowledge is considered to be the understanding level of various aspects of a given word. It measures either how well learners know individual words or how words are organized in learners' mental lexicon (Nation, 2001). The conceptual framework of depth of vocabulary knowledge could be traced back to Richard (1976), as he proposed that knowing a word means knowing its frequency, register, syntactic behaviour, abbreviation, association, semantic value and polysemy.

#### **II.3.2.Breadth of Vocabulary Knowledge**

Breadth of vocabulary knowledge is regarded as the size of learners' vocabulary, the quantity or the number of words that they know at a particular level of language proficiency (Nation, 2001). It has long been emphasized that vocabulary size plays an important role in EFL learners' academic competency in English (Nation, 2001 & Staehr, 2008). In an early study, Maera (1996) argues that vocabulary size is the basic dimension of lexical repertoire and emphasized that learners with a large vocabulary size tend to perform more proficiently in using English than learners with smaller vocabulary size.

### **2.4. Strategies of Vocabulary Learning**

Vocabulary learning strategies (VLS) are subsets of language learning strategies. They are steps taken by the language learners to acquire new English words. There is a set of vocabulary learning strategies established by many scholars among them Nation (2001). In addition, there is a wide range inventory of vocabulary learning strategies developed by Smith in 1997.

#### **2.4.1. Guessing Meaning From the Context**

One of the strategies commonly used is guessing word meaning from the context. It involves learners systemically drawing on the available clues to work out the unknown words' meaning (Richard and Renandya, 2002). Richard and Renandya believe that in order to use it correctly, students' confidence in guessing from context must be raised and must be made sensitive to the clues available.

#### **2.4.2. Vocabulary Notebooks**

Vocabulary notebook is a memory side which helps the students to visualize the network of relationship between new and familiar words (Celce-Murcia, 2001). Nation (2001) believes that students become excited about the progress they made one way to make them motivated about that progress is to rise their awareness of how their knowledge of vocabulary is improving through effective use of vocabulary notebooks. Students record the new words on the front of each page with other information such as pronunciation, derivatives and collocation and their meaning and the translation is recoded on the reverse side of the page.

#### **2.4.3. Word Cards**

Is a useful strategy which increases vocabulary size quickly (Nation, 2001). Nation argues that the effectiveness of word cards is heavily dependent on the way they are used, so he introduces some techniques in order to increase their efficiency; for instance, 1) put the

words on one side and the meaning on the other to encourage recall. 2) Do not to put the words to each other that belong to the same lexical set, or are near synonyms, opposites or are formally similar.3) Keep changing the order of cards in the pack and put difficult words near the beginning.4) say the word aloud or to yourself. 5) See the word and try to recall the meaning, later turn over the pack, look to the meaning and try to remember the word. (pp.302-315).

### **2.4.4. Translation to Learners' First Language**

Refers to learners' translation to their first language while learning a second or foreign language words. Nation (2001) mentions that research shows that learning will be facilitated if the meaning is in the learners' first language. Frequently, learners make a link between their first language and the target one, and experiments show that short and long-term retention are superior with L1 glosses.

### **2.4.5. Dictionary Use**

Richard and Renandya(2002) favour bilingualized dictionaries, as they do the job of both bilingual and monolingual dictionaries by providing L2 definitions and examples as well as L1 synonyms. One advantage of these dictionaries is that they can be used by all types of learners. Folse (2005) believes that they are user-friendly and provides appealing information to a wide variety of learners.

### **2.4.6. Using Imagery**

Imagery is an effective way in reading process which helps readers to avoid repetitions of the reading passages ( Streignart 1979). When the teachers teach the new words, they can use imagery of the words because students can create their mental images of the meaning of words more successfully. For example, students can mentally connect the word "winner" with the memory of winning first prize in a race.

### 4.4.7. Translation

Translation could be a useful tool for both learners and teachers when dealing with incidental vocabulary even though it does not create a motivation to think about word meaning. (Thombury, 2002) “*In some situation translation could be effective for teachers, such as when dealing with incidental vocabulary*” (Thombury, 2002). For instance, checking students’ comprehension and pointing out similarities and differences between first and second language. It is also described by Takac (2008) that translation is likely to cause errors. Therefore, this technique can save a lot of time.

### II.5. Lexical Coverage and Reading Comprehension

Studies that have been devoted to investigate the connection between vocabulary and reading comprehension have introduced the notion of "lexical threshold" that is the volume of vocabulary required before higher-level comprehension. The notion of lexical threshold centres around two related factors: lexical coverage which is the percentage of known words learners understand in a given text, and the receptive vocabulary knowledge they need to attain this coverage. Earlier studies (eg. Laufer, 1989; 1992) suggested that word families can provide the lexical coverage that is required to read authentic materials independently. However, in a later study, Hu and Nation (2000) reported that participants in their study needed to know 98% to 99% coverage of a written text before to ensure adequate comprehension. Currently, the consensus appears to be that an optimal coverage for reading any text is 98% to 99% of word taken and the minimal coverage is 95% (Laufer & Ravenhorst Kalovski, 2010). In this study, a number of researchers have established vocabulary size figures related to different texts.

However, in a detailed study, Schmitt and Schmitt (2004) have reached the conclusion that high-frequency vocabulary should be extended to include the most frequent words families. Despite that high frequency, vocabulary provides the largest lexical coverage of any

text; this coverage is not sufficient for adequate reading comprehension. Thus, in addition to the fact that learners would need first to master words at the high-frequency levels, learning should deliberately focus on words beyond the high-frequency vocabulary for the purpose of improving reading comprehension. Said differently, learners should master the basis of words in order to achieve a high reading comprehension.

### **II.6. Connection Between Vocabulary and Reading Comprehension**

The connection between EFL vocabulary and reading comprehension has been discussed since 1950. Several researchers argue that vocabulary plays a major role in reading proficiency. Constantinescu (2007) concludes that there is a strong relationship between vocabulary acquisition and reading comprehension. He points out that reading and vocabulary are interrelated. The better students' vocabulary knowledge is, the better they perform reading comprehension tasks and vice versa. That is to say, readers who know more words are likely to have better reading comprehension, while those who are successful with comprehension frequently will have more opportunity to learn more words. (Freebody & Anderson, 1983 & Stanovich, 1986). Consequently, readers who struggle with vocabulary will be less likely to comprehend a text and to learn new vocabulary. However, teaching vocabulary can enhance comprehension of text if the kind of instruction provided help students build meaningful associations to their knowledge base and more than a brief definition are provided (Baumann, Kame's ennui, & Ash, 2003)

### **II.7. Importance of Vocabulary Learning**

Vocabulary is the most crucial element in the process of learners progress. To prove the importance of vocabulary in second language acquisition, numerous ideas have been raised; Wilkins (1972) puts forward that *"without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed "*. This means knowing a great amount of vocabulary is actually favourable since it assists learners to speak more and to have a good

## Chapter One :Review of the Literature

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influence on other people as well. Bromely (2002) also points out that there are many benefits from learning vocabulary in all great levels. First, it contributes in comprehension with proportion of 80 percent because vocabulary knowledge makes it easier for the learners to infer the meanings of unfamiliar vocabulary. Second, it improves the achievement because learners with large vocabulary score higher in achievement test than learners with small vocabulary. Third, it enhances communication because having more vocabulary help learners to speak, write well and to understand what is heard and written easily and deeply. Fourth, it shapes thinking because vocabulary is a tool for analyzing, inferring, evaluating, and reasoning either the written work or the oral one.

### **3.Theoretical Frame work**

As every study must rely on conceptual bases, the present work is based on theoretical framework that will be presented in the following paragraphs:

### **5. Schema Theory**

The notion of schema is one of the cognitive learning theories, which is an element of cognitive science concerned with how the brain structures knowledge. It describes how knowledge is acquired, processed and organised in a long term memory. It was firstly proposed by the German philosopher Emmanuel Kant (1781). Then, it was introduced in 1932 through the work of British psychologist Sir Frideric Barlette and further developed mostly in 1910 by many educationalists. The term schema was defined by many researchers and philosophers among them Rumelhart (1980) who asserts that "*schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text*". Later on, it was introduced by Carell (1981) and Hudson (1982) when discussing the important role of background knowledge in reading comprehension. This all seem to point to the fact that our understanding depends on how much related schema we, as a readers, possess while reading.

## Chapter One :Review of the Literature

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Researches on the theory of schema have great effects on understanding the impact of reading comprehension of the first and second language. The fundamental tenet of schema theory assumes that written text does not carry meanings by itself, rather a text provides directions for readers as to know how they should retrieve or construct meaning from their previous acquired knowledge of this previous knowledge which is called **the reader background knowledge**, and the prior acquired knowledge structures are called **schemata**. The schematas of readers are organized in a hierarchical manner with the most general at the top down to the most specific at the bottom. Schema theory is important as it guides students to comprehend a text; it helps them to recognize knowledge into categories and leads them to learn and think more quickly.

Therefore, it is clear that the role of schema on the reading process provides insights into why students may fail to comprehend text material. Most if not all, researchers in this area seem to agree that when students are familiar with the topic of the text they are reading (i.e possess content schema), aware of the discourse level and the structure of the text (i.e possess formal schema), and skilful in the decoding features needed to recognized words and recognize how they fit together in the sentence (possess language schema), they are in a better position to comprehend their assigned reading.

However, the most interesting of this framework on which the present study mainly focuses on is the linguistic schemata or the language schema which is the recognition of words in the sentence and how they affect reading comprehension. As Huang (2009 p.139) states *"the decoding features needed to recognize words and how they fit together in a sentence"*. That is to say, so as to understand the exact meaning of a given passage, learners must recognize how words are combined together to form meaning.

### Conclusion

To sum up, this chapter has dealt with the review of the literature that shows that vocabulary learning plays a very significant role in reading comprehension. It illustrates different concepts and some related issues as its kinds and strategies.





# **Chapter Two:**

## **Research Design**

### Introduction

This section is methodological. It deals with the research design of the present study. It describes the research techniques used to investigate the effect and the role of vocabulary learning on the learners' reading comprehension skill at the level of the secondary school "Slimani Mohand" in Freha. It consists of two parts. The first part provides information about the context and the participants in this investigation. Furthermore, it highlights the instruments used for the data collection, namely the "questionnaires" handed for both teachers and their students and an "interview" conducted with only teachers. The second part explains the procedures of data collection as for the statistical method labelled "The Rule of Three" is used to analyse the quantitative data arisen from the closed-ended question of the two questionnaires and a qualitative content analysis is used to analyse the qualitative data of the open-ended questions.

### 1. The Research Method

To carry out our investigation, a mixed method has been adopted. This method combines both the quantitative and qualitative research tools for data collection and data analysis. As it is indicated above, two procedures are used for data collection. The quantitative data are collected from the closed-ended questions of the two questionnaires, which seek for the quantitative description that should be presented statistically using percentages, pie charts and tables. The qualitative data which are collected through interviews and open-ended questions, aim to obtain data about classroom practices which are analysed through qualitative content analysis (QCA) method.

### 2- Context of Investigation and Population Sample

The investigation takes place in "Slimani Mohand" secondary school situated in Freha. The target population which is regarded as the source of the data in this investigation consists of first year literacy stream students who are randomly selected from a large population.

### 3. Procedures of Data Collection

In this study a mixed method approach has been adopted. The latter consists of between two main instruments, namely a "Questionnaire" and an "interview", used to obtain adequate information and better understanding of the issue.

#### 3.1. The Questionnaire

The questionnaire is a data collection tool, which consists of a series of questions about a particular issue. In other words, it is a research tool which is used by researchers to collect information about a given phenomenon from a number of participants. According to Zoltan Dorneyei (2003:1) *"the population of questionnaire is due to the fact that they are easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is read proceedable"*.

