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The Correlation between Vocabulary Mastery and Reading
Comprehension

Case Study: Third Year Students at the Department of English at UMMTO

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Dedication

I dedicate This humble work to my dear parents, Tassadit and Mourad

To my sister Louiz, her husband Kamel, and my nephew Ayeden

To my beloved sisters Sandra and Leticia

To my brother Amesten

To all my friends

To my dear husband Samir.

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List of Abbreviations

CVA: The cognitive Vocabulary approach

MMUTO: Mouloud Mammeri University of Tizi-Ouzou

QCA: Qualitative Content Analysis

EFL: English as a Foreign Language

%: Percentage

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Abstract:

The present study is concerned with the correlation between Vocabulary Mastery and Reading Comprehension. It attempts to find whether students' reading comprehension and vocabulary mastery are correlated. This work has been conducted in the Department of English at MMUTO with third year students. It is based mainly on Janis M. Harmon, Elizabeth Buckelew-Martin and Karen D. Wood (2010) approach entitled the Cognitive Vocabulary Approach to Word Learning. This study uses the mixed method approach which consists of the combination and the integration of both quantitative and qualitative methods. It utilizes the rule of three to analyze the numerical data and content analysis for the interpretation and explanation of the non-numerical data. The findings of the study illustrate that there is a significant relationship between vocabulary mastery and reading comprehension. The results reveal that mastery of vocabulary is central to learning of English language because without sufficient vocabulary students cannot comprehend the meaning of what they read. Additionally, students who comprehend texts learn new words that they encounter during their reading by guessing the meaning of unfamiliar words from the context, or from using dictionaries.

Key words: *Correlation, vocabulary Mastery, Reading Comprehension, Quantitative and Qualitative Methods.*

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General Introduction

General Introduction

Statement of the Problem

Fundamentally, in learning English as a foreign language, there are four language skills to be mastered: listening, speaking, reading, and writing. Besides, EFL learners have to master the language components, such as vocabulary, pronunciation, grammar, and phonology to reinforce the four skills.

Teixeira (2012:15) states that reading is an essential language skill that has an important place in the teaching and learning of foreign languages. It helps the learners to get information from the text and enlarge their knowledge; however, students should know the meaning of the vocabulary of the texts to extract the whole meaning from the passage. In fact, lack of vocabulary in learning English will cause difficulties in comprehending texts. According to Carver (2003), vocabulary mastery and reading comprehension are closely related, and this relationship is not one directional, it is reciprocal since vocabulary mastery requires the student to comprehend the text, and reading can contribute to vocabulary acquisition.

Understanding the text is one of the obstacles that students face in reading. They find difficulties to extract the main ideas of text, and to answer the reading questions. It becomes clear from what is said earlier that to understand a text we need to recognize the words in the written material. So, the lack of vocabulary knowledge obstructs students' understanding of the text. Moreover, reading contributes to vocabulary learning, it helps students to enlarge their vocabulary knowledge. Therefore, this study investigates the correlation between vocabulary mastery and reading comprehension among the third year students at MMUTO. The Cognitive Vocabulary Approach, Janis M. Harmon, Elizabeth Buckelew-Martin and Karen D. Wood (2010:100) argue that there is a reciprocal relationship between

comprehension and vocabulary. In other words, the limited vocabulary impedes students to comprehend text while reading helps students in vocabulary development.

Aims and Significance of the Study

The main concern of this research is to investigate the correlation between vocabulary mastery and reading comprehension among the third (3rd) year students of the Department of English at MMUTO .It attempts to find whether or not there is a significant correlation between the students' vocabulary mastery and their reading comprehension.The results of the study are useful for students in the sense that it helps them to identify their weaknesses in vocabulary mastery and in reading comprehension. In other words, they can increase their ability to acquire vocabulary and comprehend texts. This study is also an additional reference for researchers who are interested in doing further researches about vocabulary mastery and reading comprehension.

Research Questions and Hypotheses

Questions

Our study aims at answering the following research questions:

Q1-Is vocabulary important in reading comprehension?

Q2-Does reading impact vocabulary development?

Hypotheses

In an attempt to answer these questions, we advance the following hypotheses:

H1-There is a significant correlation between vocabulary mastery and reading comprehension

H2-There is no significant correlation between vocabulary mastery and reading comprehension.

Research Techniques and Methodology

To conduct the research, this work adopts the mixed method approach which combines both quantitative and qualitative methods for data collection procedures and data analysis. It uses a questionnaire with both closed-ended and open-ended questions, to be administered to the third year students in the department of English at MMUTO. Students' questionnaire aims at discovering the reciprocal influence existing between students' vocabulary mastery and their reading comprehension. In addition to the questionnaire, the study uses an interview for teachers.

Structure of the Dissertation

The dissertation is structured following the traditional complex design. It includes a general introduction, four chapters, and a general conclusion. The introduction presents the field of the research in general, the aims and the significance of the study, the research questions and hypotheses, research techniques and methodology, and the structure of the dissertation. The first chapter, entitled "The Review of Literature", clarifies and describes the most important concepts related to the area of the research. The second chapter is called "Research Design"; it introduces the research method, the data collection procedures and the analysis of the collected data. The third chapter deals with the "Presentation of Findings". It is

concerned with the presentation of the outcomes. The fourth and final chapter concerns “The Discussion of the Findings”.It discusses the results of the study in relation to the theoretical issues and research questions. It tries to confirm or reject the proposed hypotheses and answer the research questions. The study ends with a general conclusion presenting the general summary of the whole work.