##### 3.1.1. The Questionnaire Designed for Teachers

The questionnaire is addressed to twenty (20) teachers; it starts with a brief introduction which explains the importance and the aim behind the study for the participants. It is made up of sixteen (16) questions which are divided into three types: closed, open-ended, and multiple choice questions. It consists of three sections: the first section is about background information of the teachers related to their work, experience and degree. The second section is about vocabulary learning and reading comprehension skill. The last part is about the effect of vocabulary leaning on reading comprehension skill.

##### 3.1.2. The Questionnaire Designed for Students

The students' questionnaire is addressed to thirty (30) pupils; it aims at finding out learners' obstacles in reading comprehension, and whether vocabulary helps learners to promote their reading skills. It contains closed, open-ended and multiple choice questions where the participants have to tick in the box the appropriate answers. The learners' questionnaire is composed of fourteen (14) questions; it consists of three sections. The first

section is about learners' preferences. The second is about learners' attitudes toward reading comprehension skill and the last one deals with the effect of vocabulary learning on reading comprehension skill.

### 3.2. Interview

An interview can be comprehended as an interactive process where one person asks questions to seek for particular information. From a scholarly point of view, Sewell (1998) defines interview in a qualitative research as *"attempts to understand the world from the subjects' point of view, to unfold the meaning of peoples' experiences, to uncover their lived world before scientific explanations"*. As It was also convained by other scholars, the qualitative interview is central to data collection.

#### 3.2.1. Teachers' interview

During the interview, we have asked three teachers of English who teach first year in one secondary school, "Slimani Mohand" situated in Freha. The selection of the three participants was done randomly. We have asked seven (7) open-ended questions for each one. These questions are about the importance and the effect of prior knowledge on reading comprehension skill in English foreign language classes.

## 4. Procedures of Data Analysis

### 4.1. Descriptive Statistical Method

For the analysis of the information gathered from the questionnaires we adopted the rule of three to calculate the percentages, which is applied as follows:  $X = Y \times 100 / m$ .

X is the calculated percentage. Y is the value of the similar answers and M is the total number of participants. The results are interpreted in term of numerical data in form of percentages presented in the form of pie charts, tables and bar graphs.

### 4.2. Qualitative Content Analysis

QCA is a data analysis technique which is used to analyse and to interpret the qualitative data obtained from the open-ended questions of the two questionnaires and from the interviews. Hsieh and Shanon (2005:02) define QCA as "*a research method for the subjective interpretation process of the content of text data through systematic classification process of coding and identifying themes or patterns*". So, QCA is a useful technique as it helps to the analyses of the results gathered from the open ended questions.

### Conclusion

This section illustrates the general design of our study. It explains the methods we used for conducting our research. It also presents the setting, the participants and the data collection tools which are the "questionnaires" handed for both teachers and students and the "interview" conducted with teachers to gather data from only teachers. It also explains the methods used for the analyses of the collected data.

# **Chapter Three**

## **Research Findings**

### Introduction

The present chapter is empirical. It is devoted to the presentation and the analysis of the results obtained from the two tools, the questionnaires administered to both teachers and their learners, and the interview conducted with the teachers in "Slimani Mohand" secondary school situated in Freha. The results of this chapter are presented in percentages and displayed in diagrams, pie charts and tables. This chapter is organized into three main sections. The first section presents the results obtained from the questionnaires distributed to teachers, the second section is devoted to the questionnaires answered by learners. The last section demonstrates the results gathered from the interviews.

### I. Presentation of the Results Obtained from the Questionnaires Conducted with Teachers.

#### I.1 Results of the Questionnaires Answered by the Teachers

##### Section one: Information about Teachers' Profile

##### Question one: How old are you?

Age	25-35	35-45	45-65
N	10	7	3
%	50%	35%	15%

**Table(1): Teachers' Age**

The first question is about teachers' age. This varies between 25-35 years old (50%). We have just 35% who are between 35-45 years old, and only three teachers representing 15% are between 45-65.



## Chapter Three: Research Findings

### Question two: what is your degree?

Degree	Licence	Master
N	15	5
%	75%	25%

**Table (2): Teachers' Degree**

This question aims to collect information about the degree of teachers of English module in the secondary schools. 15% of the participants have licence degree and only 5% of them have master degree.

### Question Three: How long have you been teaching English?

Teaching experience	0-1	1-5	More than five
N	7	10	3
%	35%	50%	15%

**Table (3): Teachers' Teaching Experience**

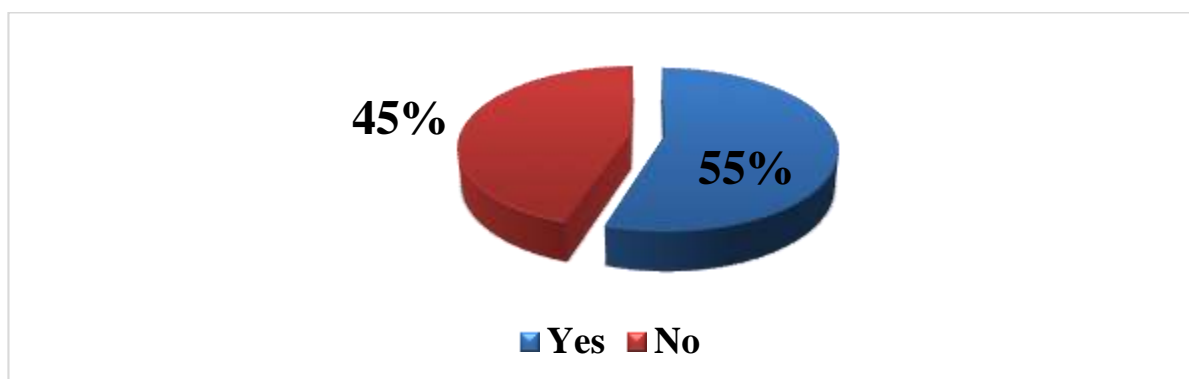
When we asked teachers about their teaching experience in English language module, we find that half of teachers (50%) answered that they have 1 to 5 years of experience and seven of them (35%) say that they have 0-1. We have only three teachers (15%) who have more than five year experience.

## Section Two: Reading Process and Background Knowledge

### Question one: What do you think about reading?

The vast majority of the teachers assert that reading is a complex process and one of the most important of the four language skills in a second and a foreign language. On the other hand, the minority of them claim that reading is just a simple process. That is to say, it is only the ability to read a linguistic text.

### Question two: Do your learners like reading activities?



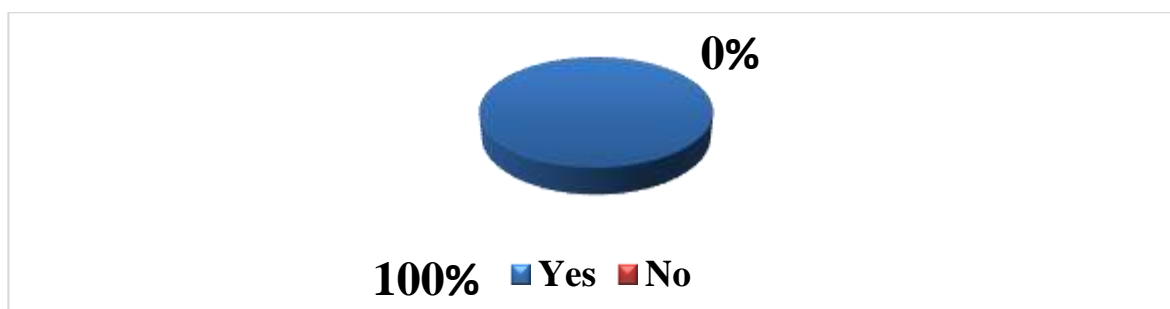
**Figure (1): Students Attitudes Towards Reading Activities.**

Diagram one shows students' attitudes towards reading skill. 55% of the teachers say that their students like reading, while 45% of them say that they do not.

### Question Three: According to you, why a reading session is an important stage during the learning process?

Almost all the teachers claim that reading session is an important phase during the learning process simply because the more learners read the deeper they understand well. Also readers develop and enrich their knowledge in the target language. Moreover, it creates a good learning atmosphere. However, a minority of the participants strongly assert that reading is really an important stage during the teaching and the learning process since it makes pupils feel more confident and reduces their anxiety. Others add that it helps for improving concentration as it trains learners mind to think properly.

### Question four: Do you encourage your learners to read?



**Figure (2): Teachers' Encouragement of Learners to Read**

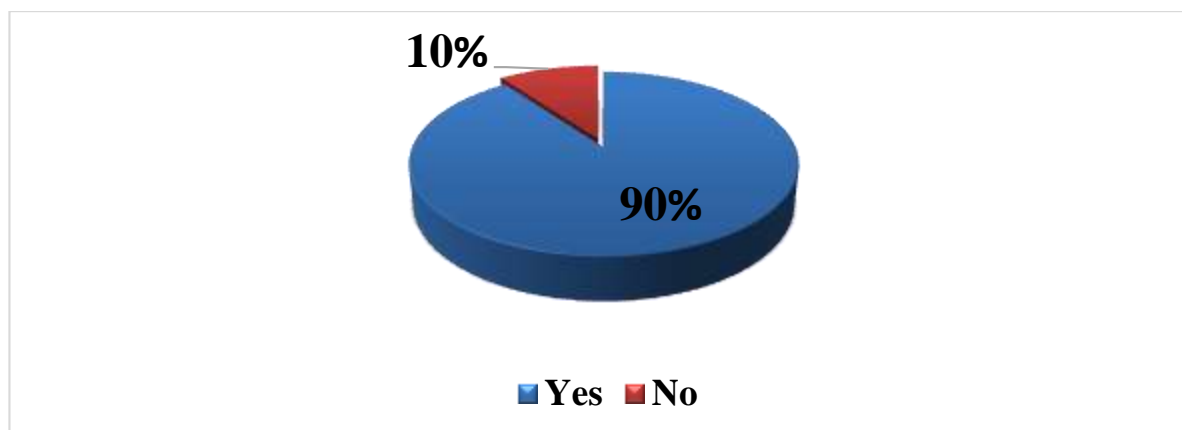
## Chapter Three: Research Findings

All the teachers claim that reading is a helpful activity that develops the learners' vocabulary learning. This is why teachers say that they suggest to their learners to read books and short stories that are appropriate to their level of comprehension. They also encourage them to read in pairs, then discuss the text together. There is only a minority of the teachers that state providing learners with prior knowledge and instructions in the class encourage learners to read.

### Question five: How do you promote reading in the classroom?

When the respondents are asked about how they promote reading in the classroom, the findings demonstrate that the responses differ in nature, and almost every teacher has his/her own way of teaching. There are those who say that they promote reading in the classroom through asking learners to read alone and silently two or three times for five to ten minutes. Then, at the same time they underline the difficult and the key terms. Some of them say that they promote reading through using imagery like pictures, videos, data show, riddles; and through giving examples from daily life or providing them with background knowledge about the content of the text. Only one teacher claims that he asks students to divide the text into two parts and then read each part alone so as to comprehend it well.

### Question six: Do your learners find difficulties while reading?

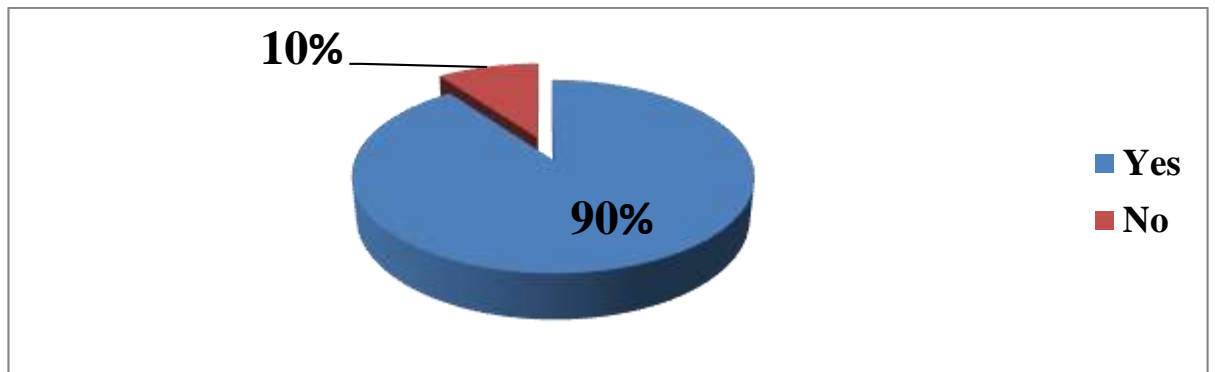


**Figure (3): Learners' Difficulties in Reading Sessions**

### Chapter Three: Research Findings

A majority of teachers (90%) affirm that pupils find difficulties while reading mainly when they encounter new and technical terms. 10% of them say that their learners do not encounter any difficulty.