Chapter One

Review of Literature

Chapter one: Review of Literature

Introduction

This chapter attempts to highlight the theoretical aspects that are related to the topic. It attempts to clarify the main concepts related to the correlation between vocabulary mastery and reading comprehension. It explains the nature of reading comprehension and vocabulary mastery, and clarifies the theoretical framework upon which this work is based.

I. Reading

I.1. Definition of Reading

Widdowson (1976) defines reading as *“the process of getting linguistic information via print”*. That is to say, it is a cognitive process of recognizing words to get the meaning. In this sense reading helps learners to create meaning from the text. On the other hand, Grellet (1996:8) argues that *“reading is an active skill; it involves, guessing, predicting, checking and asking oneself question”*. In other words, reading is a language skill that requires from the reader good thinking, guessing, predicting and asking oneself questions in order to get information from the texts. That is to say, in order to achieve reading comprehension, the learners should use some techniques and strategies that facilitate their understanding and comprehension of the texts. Additionally, reading is a skill that helps the students to widen their word knowledge and improve their learning. According to Krashen (2004), *“reading results in the subconscious acquisition of vocabulary; syntax, and spelling”*. Krashen (1989) also states that vocabulary is developed by reading. During reading, the learners encounter an amount of familiar and unfamiliar words which they acquire subconsciously. The repeated exposure to such words results in learners’ vocabulary development. (Cited in R. Josef Ponniah, 2011: 135)

I.2. Reading Techniques

Reading has got many techniques that a reader can use according to his or her purposes: Skimming, Scanning, Extensive Reading, Intensive Reading.

I.2.1. Skimming

Skimming is reading rapidly in order to get a general idea of the written material. According to Richards (1992) “*skimming is reading for gist, a type of rapid reading which is used when the reader wants to quickly identify the main ideas from the passage*”. (Cited in Hong, 2013:2). In other words, Skimming means reading quickly to get the general idea of the passage, without looking at all details. Besides, the purpose of skimming is to understand what a text is about and its overall meaning.

I.2.2. Scanning

Scanning is a speed reading technique used to seek for particular information in the text. The process does not require reading everything in details. The reader does not read the text word by word, but he or she rather extract specific information without reading all the passage. Brown (2001) argues that scanning is the process of rapidly looking for particular information in a text rather than general meaning.

I.2.3. Extensive Reading

Extensive reading is the reading for longer texts, for the purpose of getting information or just pleasure. Rodrigo (2007) defined extensive reading as “*reading in great amounts for the purpose of a general understanding of the text or the enjoyment of the reading experience*”. (Cited in Sharon Bryan, 2013: 114). That is to say, extensive reading is reading as much as possible, for pleasure or general understanding where the reader focuses on the

whole meaning of the passage rather than the meaning of each word or sentence. Extensive reading also helps the reader to acquire new vocabulary .According to Krashen (1989), reading alone will increase encounters with unknown words and learning them by inference. That is to say, extensive reading is an important technique that helps in developing vocabulary knowledge, unlike direct vocabulary instruction.

I.2.4.Intensive Reading

According to Nation (2004) intensive reading involves learners reading in details with specific learning aims and tasks. Furthermore,intensive reading enhances vocabulary development and reading comprehension. In this sense, Renandya (2007) says that *“The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills such as identifying main ideas and recognizing text connectors and to enhance vocabulary and grammar knowledge”*. (Cited in Julia EkaRini, 3)In addition, intensive reading is often regarded as an effective tool for improving reading comprehension. According to Nation (2009), intensive reading focuses on comprehension of a specific text, so the goal of intensive reading is comprehension of the text. Brown (1989) also explains that *“intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like”*.(Cited in Navisah&Andreani, 2013: 1). From the scholars’ point of view, intensive reading aims to comprehend the material and allows learners to widen their vocabulary mastery.

I.3.Models of Reading

According to Marto Redondo (1997:143,154), there are three main theoretical models of reading process: Top down, Bottom-up, and Interactive model. Reading models explain

how a reader processes printed texts to extract meaning; that is to say, they are concerned with how readers move from the level of perception of the text by eyes into analysis by the brain.

I.3.1.Top down Reading Model

According to Barnett (1989), the top down reading model focuses on the background knowledge (cultural, syntactic, linguistic, and historical) to build the global understanding of the text. (Cited in Shawn D, Mckae, 2012:6). In other words, the top down reading model asks readers to construct the general meaning of the text instead of looking for the meaning of each word. The readers begin to understand the whole meaning of the passage and rely on their previous knowledge to guess the meaning and the unfamiliar words. In the same sense, Richards (1990) defines the top model as *“the use of background knowledge in understanding the meaning of a given text that means readers make connection between their previous knowledge about a topic, situational or contextual knowledge, and knowledge stored in long term memory in the form of schemata or script”*. In this sense, reading is a connection between the reader and the text where the readers use their background knowledge to understand what they read.