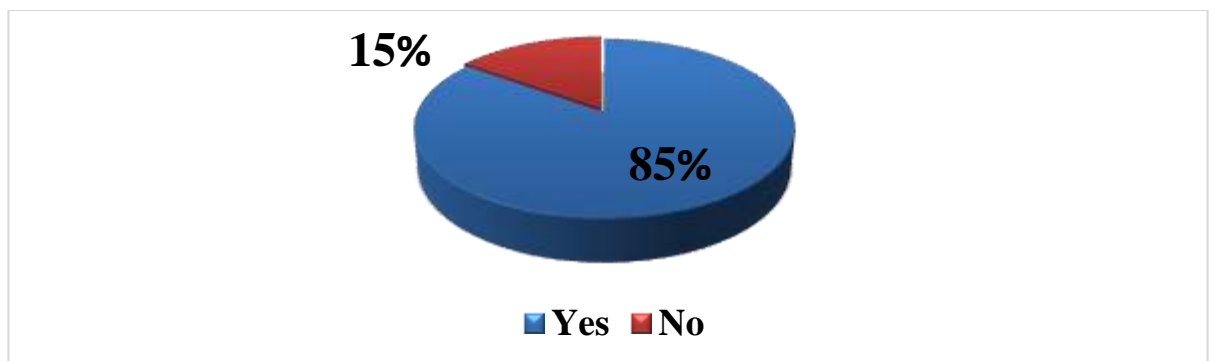
**Question seven: Do you provide your learners with the important background knowledge before reading the text?**



**Figure four: Background knowledge Given to Learners During Reading Session**

As it is demonstrated in this diagram, most of the participants (90%) say that they provide their learners with the important background knowledge before reading a text. In contrast, only 10% of them assert that they do not.

**Question eight: Do you think that background knowledge enhances learners' understanding of a linguistic text?**

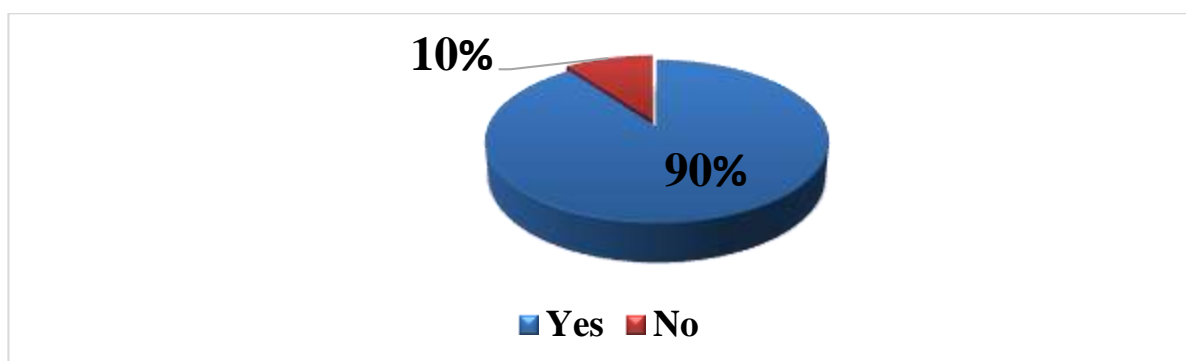


**Figure five: Teachers Attitudes' toward Background Knowledge**

## Chapter Three: Research Findings

As it is shown in diagram 05, the majority of the participants (85%) confirm that background knowledge enhances learners comprehension of the linguistic text easily; they justify their answers through saying that thanks to background knowledge learners overcome their difficulties in understanding the difficult English items by using audio-visual aids, for instance. However, a minority (15%) of teachers strongly disagree with such way of teaching reading skill. They assert that they ask the learners to read the text alone and decipher its meaning at the same time. Then, they discuss the text together.

**Question nine: In your opinion, are learners more attentive when you provide them with prior background knowledge during the reading sessions?**



**Figure six: Learners Attentiveness when Provided With Background Knowledge**

As it is displayed in the diagram above, 90% of teachers affirm that their learners are more attentive when they are provided with prior background knowledge (linguistic knowledge, content and formal) during reading sessions. But 10% of them say they are not.

**Question ten: According to you, what are the essential factors behind poor reading comprehension?**

The results gathered from this question highlight that the greatest number of the participants argue that the essential factors behind the learners' poor reading comprehension is due to the poor vocabulary learning and lack of extensive reading in their free time as learners do not give enough importance to this skill. Another teacher affirms that this is

because of the lack of learners' exposure to English language outside the class. A minority of the respondents claim that since the EFL is an essential subject in literary classes so that there is no difficulty.

### **Section three: The Effect of Vocabulary Learning on Learners' Reading Comprehension Skill**

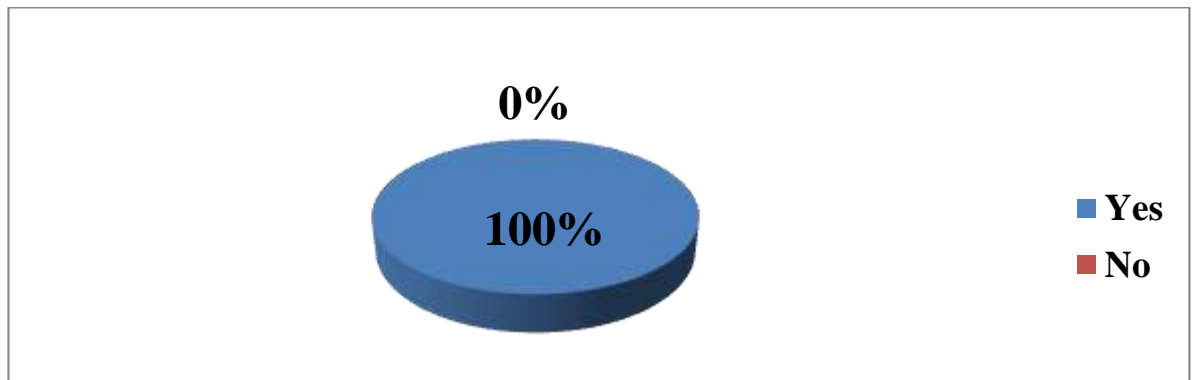
#### **Question eleven: What is the importance of vocabulary learning?**

Almost all the teachers affirm that vocabulary learning is an important element of language teaching and learning. That is to say, learning a new vocabulary or lexis (Nouns, adjectives, verbs, adverbs) helps learners to improve their reading skill. Some other teachers assert that vocabulary learning is an essential factor to decipher all the meaning of words and to discover what is the text about, as it is important to get rid of the obstacles that learners find while reading texts.

#### **Question twelve: What is the impact of vocabulary learning on Learners' reading comprehension?**

The teachers confirm that vocabulary learning or background knowledge has positive impacts on reading comprehension skill as it helps to facilitate, decode and decipher the meaning of the text.

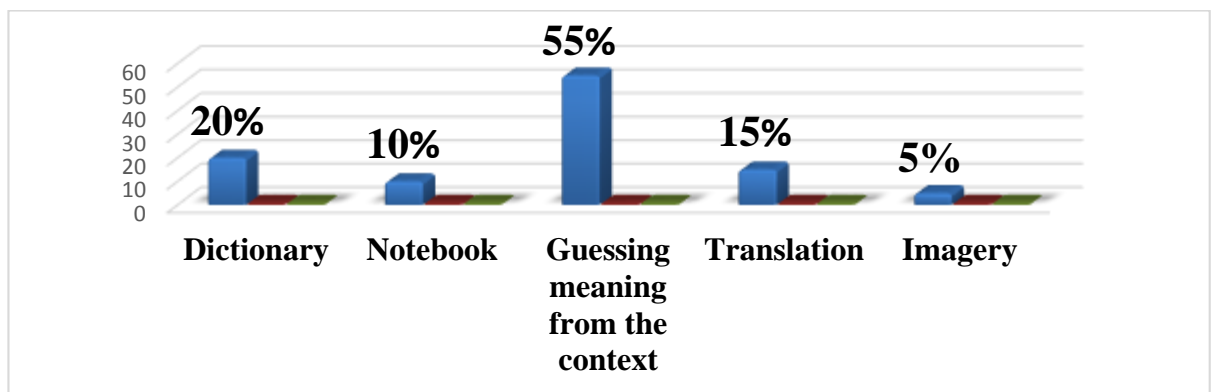
**Question thirteen: Is vocabulary learning effective in increasing comprehension?**



**Figure Seven: The Effectiveness of Vocabulary Learning on Learners**  
**Reading Comprehension Skill**

This question is asked to know whether vocabulary learning is effective in increasing the comprehension of the learners or not. All the respondents confirm that vocabulary learning is effective in increasing the reading comprehension of the learners.

**Question fourteen: Which one of the following techniques you advise your learners to use to decipher the meaning of difficult items?**



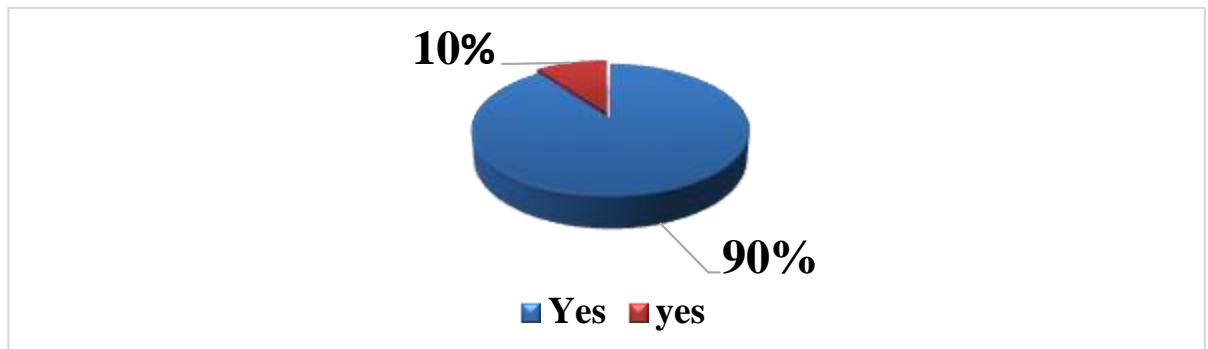
**Figure eight: Teachers' Teaching Techniques**

Concerning the techniques that teachers use in the process of learning EFL in the class, figure (8) shows that 55% of teachers ask their learners to guess meaning from the context to decipher the meaning of difficult items while learning. 20% of respondents suggest to their learners to use dictionary for the sake of acquiring new lexis while 15% of the

### Chapter Three: Research Findings

participants advise their learners to translate in order to decode the meaning of words. 10% of teachers however, ask their learners to use notebook so as to comprehend the text. Only 5% of the participants motivate their learners to expand their vocabulary by using imagery.