I.3.2.Bottom up Model

Bottom up model focuses on phonics, it requires identifying letters which will be combined to read and write words, phrases and sentences. According to Lisson and wixson (1991);Rumtzt (2003) *“the bottom up model of reading is concerned primarily with the recognition of individual letters, phonemes and words that means the meaning of the whole text begins from the word level, then the sentential level, and finally the text level”* (Cited in Rouia Souhila 2014:5). Similarly, Laberg and Samuels (1974) explain that the bottom up model allows students to grasp the meaning in linear manner, that is to say, readers begin by

identifying letters in order to build words, then sentences and phrases until achieving the comprehension. Additionally, James. E and Gentry (2008) claims that

“Bottom up model emphasizes a single direction, part to whole processing of text. In other words, it involves a series of steps that the reader has to go through; that is to say moving from the smallest linguistic units such as sentences, phrase and so on, until reaching the meaning of the text. so readers derive meaning in linear manner”.
(Cited in text Rouia Souhila, 2014:5).

I.3.3.Interactive Model

According to Eskey (1988), the reader constructs the meaning of the text with the combination of both bottom up and top down reading model. (Cited in Elba Villanueva de Debat, 2006:13). The readers combine the features of both reading models in order to process a text. In the same sense, Redondo (1997: 154) says, *“Interaction in reading models assumes that the skills of any other level are permanently available to process and interpret the various components of the text (graphic, characteristics, letters, words, phrases, sentences, cohesion, paragraph structure, discourse, topic, inference and background knowledge)”*. That is to say, The interactive model involves the interaction of both models simultaneously throughout the reading process in the construction of the meaning of a text. Carell (1998) asserts that *“The interactive model suggests that the reader processes reading by starting with a linguistic surface presentation encoded by the write and ends with meaning which the reader construct”*.(Cited in text Rouia Souhila 2014:6).It means that the reader uses both bottom up model and top down model in order to comprehend the text.

II. Reading Comprehension

II.1. Definition

Reading can not be separated from comprehension since the main purpose of reading is to comprehend what is reading, and reading without comprehending is useless. According to Mastropieri and Scuggs (1977) reading comprehension can be defined as a process of obtaining the meaning of a message or text. (Cited in Harvey Burkhour, 10) In other words reading comprehension is the level of passage or text understanding while reading. On the other hand, Snow (2002) defines reading comprehension as *“the simultaneous ability used by a reader to construct and extract meaning through interaction and involvement with written materials”*. (Cited in text Rouia Souhila, 2014:5). On the addition to the previous definitions, Pressly (1990) states that vocabulary is necessary to understand a text, so the student’s ability to comprehend text is influenced by their word knowledge. Reading comprehension requires knowing meaning of words and the ability to understand meaning of word from context, and draw inference from the text.

II.2. Cognitive Factors behind Reading Comprehension

Reading comprehension involves various factors such as background knowledge, vocabulary, fluency, active reading skills, and critical thinking.

II.2.1. Background Knowledge

Steven (1982) defines background knowledge as *“students’ information about the topic”*. Background knowledge plays an essential role in reading comprehension because students need to use their background knowledge to make meaning of what they are reading. Steffensen and Anderson (1979) believe that *“if the learners do not have adequate*

background knowledge, they may distort the text by trying to fit the textual information to their preexisting knowledge structures or have trouble comprehending the text”.

II.2.1.Vocabulary

Vocabulary is the central component of English learning and teaching. Wilkins (1972) says “*Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed*”. (Cited in LI Kezhen, 2015: 33) In the same line of arguments, Laufer (1997) states that reading comprehension requires understanding the words of the text. Therefore, vocabulary mastery affects students’ ability to comprehend and get the main idea of the text. Students must be able to comprehend a familiar word and its relationship with other words within a text in order to extract the whole meaning of the written material

II.2.3.Fluency

Reutzel (2006) states that reading fluency is “*a rapid reading rate and accurate comprehension*”. (Cited in A young Park, 2017: 132). It is the learners’ ability to read quickly with assimilation. Reutzel and Hollingsworth (1993) add that there is a relationship between student’s fluency development and their reading comprehension. Fluent readers focus on the content during their reading rather than focusing on the decoding of each individual word, so students spend less time to get the overall meaning of the sentences, then the meaning of the text. The use of repeated reading is effective to increase reading fluency, which then directly impacts reading comprehension.

II.2.4.Active Reading

Mannes and Kintch (1987) claim that “*reading is an active, self-regulated meaning construction process in which the reader interacts with text in a strategic way*”. (Cited in

Murray: 840). Active reading means reading in order to understand the whole meaning of the text and extract information.

II.2.5.Critical Thinking

Corttrel (2005) and Elder (2007) define critical thinking as a cognitive process which requires a rational thinking about the arguments. Students can comprehend text when they possess critical thinking skills. They use reasoning to analyze the text, determine the main idea, supporting details, the sequence of events and the structure of the text.

III.Vocabulary

III.1.Definition of Vocabulary

Handayani (2007) says that vocabulary is the words that we know with their meanings. (Cited in Eva Faliyanti, 2015:69) Similarly, Hornby (1995) defines vocabulary as the entire words in a language, and it is a rank of words with their meanings. Additionally, Richards (2001) asserts that vocabulary is one of the most important aspects for foreign language learning. Without sufficient vocabulary students cannot understand texts or express their own ideas. Lewis (1993) went further to argue that word is the central of language.

IV.Vocabulary Mastery

According to Anderson and Freebody (1981) “*vocabulary knowledge strongly influences reading comprehension*”. Paul (1988) identified word knowledge as an important component in reading comprehension. Similarly, Barrow (1999) says that Reading skill is founded upon foreign language learners’ vocabulary knowledge. (Cited in Li Kezhn, 2015:33) In the same sense, Nation, Clarke, Marshall and Durand (2004) state that students with a high level of word knowledge will be able to comprehend and understand the text better than those with a limited vocabulary. In other words, students need to understand the meaning of the words in order to

understand the reading passage. However, a lack of sufficient knowledge of word meaning often hinders learners from understanding the text. Qian (2002) also claims that *“having a larger vocabulary gives the learner a large database from which to guess the meaning of unknown words or behavior of newly learned words, having deeper vocabulary knowledge will very likely improve the results of guessing work.”* (Cited in Peter Tze, Ming Chou, 2011:110). That is to say, vocabulary mastery helps the learners to acquire new vocabulary in its context. From the scholars point of view vocabulary mastery is the ability to know the meaning of certain words and their usage in certain context to understand the written materials.

V. The Cognitive Vocabulary Approach to Word Learning (CVA)

The purpose of this study is to find whether there is a significant correlation between vocabulary mastery and reading comprehension among the third (3rd) year students. In order to achieve our goal, we rely on Janis M. Harmon, Elizabeth Buckelew-Martin and Karen D. Wood (2010) approach that is entitled *The Cognitive Vocabulary Approach to Word Learning*. It is based on the relationship between vocabulary and comprehension. The relationship between vocabulary and reading comprehension is likely to be rich, interactive, and complex. According to Janis M. Harmon, Elizabeth Buckelew-Martin and Karen D. Wood (2010:100) *“Comprehension and vocabulary share a reciprocal relationship: knowing more words enhances comprehension. Just as reading and understanding texts builds vocabulary knowledge”*. It is clear that vocabulary is needed to understand any written material. By having a lot of vocabulary, the students are able to get the whole meaning of what they read. In contrast, students’ lack of vocabulary knowledge impedes their understanding; however, they can construct some meaning from the text, despite the fact that many words are unknown. When the students comprehend the whole meaning of the passage, they can guess the meaning of unfamiliar words. Reading comprehension and vocabulary mastery share a complex reciprocal relationship. Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader’s comprehension. A reader cannot understand a text

without knowing most of the words. On the other hand, reading and understanding texts helps students to build new vocabulary.

According to Janis M. Harmon, Elizabeth Buckelew-Martin and Karen D. Wood (2010:101) the cognitive vocabulary approach highlights three (03) facets which are the following: Identifying unfamiliar words, examining word meanings, and relating word meaning.

V.1. Identifying unfamiliar words

Identifying unfamiliar words deals with recognition of unknown words to build the overall meaning of a passage and determine the importance of words for comprehension. Identifying unfamiliar words involves a metacognitive awareness. Students must be aware of the importance of the unknown words that they encounter during their reading, and how these words can impact their comprehension. According to Janis M. Harmon, Elizabeth Buckelew-Martin and Karen D. Wood (2010:101) students have to ask themselves many questions like *“What does it mean to acknowledge unfamiliar words? Why is it important to identify unfamiliar words that may be important? When do unfamiliar words need to be identified? What makes an unfamiliar word important?”* Then, students will use a technique to identify them in order to achieve reading comprehension.

V.2. Examining word meanings

Janis M. Harmon, Elizabeth Buckelew-Martin and Karen D. Wood (2010:101) state that in order to examine word meanings, students use several strategies: activating prior knowledge, predicting, inferring, questioning, and drawing conclusions. These strategies enable students to learn words in context. Cognitively, when students encounter a new word

in the text, they have to activate their background knowledge about the word to predict the word meaning based on the context. Then, students reach conclusions about the meaning of the word in the text.

V.3.Relating word meanings

The teacher should help students learn how the words work by connecting word meanings to particular contexts, relating words to other words, and internalizing their meanings. This facet requires students to make connection, classify and categorize information, and visualize them.

Conclusion

This chapter shows the main theoretical points related to vocabulary mastery and reading comprehension. It offered a detailed description of vocabulary and reading and some related issues. In addition, this chapter reviews the framework on which our study will be based. It is provided by Janis M. Harmon, Elizabeth Buckelew-Martin and Karen D. Wood (2010) and entitled the Cognitive Vocabulary Approach to Word Learning.

Chapter Two Research Design

Chapter two: Research Design

Introduction

This chapter deals with the research design of this dissertation. It describes the instruments and procedures of data collection and analysis used in our study in order to answer the research questions asked in the general introduction. First, it describes the procedures of data collection, the methods on which we rely in the present study, the setting and the participants of our investigation, and the instruments of data collection. The second part presents the procedures of data analysis. The research adopts the mixed method, the quantitative outcomes are analyzed using the rule of three, while the qualitative data are interpreted using the qualitative content analysis.