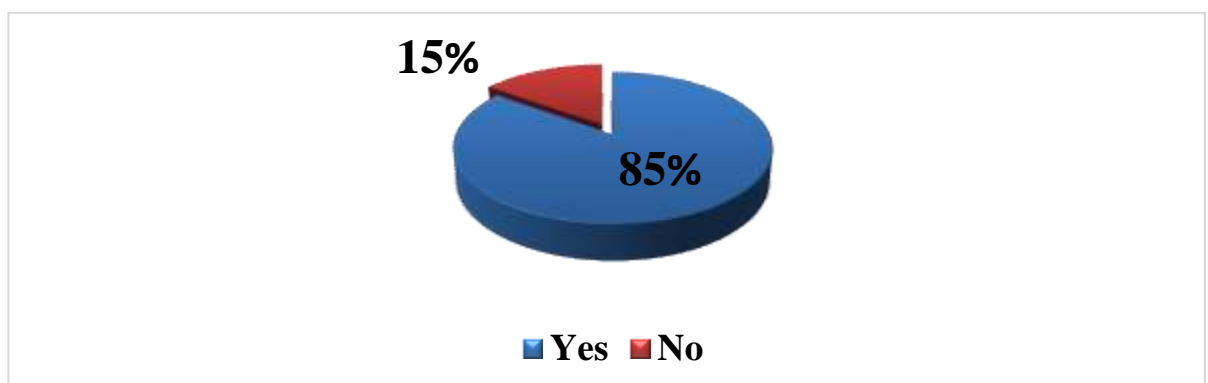
**Question fifteen: Do learners interact in the classroom when you provide them with the important background knowledge?**



**Figure nine: Learners Interaction in the classroom**

The above diagram shows that a large number of respondents (90%) claim that learners interact in the classroom when their teachers provide them with important vocabulary knowledge in the sense that they become much more motivated and active learners, and reduces their anxiety in learning. There are only two teachers (10%) who answered with no. One of them said: "sometimes yes, and sometimes no. It is according to the type of vocabulary whether it is easy or difficult".

**Question Sixteen: Do you think that learners understand more when you provide them with prior knowledge?**





### Figure ten: The Impact of Prior Knowledge on Learners' Understanding.

The results displayed in figure (07) reveal that most of the targeted teachers that is (85%) are for the idea that prior knowledge encourages learners to understand well, while 15% of the teachers are against. They affirm that learners do not really understand the meaning of words because they are passive learners and they do not have enough background knowledge.

### I.2. Results of the Questionnaires Answered by the Learners

#### Information about Student's Profile

#### Question (1): What is your gender?

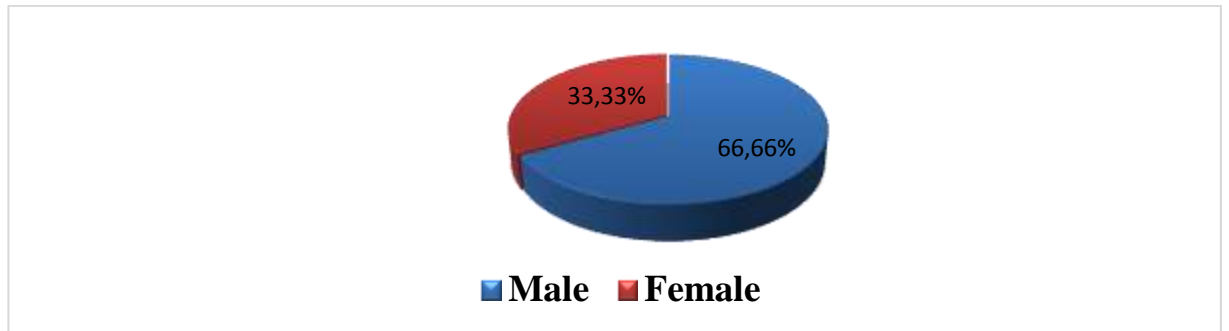
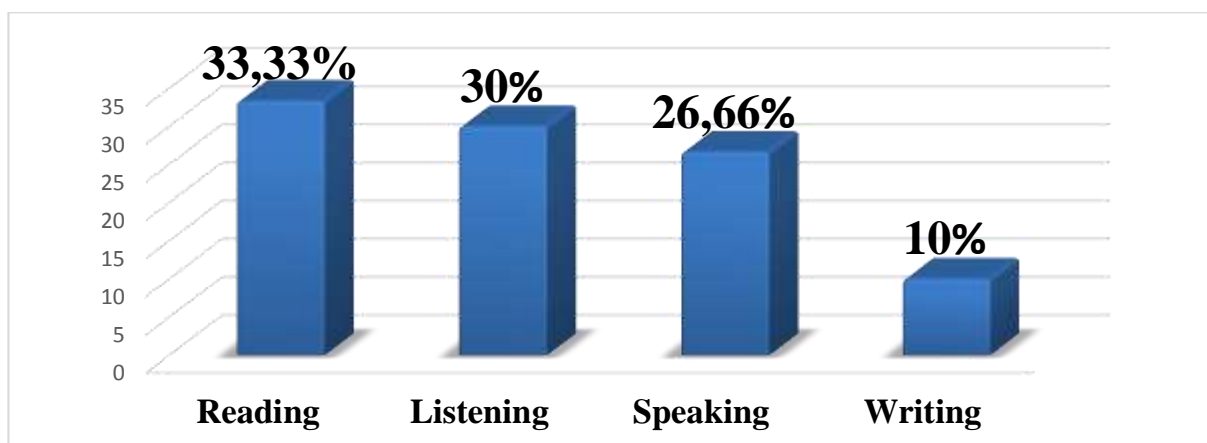


Figure one: Students' Gender

The first question is about the learners' gender regarding the results above we notice that 66% of the participants of this study are females. Whereas 33,33% are males.

### Section one: EFL Learners preferences

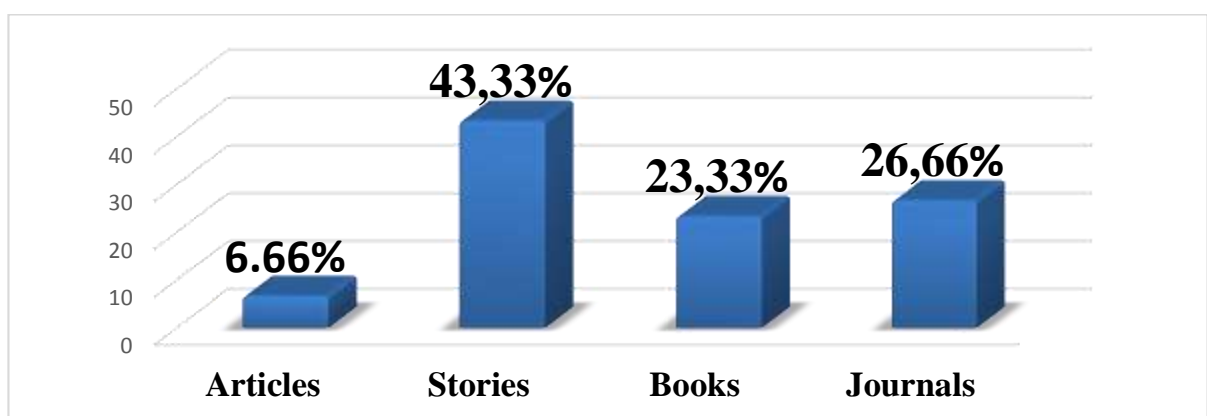
Item one: What is your favourite skill?



**Diagram (1): The Learners' Preferred Skill**

The first item is about the learners' favourite skill. 33,33% out of the learners prefer reading skill and 30% of them think that listening is better, while 26.66% like speaking skill and only 10% choose the writing skill.

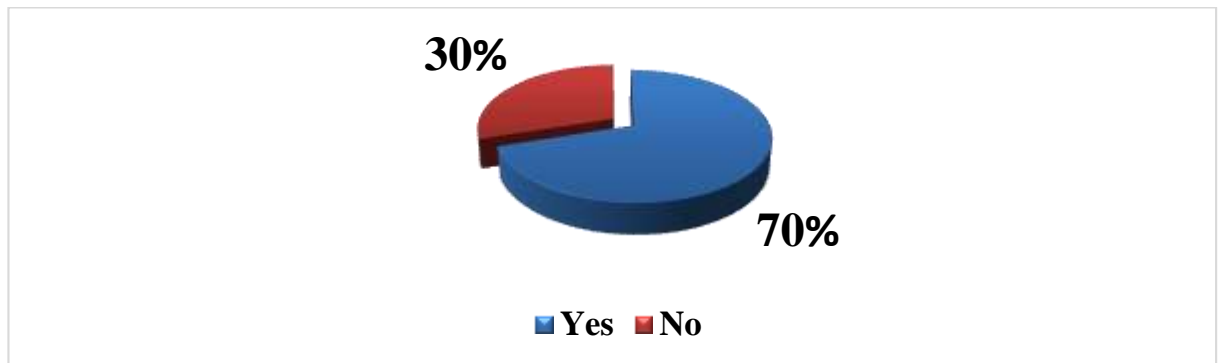
Item Two: What do you prefer to read?



**Diagram(2): Materials The Learners Prefer to Read**

The results show that 43,33% of the learners prefer reading stories because for them they are exciting and make them live the events, in addition to this, they like fictional events. This is why they enjoy reading them. (26,66% + 23,33%) of the pupils like reading books and journals so as to get information. The rest of the participants (6,66%) read articles.

### Question Three: Do you like reading sessions?

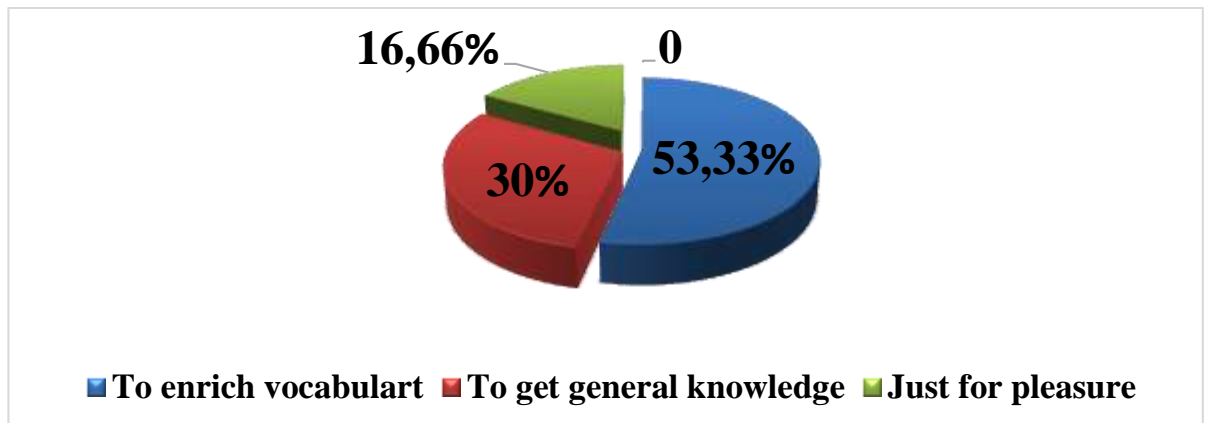


**Diagram (4): Learners' Attitudes towards Reading Sessions**

This question focuses on the learners' attitudes towards reading sessions. The majority of the learners (70%) like reading sessions. However, 30% of them dislike these sessions.

### Section Two: Learners' Attitudes towards Reading Comprehension Skill

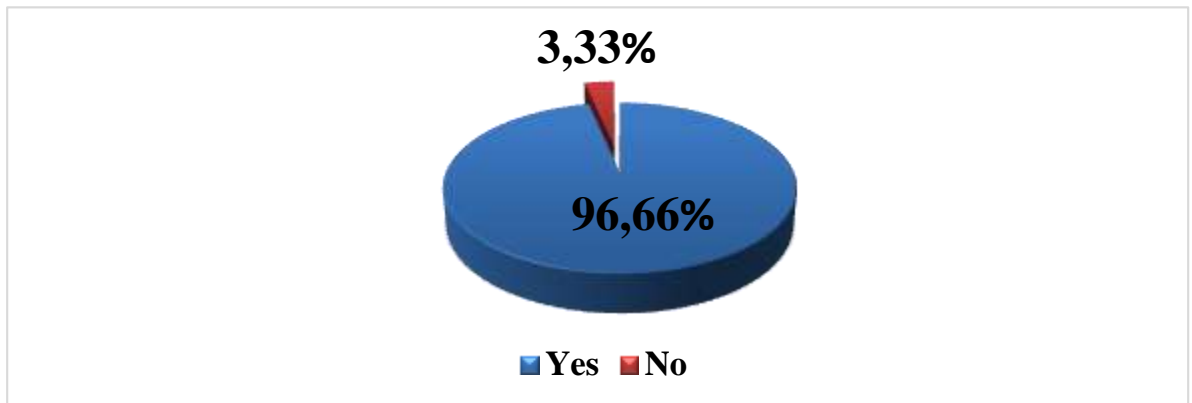
#### Question four: Why do you like reading?