I. Data collection Procedures

I.1. Questionnaire

Brown (2001:6) defines questionnaires as *“any written instrument that presents respondents with a series of questions or statements to which they have to react either by writing out their answers or selecting from among existing answers.”* A questionnaire can be defined as a research instrument composed of a series of close-ended questions and open ended ones used by the researcher for the purpose of gathering information from the participants. In the present study, a set of questionnaire are handed for third (3rd) year students in the department of English at MMUTO. The questionnaires contain nineteen (19) questions. They are divided into three (03) sections. The first one is about the background information of students; it contains only one question. The second section is about reading comprehension in English language, it contains nine (09) questions. The third section is about vocabulary mastery in English learning, it is composed of eight (08) questions. The questionnaire is the

most frequently used tool for gathering information and views from individuals since it facilitates data collection.

I.1.1. Context and Participants of the Questionnaire

This investigation is takes place in the department of English at MMUTO. The participants involved in our study are students of third year. We choose the third year classes because students at this level are supposed to master English language, since they received language instructions during three years; thus, they are expected to master the language.

I.2. Interview

The second research technique used in the present study is structured interview that is a systematic way of talking and listening to people. In addition, it is a way to collect data as well as to gain knowledge from individuals. Kval (1996) defines interview as *“an interchange of views between two or more people on a topic of mutual interest, the centrality of human interaction for knowledge production, and emphasizes the social situation of research data”*. It is used to gather information about the learners’ vocabulary mastery and their reading comprehension from teachers’ point of view. The interview includes eight (08) open-ended questions. They were conducted in face to face format, and all interviewees received the same questions following the same order. Face to face interviews were recorded by using LG Smartphone after getting the interviewees’ permissions.

I.2.1. Context and Participants of the Interview

The investigation is conducted in real context that is in the department of English at MMUTO. The sample of respondents consists of four (04) teachers who are teaching third year classes; thus, they were interviewed to gather information.

II. Procedures of Data Analysis

The present section describes the methods we adopt to analyze the collected data. It deals with the rule of three to analyze the numerical data and qualitative content analysis to interpret the answers of the open ended questions.

II.1.The Rule of Three

The rule of three is a mathematical rule that is used to solve problems based on proportions. By having three numbers A, B, C the researcher can calculate the unknown number X.

The working of the rule of three can be expressed as follows:

$$\begin{array}{l} A \longrightarrow B \\ Y \longrightarrow X \end{array} \left. \vphantom{\begin{array}{l} A \longrightarrow B \\ Y \longrightarrow X \end{array}} \right\} \longrightarrow X = \frac{Y*B}{A}$$

II.2. The Qualitative Content Analysis (QCA)

The qualitative content analysis (QCA) is used to interpret the results obtained from the open -ended questions included in the questionnaires distributed to students and the interviews conducted with teachers. It is defined by Cole (1988) as “*a method of analyzing written, verbal or visual communication messages*”. (Cited in Satu Elo and HelviKyngas, 2007: 107). QCA allows researchers to interpret the information gathered from open-ended questions. It enables researchers to systematically reduce large amounts of words and texts into fewer content categories. Thus, in this study, this technique is used to categorize the answers of the students on one hand and the teachers recorded interviews on the other hand.

Conclusion

This chapter presented the setting and the participants involved, as well as data collection instruments, which consist of a questionnaire for students and interview for teachers. Then, it outlined the methods used for analysis of the gathered data. The rule of three is used to analyze the close ended questions of the questionnaire, and the qualitative content analysis (QCA) is used to interpret the open ended questions of the questionnaire and the teachers' interviews conducted with teachers.

Chapter Three

Presentation of the

Findings

Introduction

This chapter presents the results reached from the questionnaires distributed for students and the interviews conducted with teachers. It is divided into two parts. The first part deals with the analysis of the results of the questionnaires administered for the third year students at the department of English at MMUTO. The second part displays the analysis of the results obtained from interviews with the teachers.

I. Presentation of the results of the Questionnaires handed to Students

The results of the questionnaires are presented in percentages, displayed in tables and highlighted in pie charts for the sake of visibility and readability.

Section one:

Identification of the respondents

Question 01: How long have you been studying English?

Years	3 years	4 years	5 years	6 years	More than 6 years	Total
Number	31	7	34	3	1	76
Percentage	40.78%	9.24%	44.73%	3.94%	1.31%	100%

Table 01: Students' Years of Study

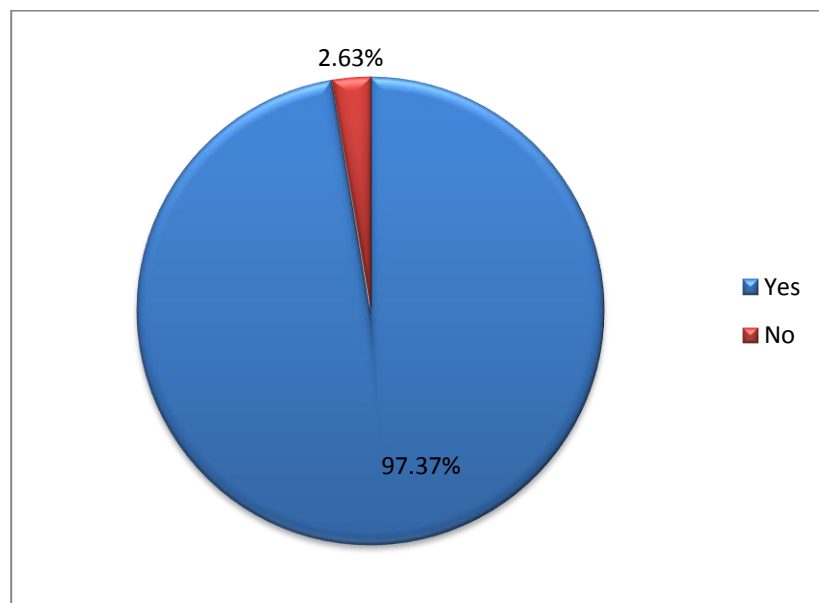
The above table shows the different percentages of students' years of study at the department of English. From the table, it appears that most of third year students (44.73%) spend five (05) years during the license cycle while 40.78% of them study for three (03)

years. We notice also that 3.94% of the students spend six (06) years, while 1.31% of them spend more than six years.

Section two:

Reading comprehension in English language

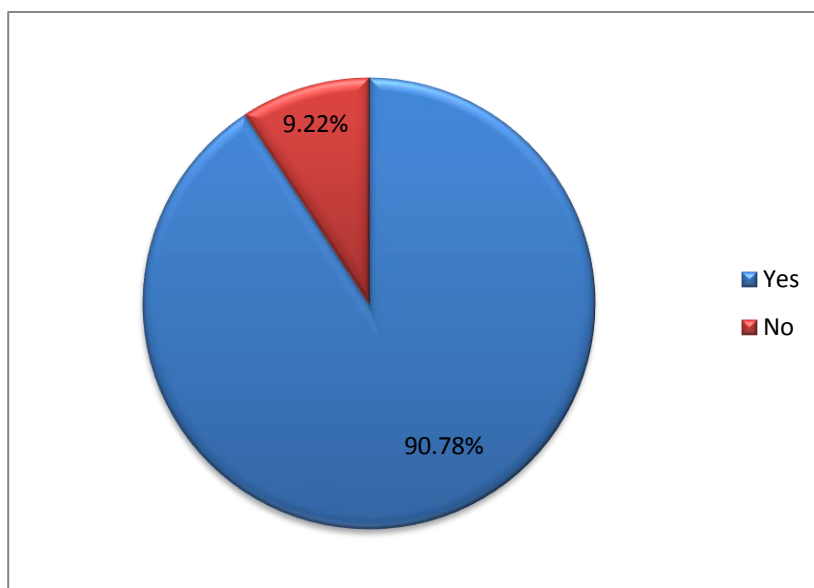
Question 01: Do you like reading in English?



Pie chart 01: Students Attitudes toward Reading in English.

From the pie chart 01, it is clear that the majority of students represented by 97.37% like reading in English; however, 2.63% of them do not like reading in English.

Question 02: Do you understand texts that are given in your reading exams, and answer the reading questions easily?



Pie chart 02:Students' Understanding of Texts when Reading.

As the pie chart 02 indicates the majority of third year students (90.78%) understand the given reading exams, and for the remaining percentage of students (9.22%) argue that they find many difficult words within the text. So, it seems difficult for them to recognize the meaning of the text.

Question 03: What makes reading sometimes difficult?

Almost all students answer by “difficult vocabulary”. They said that the limited vocabulary impedes their understanding of the texts meaning. In other words, with poor vocabulary, students are unable to process certain words which are crucial to the understanding of the whole text; therefore, this makes reading difficult for the students.

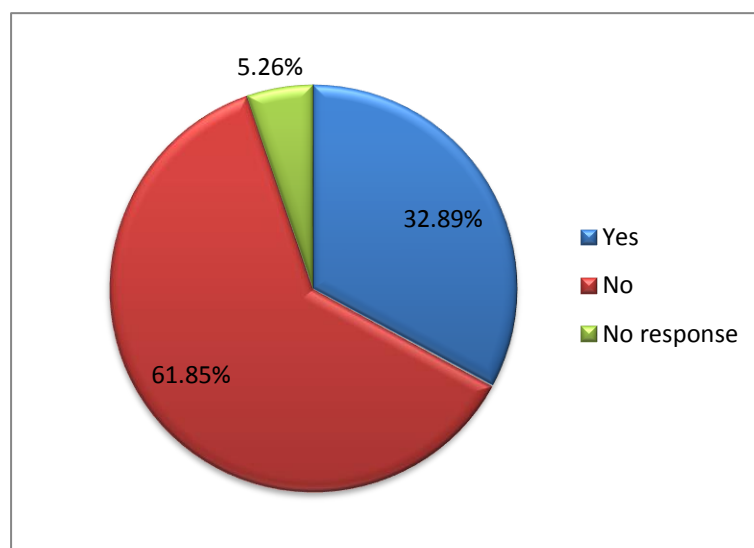
Question 04:When you are reading and you come to words that you do not understand, what do you do?

	guess the meaning	carry on reading without understanding	Use dictionary	Total
Number	31	2	49	82
Percentage	37.80%	2.43%	59.77%	100%

Table 02: Techniques used by Students to Understand Words when Reading

The table above displays the different techniques used by students to understand unknown words which they encounter during their reading. It shows that 59.77% of third year students use dictionary while 37.80% of them guess the meaning from the context, and only 2.43% of students continue their reading without understanding.

Question 05:Do you have Difficulties in Extracting the Main Ideas in what you read?



Pie chart 03: Students' Difficulties to Extract the Main ideas from the Text

From the pie chart 03 we notice that the majority of the third year students (61.85%) find difficulties to extract the main ideas from the text, while 32.89% of them get to understand the text and take the main ideas.