**Diagram (3): The Purpose Behind Learners' Reading**

This question seeks to find the reason behind learners' reading. The majority of the learners (53,33%) read in order to enrich their vocabulary and to acquire new language items and words that lead them to have a large vocabulary knowledge, whereas 30% of them argue that they read to get general knowledge in different domains. A minority of them asserts that they read only for pleasure and to spend time.

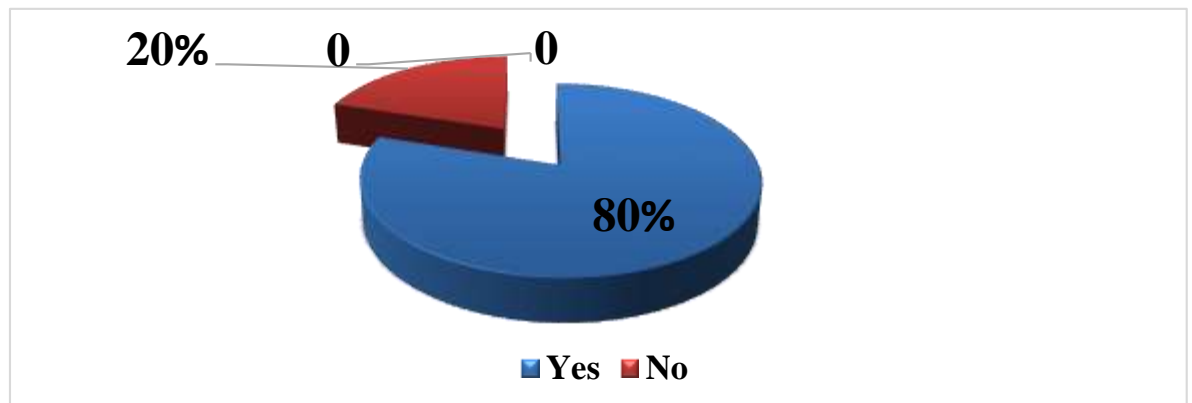
**Question five: Does prior knowledge develop your comprehension skill?**



**Diagram five: The Importance of Prior knowledge in Reading Comprehension Skill.**

Diagram 05 shows that 96.66% of learners affirm that prior knowledge is very important on reading comprehension skill. Only 3.33% think that prior knowledge is not really important in reading skill.

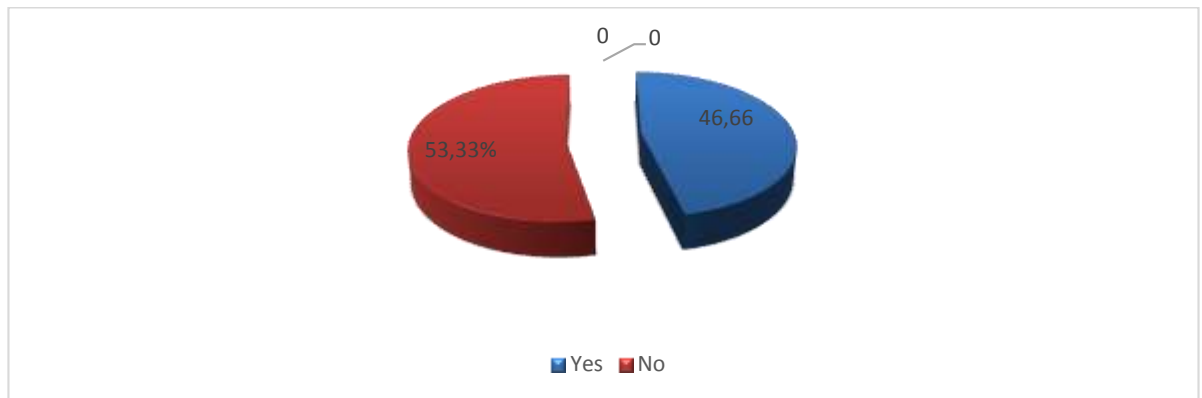
**Question six: Do you find that reading comprehension is hard and time consuming?**



**Diagram six: Learners' Perceptions about Reading**

As it is presented in diagram (5), the biggest number of the participants (70%) agree that reading comprehension is hard and time consuming. They confirm their opinion through saying that it takes a lot of time to understand words and to find key terms and that it needs too much attention. Some others, mentioned that it is boring, while 30% of the learners said that it is not a difficult skill.

### Question seven: Is the time devoted for reading session sufficient?



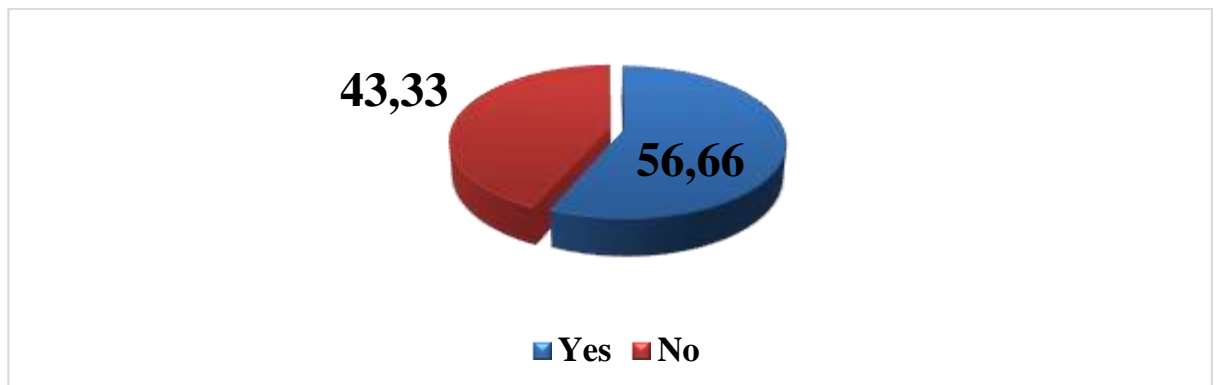
**Diagram seven: Time Devoted for Reading Session**

Diagram (6) clearly indicates that more than fifty percent of the informants (53,33%) affirm that the time devoted for reading activities is not sufficient. However, 46.66% confirm that it is insufficient.

### Question eight: How do you feel when you are asked to read in the classroom?

The majority of the learners admitted that they feel stressed, nervous and afraid of making mistakes in front of others; however, others say that they feel shy and unconfident. Some learners confirm that they feel happy and well and that they enjoy when their teacher asks them to read because it is a way to show their capacities.

### Question nine: Do you encounter any difficulty to understand the text?

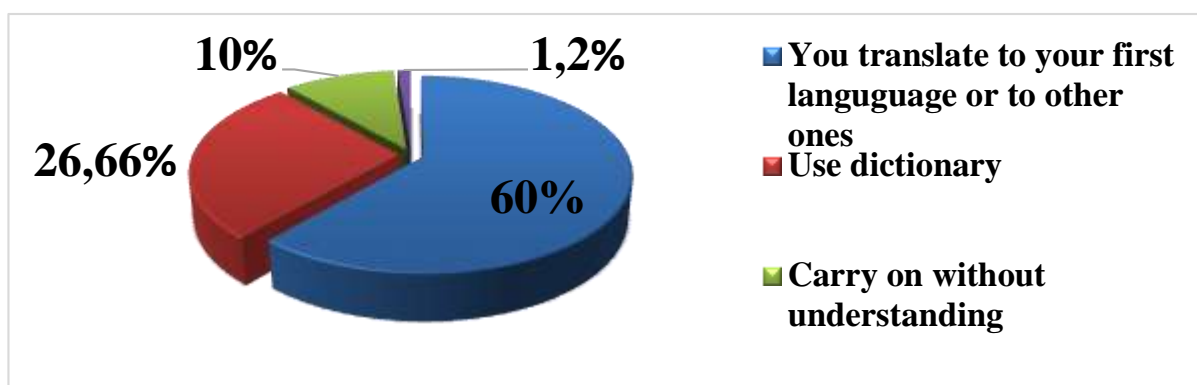


**Diagram eight: Learners' Reading Comprehension Difficulties**

## Chapter Three: Research Findings

The aim of this question is to figure out whether learners encounter difficulty to understand what they read or not. The majority of the learners (56.66%) encounter difficulty to understand what they read, as they assert that they do not have enough vocabulary knowledge. (43.33%) say that they do not find any difficulty to understand the text.

**Question ten: When you do not understand the meaning of what you read you**

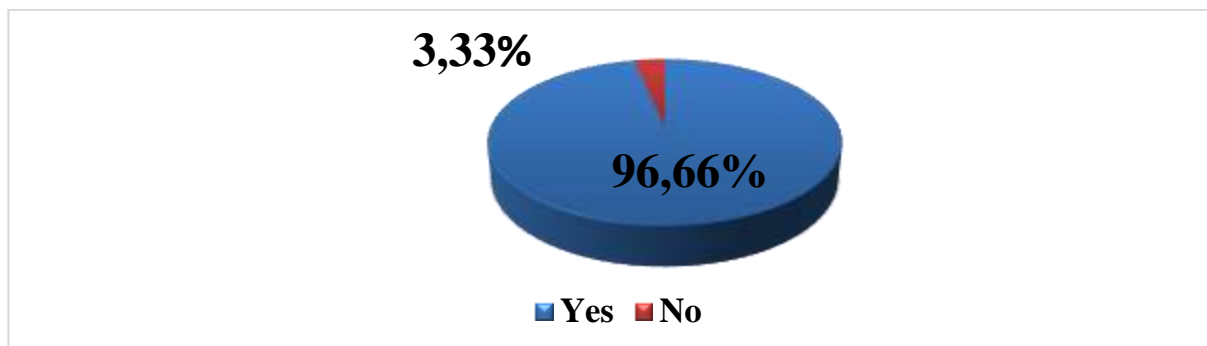


**Diagram nine: Learners' Reading Comprehension Favourite Tools**

The diagram indicates that the results gathered from the questionnaires show that a greatest number of the learners (60%) claim that they prefer translation to their first language or to any other language so as to decode the meaning of unknown words. 26.66% of the participants opted for the use of dictionary. However, 10% answered that they carry on reading without understanding, and only 1.2% who tend to stop reading.

### Section Three: The Role of Vocabulary Learning in Reading Comprehension Skill

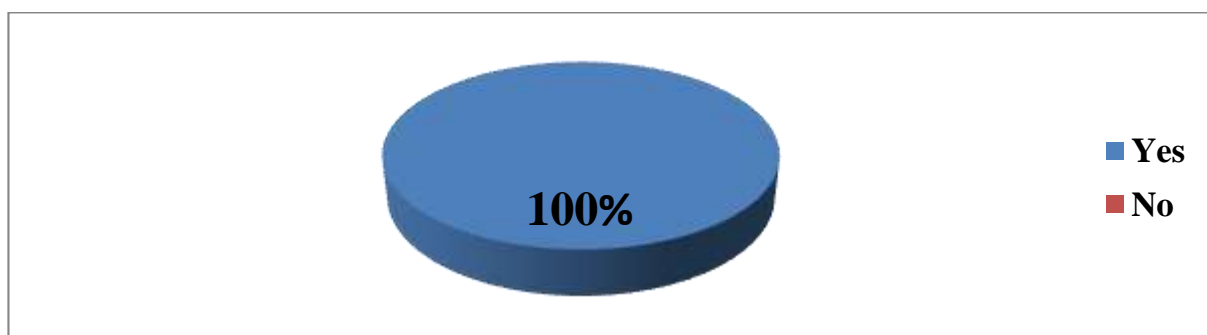
Question eleven: Do you think that understanding the meaning of key words makes reading comprehension easier?