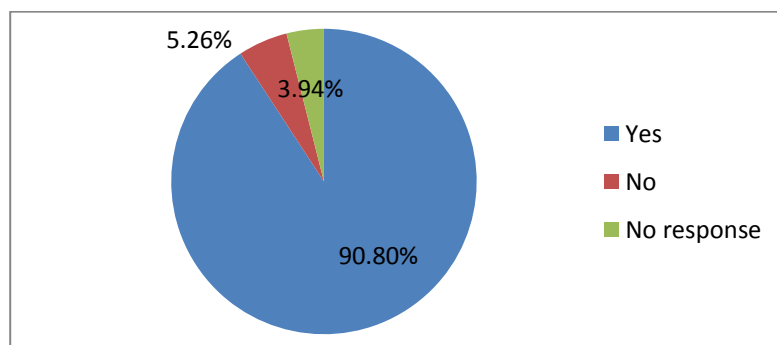
Question 06:What has someone do to be a good reader?

	Read different kinds of books	Know the meaning of most of the words and guess the meaning	Other	Total
Number	65	7	7	79
Percentage	82.28%	8.86%	8.86%	100%

Table 03:Students' Strategies of Reading

The table 03 demonstrates that the majority of the students (82.28%) read different kinds of books to enhance their reading, and only some of them (8.86%) prefer learn the meaning of most of the words and guess the meaning of others; however, 8.86% of the students use other techniques.

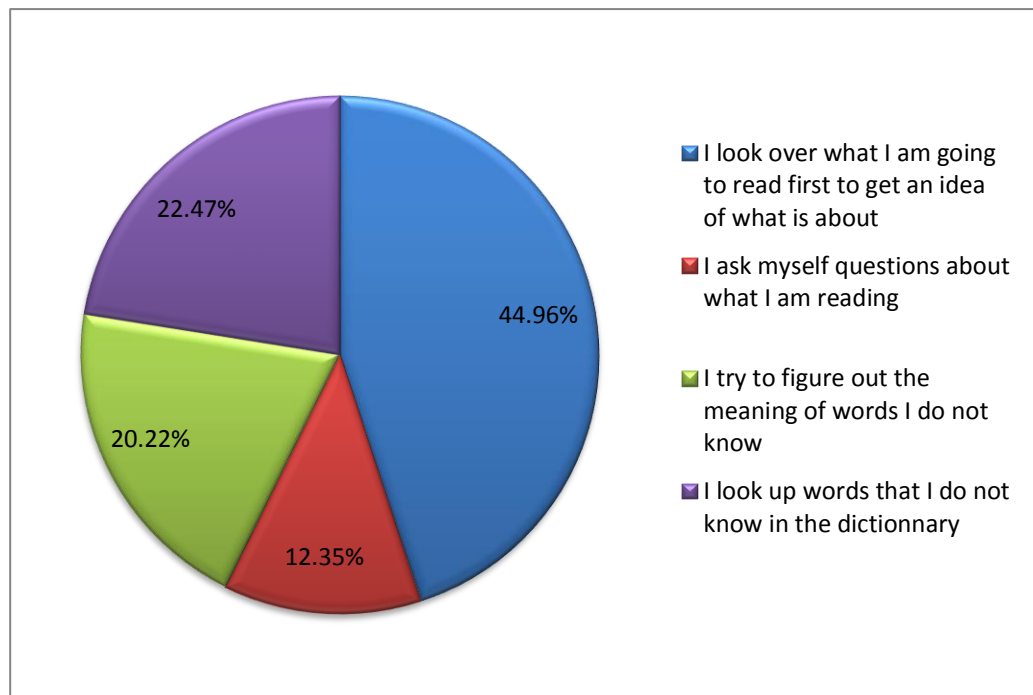
Question 07: Do you think that vocabulary mastery is necessary to comprehend texts?



Pie chart 04: Students' Opinions about the Necessity of Vocabulary Mastery to Comprehend Texts

From Pie chart 04, it appears that the majority of students (90.80%) think that vocabulary mastery is necessary for reading comprehension. They are aware of the influence of word knowledge on their reading comprehension.

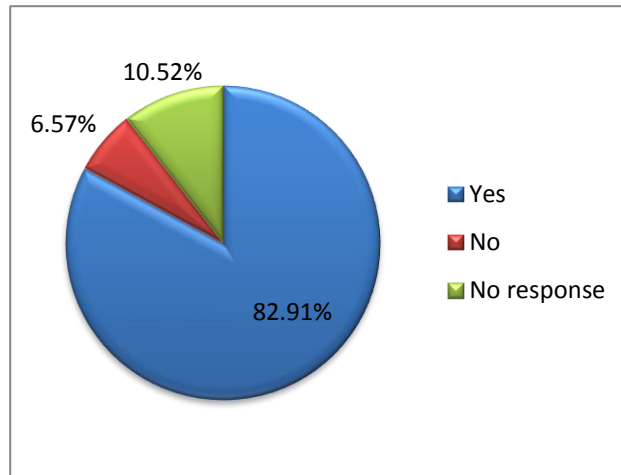
Question 08:What do you usually do when you read?