**Diagram ten: The Effects of Word Meaning on Learners Reading Comprehension**

As for the question seeking learners perception about the understanding of key words and its effect on reading comprehension, the biggest number of the participants (96,66%) agree about that. Only 3.33% of them consider that understanding vocabulary does not affect their comprehension.

Question eleven: Is vocabulary learning important for reading comprehension?

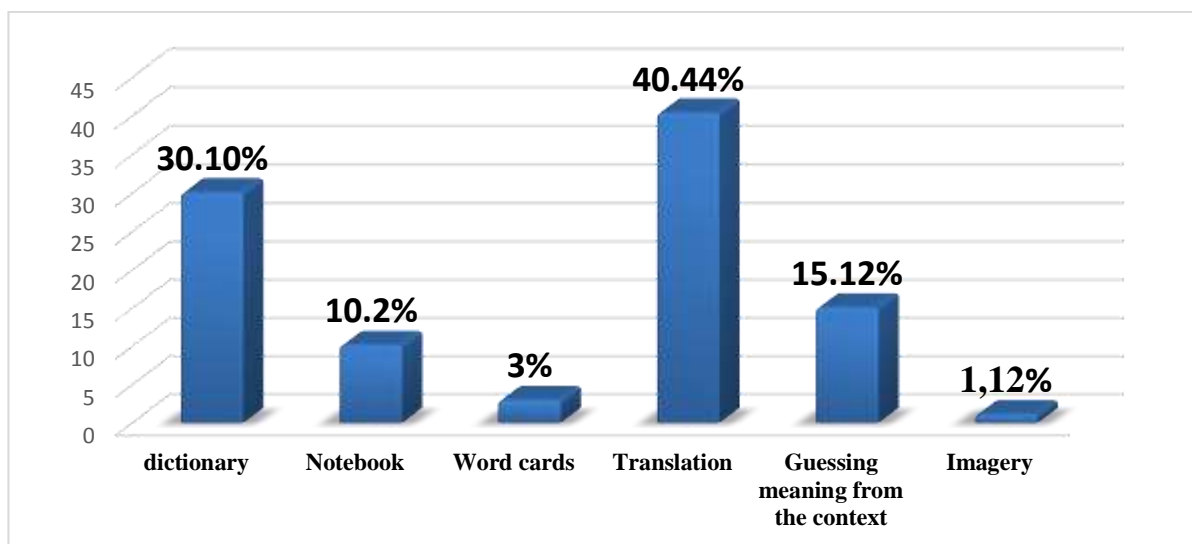


**Diagram eleven: The perception of Learners about the Importance of Vocabulary in Reading Comprehension**

## Chapter Three: Research Findings

Diagram 10 demonstrates that 100% of the participants view that vocabulary learning is essential for reading comprehension. They affirm that without understanding vocabulary, they cannot decode the meaning of the text.

**Question thirteen: Which one of the following techniques you think it is better and useful to be used so as to understand the meaning of unknown words?**

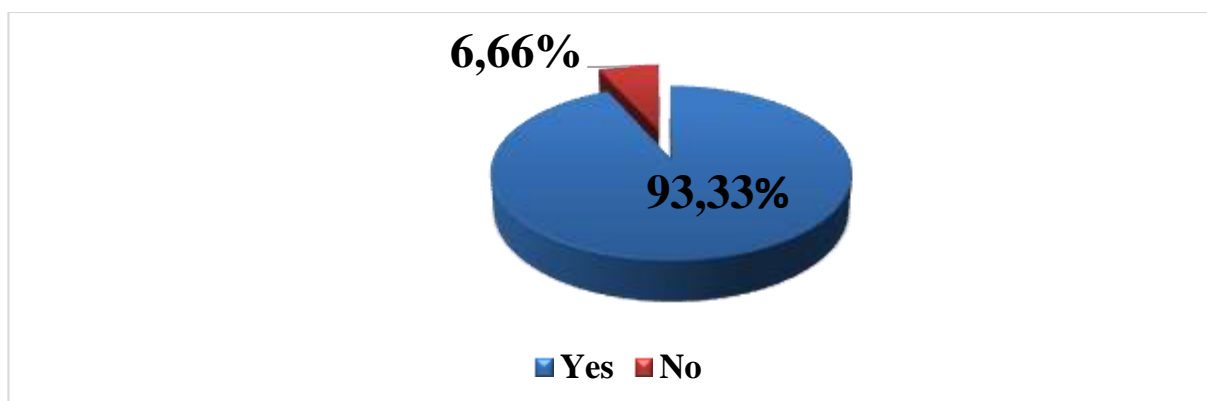


**Diagram twelve: Vocabulary Learning Strategies Preferred by the Learners While Reading**

The aim of this question is to know about the vocabulary learning methods learners prefer to use in the classroom during their reading session in order to decipher the unknown words. The results show that 44,44% of the learners opted for translation. 30,10% of them opted for dictionary. 15% of others tend to guess meaning from the context, and 10% of them opted for notebook. 3% opted for word map, and only 1% of them use imagery.



**Question fourteen: Does vocabulary learning create a successful environment when you are assigned reading activities?**



**Diagram Thirteen: Vocabulary Learning and its Effect on Classroom Atmosphere**

Diagram (12) highlights that the largest number of the participants (93.33%) consider that vocabulary learning creates a good learning atmosphere. There is only a minority (6.66%) that state it does not.

## **II. Presentation of Finding Resulted from the Interview Conducted with the Teachers**

For the sake of collecting qualitative data on the effect of vocabulary learning on reading comprehension skill in the classroom, an interview is used as a research tool in the secondary school. During the interviews, we have asked teachers of first year English language in "Slimani Mohand" secondary school which is situated in Freha.

### **1- What is reading from your prescriptive?**

When asking about the definition of reading teacher (A) defined reading as one of the four basic skills that contributes to the individuals' growth via widening his assimilation and sharpening his ability to solve problems.

Teacher (B) affirm that reading is a process or an activity which is characterized by the combination of letters or symbols into words and sentences or utterances that convey

meaning. Teacher (C) views that reading is not just a simple process but it is a complex mental activity.

### **2-What types of Items do you find difficult to teach in the classroom?**

Teacher (A) and teacher (B) said that the scientific and the compound words are the major language items that learners do not understand while reading a text in the English language. Teacher (C), however, considers that abstract words and proverbs are the difficult language items to teach in the classroom.

### **3-What types of reading do you think is more effective to acquire vocabulary?**

During the interview we have asked teachers about the effective methods in enhancing reading in the class. Teacher (A) argued that he prefers intensive reading, which is reading in details and for a specific purpose, as it is an effective method that enriches learner's background knowledge. Teacher (B) and teacher (c) assume that extensive reading is a good method that expands learners' vocabulary as they are only reading for pleasure and pass time, so they are acquiring new words without having any pressure to finish reading the text in a limited time.

### **4- In your opinion, what is the effective technique you prefer to use to help your learners understand vocabulary?**

From the answers gathered from the interviews, teacher (A) and (B) affirm that guessing meaning from the context is an effective way to understand the unknown words. However, teacher (c) asserts that he prefers using imagery like pictures to help learners to decode the sense of the text.

### **5- How does prior knowledge affect learning?**

The teachers asked in the interview about the effects of prior knowledge on learning claim that it has positive effects as it helps the learners' learning and facilitates the integration of the new knowledge.

### **6-How do you activate prior knowledge in the classroom?**

Teacher (A) said that he activates prior knowledge in the classroom through using mind maps. Teacher (B) affirmed that brain storming is the effective way that activates learners' prior knowledge. For teacher (C), using pictures is the most appropriate way to be used in the class before reading any linguistic text.

### **7-Why is pre-reading vocabulary important before any reading activity?**

Teacher (A) claimed that pre-teaching vocabulary is important because it facilitates the reading of new text by giving learners the meaning of the words before they encounter them. Teachers(B) and (C) said that pre-teaching vocabulary is important since this practice reduces the number of unfamiliar words encountered and facilitates comprehension.

## **Conclusion**

This chapter presents the results gathered from the research tools, the questionnaires and the interviews, which are mainly designed to know the effectiveness and the role of vocabulary learning on reading comprehension skill. For better understanding of these findings list of diagrams, pie chart and tables have been used. The results that have been reached will be the main concern of the subsequence chapter in which they will be discussed and interpreted in more details.

# **Chapter four**

## **Discussion of the Findings**

**Introduction**

The last chapter in this dissertation discusses and interprets the results obtained from the main research instruments used in the current study, namely the "Questionnaires" and the "Interviews" on the basis of some literature review and the theoretical framework, in order to find answers to the research questions and to confirm or to refute the hypotheses stated in the general introduction. In this discussion section, in fact, the results are interpreted in relation to the review of the literature presented in chapter one. Both teachers' and learners' findings are analyzed by taking into consideration the Schema theory. This chapter deals first with the results gathered from the teachers' questionnaires; then it continues with the interpretation of the findings reached from the questionnaires answered by the learners. It ends with the description of the results obtained from the teachers' interviews.

**I. Discussion of the Findings Resulted from the Questionnaires Answered by the Teachers****I.1. Information on Teachers' Profile**

The results obtained from the questionnaires addressed to the teachers of "Slimani Mohand" Secondary School in Freha. The findings show that half of the teachers (50%) (see table 02) are between the ages of (25-35) years old; this may be interpreted that most of participants who teach EFL module seem young. Besides, the findings reveal that most of the teachers 15 who answered the questionnaires have a licence degree. Moreover, the results of the teachers' questionnaires demonstrate that 10 respondents are teaching EFL between 1 to 5 years (see table 03) and there are only seven teachers who teach English for one year. The left three teachers are more experienced.

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**Section Two: Teachers' Attitudes Towards Teaching English Reading Skill**

This section is concerned with the view of the secondary school teachers towards teaching reading skill, and also the importance they attribute for reading comprehension in learning English as a foreign language. A minority of teachers affirm that reading is a very important skill as one teacher said *"reading is one of the most important of the four language skills in a second and a foreign language"*. This finding confirms Carell's (1989) view who says that *"reading is by far the most important of the four skills in a second language, particularly in English as a second or a foreign language"*

According to the findings, a vast majority of the teachers asserted that their learners like reading because it helps them in learning English. That is to say, it enhances them to acquire and develop their English vocabulary and lead them to pronounce English words correctly, as one of the teachers assumed: *"it is a way to improve learners' language skills like speaking and reading"*. Another teacher confirmed that *"learners enjoy reading in the class because it gives them a chance to correct their mistakes in pronunciation"*. As it appears in the results obtained from questionnaires designed for teachers, there are some teachers who say that reading is an essential factor that motivates learners and which has positive effects on their psychological side; that is to say, it makes pupils more comfortable and reduces their anxiety.

Our findings demonstrate that 90% of teachers claim that learners find difficulties while reading due to the lack of both intensive and extensive reading in their free time as they are not interested in and they neglect its value. This may be interpreted by the fact that learners are not aware of neither how much important reading is nor how much it has a benefits. A minority of participants (10%) affirm that learners never find difficulties while reading, which means that learners produce utterances and pronounce the word of the target language easily and fluently thanks to their prior background knowledge stored in their minds.

So, this means that the latter plays an essential role as it enhances texts' comprehension. This confirms Rumelhart (1980) who asserts that schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the text.

### **Section three: the Significance of Vocabulary Learning on Reading Comprehension Skill**

When we have the asked the teachers about the effectiveness of vocabulary learning on reading comprehension skill, all of them affirmed that vocabulary learning is an effective way to increase reading comprehension; they argue that vocabulary is central to English language teaching as it is the basis for the development of all other skills like speaking, writing and listening. They asserted that without sufficient vocabulary learners can not understand each other or express their own ideas, as they will not be able to comprehend the meaning of texts. So the better they know vocabulary the more the learners improve their skills in the target language. As one participant said: *"vocabulary learning is very important as it helps students express themselves more precisely and sharpens communication skills; it also requires lerners to cognitive academic language more proficiency"*. This means that vocabulary learning is an essential element in foreign language learning as the meaning of words are very emphasized whether in books or in classrooms.

These results confirm Wilkins' (1972) view who asserts that *"without grammar very little can be conveyed, without vocabulary nothing can be conveyed"*. Also Bromely (2002) has stated that vocabulary contributes in comprehension with proportion of 80 percent because vocabulary knowledge makes it easier for the learners to infer the meanings of unfamiliar words. It improves the learners' achievement since pupils with large vocabulary scor higher than those with small amount of vocabulary.

The collected data from the teachers questionnaires concerning the impact of vocabulary learning on reading comprehension revealed that the teacher confirm the fact that

vocabulary learning has positive impacts on reading comprehension skill in the sense that it is an effective element since it contributes in learners' comprehension as it facilitates the learners in decoding the meaning of texts. The reached results lead us to rely on the explanation provided by Constantinencu (2007) claiming that reading and vocabulary are interrelated; the better is students' vocabulary knowledge, the better they perform in reading comprehension tasks and vice versa. Freebody and Anderson (1983) and also Stanovich (1986) state that the reader who knows more words is likely to have a better reading comprehension, while a reader who is successful with comprehension and frequently will have more opportunity to learn more words. Besides, vocabulary learning enhances learners' reading comprehension due to the successful techniques they follow such as the use of "dictionary", "guessing meaning from the context", "notebook", "translation" and "imagery" that are explained by some scholars like Nation and Remondy, in the first chapter.

These techniques can improve learners' capacities in reading comprehension because they affect them when they are assigned reading activities. Guessing meaning from the context is the suitable technique that is suggested by teachers since they find that learners deduce the meaning of vocabulary easily and understand more.

The analysis and the interpretation of the answers provided in questionnaires distributed for teachers have revealed many facts about the interaction of learners when their teachers provide them with important vocabulary knowledge. Diagram (09) shows that a large number of the respondents (90%) agree about the fact that learners become much more motivated and active, and that their anxiety is reduced while they learn. There are only two teachers (10%) who disagree, as one of them said: *"sometimes yes, sometimes no, this depends on to the type of vocabulary, i.e whether it is easy or difficult"*. Despite the teachers' different perceptions about the importance of background knowledge, they all agree that learners become much more motivated and active learners. From the teachers' answers about



the background knowledge, it appears that there are some teachers who are not aware of the fundamental functions of schemata that guides students and lead them to learn and think more quickly, as Rumelhart (1980) asserts *"schema theory is an explanation of how reader comprehend and learn from texts by using prior knowledge"*.

Furthermore, as it is shown in figure (09), a vast majority of teachers (85%) confirmed that due to the learners' background knowledge, a good learning atmosphere and a good relationship between teachers and pupils is realised in the classroom, and this improved the learners communication skill and their comprehension.

## **II. Discussion of the Finding Resulted from the Learners Questionnaires**

### **II.1. Students' Preferences**

The results that have been reached from the questionnaires answered by the learners about their favourite skill show that a great majority of the participants prefer reading skill than the other language skills (listening, speaking and writing) because when learners are exposed to different texts they have more opportunities to enrich their vocabulary and to acquire new language items. Therefore, this helps them to develop a large background knowledge. In fact, Carell (1989) claims that *"reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language."*

When it comes to the materials that learners prefer reading during their free time, the majority of the learners answered that they prefer stories because for them through reading stories they share passions, fears and sadness. For this, one can deduce that stories reduce pressure and anxiety on learners and their self-esteem. Additionally, the use of easy and simple lexis in stories draws attention of most learners.

To sum up, reading is not only an important skill in language learning that helps to acquire, expand and develop learners' background knowledge, but it is also regarded as one of

the best tools which allows pupils to spend time, relax, and create different emotions and feelings as well. For these reasons, teachers should encourage their learners to read regularly.

## **II.2.Students Attitudes towards Reading Comprehension Skill**

It is predictable from the findings displayed in diagram (4) that the majority of the informants who answered the questionnaires like reading session, as it represents a source of knowledge for language learning and improves the learners' information processing skills, the acquisition of vocabulary and comprehension of the text. These findings confirm Kirby's (2007) view that reading comprehension is the process that we use to understand the text we read. In this regards, Snow (2000) maintains that readers do not have enough opportunities to develop their language skill and necessary strategies for becoming proficient.

Most of the learners confirm that reading comprehension is hard and time consuming because for them it is a complex process. When reading, learners take much time to understand words and to find key items as one of the learners argued that reading comprehension needs attentions and efforts. This has led them sometimes to encounter several difficulties to understand the meaning of the reading passages, this is due to many reasons such as limited vocabulary and insufficient background knowledge to analyse the information and to input correctly what the writer is saying. This may be explained by the fact that teachers do not take into consideration the three stages of the reading process. That is, from the learners' perception, one can deduce that teachers probably do not introduce the text to their learners before starting reading and draw the readers' attention to different elements of the text such as the paratext or the text structure. Therefore, this lead to the activation of the learners' prior knowledge through the use of visual aids, pictures and other techniques that can help learners to make prediction and at the same time prepare them to the understanding of the topic. During reading teachers should play the role of guider in order to develop the students' linguistic skill and recognize the meaning of the words.

Concerning the pupils' feelings when they are asked to read in the classroom , it appears that the majority of the informants admit that they feel uncomfortable, stressed and afraid of making mistakes in front of their teacher and classmates, as one of the respondent says: " I feel shy and unconfident".Huang (2007) clarified that

*Comfortable reading needs to be unafraid. However, very often when one is studying something difficult or something that is difficult in ones' opinion, and when one is going to be tested, one's reading will not work well. These feelings make one feels it is difficult to concentrate, to remember the ideas and to learn anything new. If one is reading for fun, usually will not have the feeling of worry and nerve and anxiety (2012:1521)*

From this, we notice that even though learners like reading, they feel anxious if they do not possess information about the text, however, some of the learners admitted that they feel good and happy as they enjoy when reading, as one of the respondents asserts "*I like reading as it is a way to show my capacities*".

Results also denote that prior knowledge helps learners to develop their reading comprehension skill. This is revealed in diagram 5, which shows that most of the learners claim that prior knowledge is very important for reading comprehension skill. As already explained in details in chapter one, written text does not carry meaning by itself, rather a text provides a direction for readers about their previous acquired knowledge. According to Braten (2007), prior knowledge is the most important element of comprehending a text in order to built new information on knowledge that one already has.

As already mentioned in the review of the literature, teachers should feel the obligation to understand the essential stages and the basic role of schema theory for a successful comprehension. This comes to confirm what Rumhart has said about the schema theory, that is "*schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the text*".

**II.3.The Effect of Vocabulary Learning on Reading Comprehension Skill**

This is an extremely important part of the questionnaire because it aims at gathering information about the effect of vocabulary learning on reading comprehension skill. The results that have been reached from the questionnaires of the learners show that a great majority of the learners agree that understanding the meaning of words makes comprehension easier. (see diagram 10).

First and foremost, the participants affirm that vocabulary learning gives them opportunities to comprehend the exact meaning of the linguistic passage. So, from the data collected, we understand that English language learners must have a large vocabulary so as to improve their production and comprehension in the foreign language. In fact ,without decoding the meaning of difficult words nothing from the text can be understood or conveyed. Learning words do not only facilitates comprehension, but it also leads learners to have a good communication skill. This was confirmed by many researchers who have focused on the importance of vocabulary learning among them Saputra (2007), Wilkins (1972) and Bromely (2002) who are mentioned in details in the review of the literature. All of them concluded that understanding words makes reader able to understand and interpret correctly what the writer is saying.

From the collected answers, we notice that in order to comprehend the text easily, pupils must acquire both breadth and depth vocabulary knowledge, which are unfortunately neglected. From this point of view, we refer to Nation (2001) who has explained that breath vocabulary knowledge, which refers to the size of vocabulary that learners possess, plays an important role in reading comprehension. In fact, the more learners develop their vocabulary size the more they understand well. On the other hand, Richard confirms that the depth of vocabulary knowledge is another essential element that contributes to texts comprehension

and to how well students know a word. He said that knowing a word means knowing its frequency, register, abbreviation, its different senses and so forth.

Concerning the techniques that help pupils to understand and acquire new vocabulary, the findings indicate that the majority of the participants focus on translation (see diagram 12). It is considered as the best technique that leads them to comprehend different passages in different languages. In this respect, many researchers demonstrate the effectiveness of this techniques on the texts' comprehension; for instance, Cameron (2001), Thorburry (2002) and Takac (2008), presented in the first chapter, argue that it is a good method that facilitates comprehension and save time as well.

According to the results of the questionnaires, all the students indicate that vocabulary learning has positive effects on learners as it creates a successful environment when they are assigned reading activities in the classroom (see diagram 13). This means that vocabulary learning motivates students and helps them interact in the class as it makes learning process a joyful process.

Overall, this may lead to say that vocabulary learning is not only an important stage for reading comprehension, but it also helps learners to listen, speak, read and write more effectively. It is the basic step to start learning any language. For that, teachers should encourage their learners to acquire new vocabulary knowledge.

### **III.Discussion of the Findings Obtained from the Teachers' Interview**

#### **III.1.Reading from Teachers' Point of View**

Through the interpretation of the findings of both teachers and learners' questionnaires there is an agreement among the teachers on the important role of reading in improving vocabulary and vice versa. From the results of the interviews we notice that vocabulary knowledge is an indicator of language ability in order to be competent in English foreign language learners. Acquiring a great amount of words is a dominant factor, and

reading skill is a complex mental activity which needs much time and practice. Meaning that, *"a reader who knows more words is likely to have better reading comprehension, while a reader who is successful with comprehension and frequently will have more opportunity to learn more words."* (Freebody & Anderson, 1983, Stanovich 1986)

The teachers who have participated in this study believe that pupils find difficulties in understanding and improving EFL learners' vocabulary. Two teachers claimed that scientific words are the difficult items. Consequently, teaching scientific and technical words is not done in the same way when teaching other vocabulary words because simply science is something to be understood and not something to be memorized. In addition to this, another teacher said that proverbs are difficult items since, generally, learners are uncertain of the meaning of the proverbs. Yet, it is not only the complexity of the text that may affect learners' comprehension, but also the environmental conditions, motivation and interests of the learners as it is cited in details by Dennis (2008) in the first chapter. Thus, teachers should motivate their learners as much as possible to acquire vocabulary and create a good learning environment so as to achieve learners' reading comprehension.

The interviews also revealed that the teachers have different opinions concerning the best reading method, and that each one of the participants tend to prefer one of them focusing on learners' need and level. Some of them consider intensive reading as being the best one, while others affirm that extensive reading is preferred. The reached results lead us to rely on the explanation given by Palmer (1964), Richard Daying (1998), Day and Bomford (1998). According to Palmer (1964), during the intensive reading learners have to focus on the text by using dictionary to analyze, compare and translate so as to extract the exact meaning of the text. On the other hand, Richard Daying, Day and Bomford (1989) affirm that extensive reading which is labelled "joyful reading" is much better, as it is regarded as an element of exciting reading that makes readers feel more comfortable and less stressed. From the

provided different points of view we notice that the two different reading methods are useful as both of them contribute to the increase of the learners' reading capacities. As well as, their reading comprehension.

The results of the fourth question of our interview demonstrate that the majority of the teachers advise their learners to guess meaning from the context of the text so as to facilitate comprehension. The respondents confirm that it is the effective technique that helps pupils to decipher and to decode the meaning of the unknown words. That is to say, guessing meaning from the context is the main techniques used in "Slimani Mohand" secondary school in Freha than the other techniques because it leads them to solve problems which are related to the comprehension of the text. This finding is in accordance with the point of view of Richard and Rinandya (2003) who claim that this technique is useful a useful for both teachers and learners.

### **III.2.Prior Knowledge and Vocabulary learning**

The participants of this study confirm that activating prior knowledge is an important aspect that influences learning, students' achievement, and students' understanding; as it allows them to make connection with the new information, and make them able to access their schema and help them to understand from the text. In other words, prior knowledge has a positive effects on learning since it facilitates the integration of different and difficult items and it consists of facts, concepts, models, perception, believes, values and attitudes. From this, we confirm that prior knowledge is an essential element as it influences the way on which learners filter and interpret incoming information. This means that learners learn readily when they can connect what they are learning to what they already know.

According to the data collected from the teachers, prior knowledge is activated through different ways and techniques. One of them said that he focuses on mind maps. From this point of view, we notice that he considers mind map as very important as it helps students

to note down the most important information by using key words, and it also allows learners to create and share visual representation like notes, lectures and researches.

Concerning teacher (B) he prefers brainstorming as a way to connect learners with their previous acquired knowledge. This method is very useful since it allows them and encourages them to focus on a topic and get them ready for understanding a piece of writing, but teacher (C) uses pictures so as to activate learners' prior knowledge. Certainly, pictures facilitate learning, as learners remember things 65% better when they are attached to pictures. Therefore, pre teaching vocabulary before reading activity is an important stage. As one of the teachers precise his answer through saying that providing learners with prior knowledge about vocabulary facilitates the reading of the text because it gives pupils the meaning of the words before they encounter them. Additionally, it increases comprehension by reducing the number of unfamiliar words.

To sum up, it can be deduced that all the above discussed results comes to confirm that our understanding depend on how much schema we, as readers, possess while reading.

From the discussion provided above, it becomes clear that the research questions are answered and the hypothesis rised in the introduction are confirmed. Relying on the whole findings, we conclude that vocabulary learning improves reading comprehension skill of first year learners of the secondary school "Slimani Mohand" in Freha. More importantly, both teachers and learners revealed that sufficient background knowledge about vocabulary increases learners' understanding and participation in the classroom. This idea is stated in the schema theory that emphasize the idea that prior knowledge is an essential factor to comprehend a linguistic text. This confirms the second hypothesis which asserts that sufficient background knowledge about vocabulary creates a successful learning atmosphere when learners are assigned reading activities. It has been revealed that teachers advise their learners to use different strategies such as guessing meaning from the context, using notebook



and dictionaries so as to give them opportunities to decode the meaning of the unknown words since they encounter difficulties when studying reading skill, and this confirms what is stated in the third hypothesis.



## **General Conclusion**



The research study has investigated the effectiveness of vocabulary learning in reading comprehension skill of first year learners in the secondary school "Slimani Mohand" situated in Freha. In this research we have tried to identify both the major difficulties that disturb the students' reading comprehension and the various techniques that enhance and facilitate students' comprehension of the linguistic text, as it helps them to acquire and improve their vocabulary in EFL classes. Conducting such an investigation and dealing with such a topic is important as its ultimate aim is to identify the effectiveness of vocabulary learning on reading comprehension skill.

To check the hypotheses and answer the research questions that are stated in the general introduction of this study a mixed method approach is used. This approach combines both quantitative and qualitative research methods for data collection and data analysis. The data were collected through two different research tools; the questionnaires which have been addressed to twenty (20) teachers of English language, and thirty (30) to first year pupils in "Slimani Mohand" secondary school situated in Freha, and interviews which were conducted with teachers of English language in the same secondary school in order to obtain data about the effectiveness of vocabulary learning in improving learners' reading comprehension skill. For the quantitative data analyses, descriptive statistical method was used, whereas QCA was used to interpret and discuss the data gathered from the open-ended questions asked to teachers' and students' through the questionnaires and the interviews.

The results gathered from the questionnaires and the interviews have answered our research questions and confirmed the hypotheses suggested in the general introduction. Indeed, the outcomes of the questionnaires have shown that vocabulary learning enhances reading comprehension skill as it facilitates learners' understanding. It is also revealed that different techniques are integrated in teaching reading that facilitate the learning process, as they play a positive role in the field of English teaching and learning, more precisely the

teaching and the learning of reading skill. The results also showed that in order to get ride of the difficulties in reading and be a proficient readers, learners should use effective techniques for reading text and practice more vocabulary. On the light of what has been said before, it seems that teachers of first year learners in this school provide their learners with prior knowledge to improve their reading skill. So, one can state that reading comprehension difficulties, prior background knowledge and vocabulary learning are interrelated.

Concerning the results obtained from the interviews it has revealed that the majority of teachers affirm that reading is one of the most important skills requiring a specific interest in an EFL context and representing a source of input for language learning. Additionally, reading is the major channel through which learners can keep in touch with English. Besides, during the interviews teachers state that they use some effective techniques when teaching reading activity because of the students' difficulties in understanding and comprehending some difficult English language items, thus, the more learners use these techniques the more they understand better. Teachers also confirmed that vocabulary learning does not only enhance learners understanding, but it also achieves other purposes like reducing learners' anxiety, encouraging their participation and motivation and creating a good learning atmosphere.

The study had relied on one major theory which is the schema theory that has provided us with essential information on the importance of prior knowledge on reading comprehension skill.

There are some limitations to this research study. First, we wanted to observe other classes in different secondary schools in Tizi-Ouzou but due to the limited time, we have just observed some of them in one secondary school. There is another limitation that really obstructs this study which is Corona virus epidemy which prevents us to extend the amount and sources of data examined in the process. The data of the interviews are only obtained

from three teachers due to the epidemic. The scope of data should be improved to make the findings more convincing and more reliable.

Finally, we hope that we have contributed to the field of research in general and we will open opportunities for further research in this area. The effects of vocabulary learning on reading comprehension skill provide this research with clear outcomes about its effectiveness on reading comprehension skill. Our investigation is limited to first year secondary school, so further researches on the same study can be conducted and different middle schools.

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# **Appendices**

## Appendix 1

### The Teacher's Questionnaire

Dear teachers,

This questionnaire is a part of our research work, which is addressed to the teachers of English module in the secondary schools "SlimaniMohand" in Freha. Its aim is to collect information about the effectiveness of vocabulary learning on learners' reading comprehension skill of English foreign language. You are kindly requested to answer the following questions by putting a tick (/) in the appropriate box and give a short answers wherever necessary. Your help is greatly needed to achieve the investigation goal. Please note that all of your answers will be confidential and your identity will be anonymous.

**Thank you for your collaboration.**

#### Section one: Teachers' Profile

##### 1. Age

Age	25-35	35-45	45-65
/			

1. Sexe : Male ☐ Female ☐

2. Degree (s): BA (Licence) ☐

MA (Master) ☐

PHD (Doctorate) ☐

3. How long have you been teaching English module?

0-1 year ☐

1-5 years ☐

More than five (5) years ☐



## **Section two: Vocabulary Learning and Reading comprehension Skill**

**Q1.** What do you think about reading?

.....

.....

.....

.....

**Q2.** Do your learners like reading session?

Yes ☐

No ☐

**Q3.** According to you, why reading session is an important stage during the learning process?

.....

.....

.....

.....

**Q4.** Do you encourage your learners to read?

If yes how?

Yes ☐ No ☐

.....

.....

.....

**Q5.** How do you promote reading in the classroom?

.....

.....

.....

**Q6.** Do your learners find difficulties while reading?

Yes ☐

No ☐

**Q7.** Do you provide your learners with the important background knowledge before reading the text?

Yes ☐

No ☐

**Q8.** Do you think that background knowledge enhance learners to understand the linguistic text?

Yes ☐

No ☐

Justify.....  
.....  
.....  
.....

**Q9.** In your opinion, are learners more attentive when you provide them with prior background knowledge during reading session?

Yes ☐

No ☐

**Q10.** According to you, what are the essential factors behind reading comprehension?

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

### **Section Three: The Role of Vocabulary Learning on Reading**

#### **Comprehension Skill**

**Q11.** What is the importance of vocabulary learning?

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

**Q12.** What is the impact of vocabulary learning on reading comprehension?

.....

.....

.....

.....

**Q13.** Is vocabulary learning effective in increasing comprehension?

Yes ☐

No ☐

**Q14.** Which one of the following techniques you advice your learners to use to decipher the meaning of difficult items?

Use dictionary ☐

Notebook ☐

Guessing meaning from the context ☐

Translation ☐

Imagery ☐

**Q15.** Do learners interact in the classroom when you provide them with the important background knowledge?

Yes ☐

No ☐

If yes

justify.....

.....

.....

**Q16.** Do you think that learners understand more when you provide them with prior knowledge?

Yes ☐

No ☐

**Thank you for your collaboration**

### Appendix 2

#### Students' Questionnaire

Dear Students,

The following questionnaire aims to collect data about the role of vocabulary learning on reading comprehension and even difficulties Pupils encounter in reading in the secondary school "SlimaniMohand" of Freha. Your answer will be kept anonymous and used only for academic purposes.

You are kindly requested to fill in this questionnaire either by putting a cross (x) to the answers that fit your opinion or by providing a full statement where necessary.

#### Information about the students

Sex

Male ☐

Female ☐

#### Section One : The Students' Preferences

**Q1-** What is your favourite skill?

Reading ☐

Writing ☐

Listening ☐

Speaking ☐

**Q2-**What do you prefer to read?

Articles ☐

Stories ☐

Book ☐

Journal ☐

Why?.....  
 .....  
 .....

**Q3-**Do you like reading session ?

Yes ☐

No ☐

## **Section Two: Students' Attitude Towards Reading Comprehension Skill**

**Q1-**Why do you like reading ?

Just for pleasure ☐

To enrich your vocabulary

To get general knowledge

**Q2-**Do you find that reading comprehension hard and time consuming?

Yes ☐

No ☐

If yes why?

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

**Q3-** Is the time devoted for reading habit sufficient?

Yes ☐

No ☐

**Q4-**Do you encounter any difficulty to understand the text?

Yes ☐

No ☐

If yes, what are they?

.....

.....

.....

**Q5-**Does prior knowledge develop your comprehension skill?

Yes ☐

No ☐

**Q6-**How do you feel when you are asked to read in the classroom?

.....

.....

.....

**Q7-**When you do not understand the meaning of what you read, you:

Use dictionary ☐

Stop reading ☐

You translate to your first language ☐

Carry on your reading without understanding ☐

## **Section three: The Role of Vocabulary learning**

**Q8-**Do you think that understanding the meaning of key words makes reading comprehension easier?

Yes ☐

No ☐

**Q9-** Does vocabulary learning important for reading comprehension?

Yes ☐

No ☐

Please you explain

.....

.....

.....

**Q10-**Which one of the following strategies you think that it is better and useful for understanding the meaning of unknown words?

Dictionary ☐

Notebook ☐

Word cards ☐

Translation ☐

Guessing meaning from the context ☐

Imagery ☐

**Q11-**Does vocabulary learning creates a successful environment when you are assigned in reading activities?

Yes ☐

No ☐

**Thank You Very Much For Your Cooperation**

### Appendix3

#### Teachers' Interview

- 1- According to you, what is reading from your own prescriptive?
- 2- What type of items do you find difficult to teach in the classroom?
- 3- What types of reading do you think that it is more effective in acquiring vocabulary?
- 4- In your opinion, what is the effective technique that you prefer to use to help your learners to understand vocabulary?
- 5- How does prior knowledge effects learning?
- 6- How do you activate prior knowledge in the classroom?
- 7- Why is pre teaching vocabulary important before any reading activity?