Pie chart 05:The Techniques used

The pie chart 05 shows that the majority of students (44.96%) choose to look over what they are going to read first to get an idea of what is about. 22.47% of them prefer use dictionary to look for the unknown words. 20.22% of students try to guess what they read, and only 12.35% of them ask themselves questions about what they are reading.

Question 09: Do you relate textual information to your personal experiences or your background knowledge to understand texts?



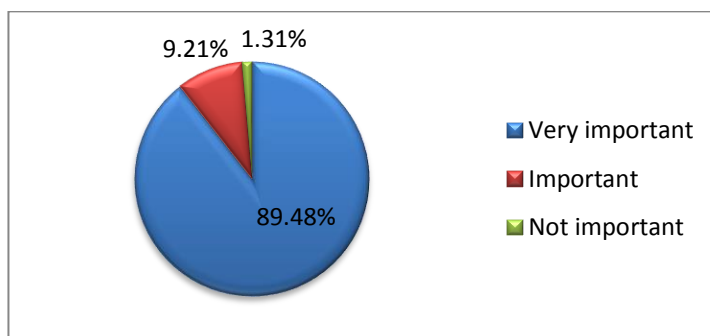
Pie chart 06: Students' Use of Background Knowledge to Understand Texts.

The pie chart 06 reveals that the majority of students (82.91%) relate the text to their background knowledge. That is to say, the third year students use the words they already know to make the meaning during their reading.

Section Three

Vocabulary Mastery

Question 10: In your opinion, what is the position of vocabulary in English learning?



Pie chart 07: Students' Opinion about the Importance of Vocabulary in English Learning

The table 10 shows that a large percentage of students (89.48%) think that vocabulary is very important in English language learning, and 9.21% of them say also that it is important. Only 1.31% of the students think that it is not important.

Question 11: What contents does vocabulary learning refer to?

	Pronunciation and spelling of words	Pronunciation, spelling and the meaning	Collocation of words	Total
Number	7	46	19	72
Percentage	9.72%	63.90%	26.38%	100%

Table 04: The Content of Vocabulary Learning

The above table shows that 63.90% of the third year students state that vocabulary learning refers to pronunciation, spelling and meaning while 26.38% said that it refers to word collocation, but 9.27% of them think that content of vocabulary learning refers just to spelling and pronunciation.

Question 12: Do you use dictionary when you do not understand words?

	Always	Sometimes	Rarely	Never	No responses	Total
Number	27	45	1	0	3	76
Percentage	35.54%	59.21%	1.31%	0%	3.94%	99.98%

Table 05: Students' Use of Dictionary to Understand Texts

Table 05 shows that the majority of students use sometimes the dictionary to understand the unknown words. However, the rest prefer to guess the meaning from the text, and some of them argue that they do not have enough time to use it in the classroom.

Question 13:What do you think are the most effective ways that help students develop their vocabulary?

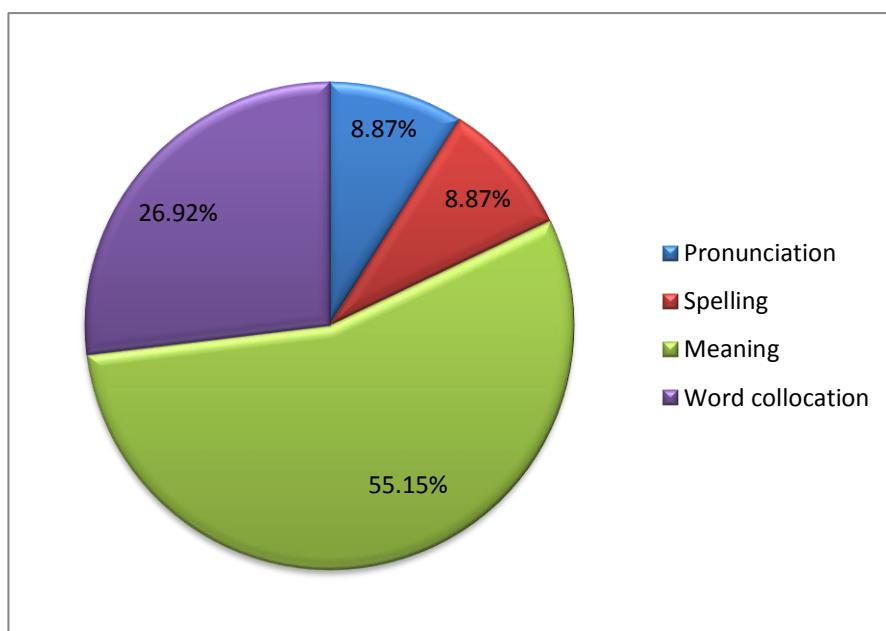
	Reading repeatedly	Writing automatically	Analyzing affixes and roots	Keeping word cards with pictures,photographs,objects	Total
Number	57	14	13	11	95
Percentage	60%	14.73%	13.70%	11.57%	100%

Table 06:The Effective Ways to Develop Students' Vocabulary

The table 06 shows that the majority of students (60%) think that reading repeatedly is the effective way that help students develop their vocabulary. It allows them to encounter many words that they learn later. Only 14.73% of third year students think that writing

automatically is an effective way to enhance their vocabulary. We notice also that some of them (13.70%) opt for analyzing affixes and roots and 11.57% choose keeping word cards with pictures, photographs, and objects.

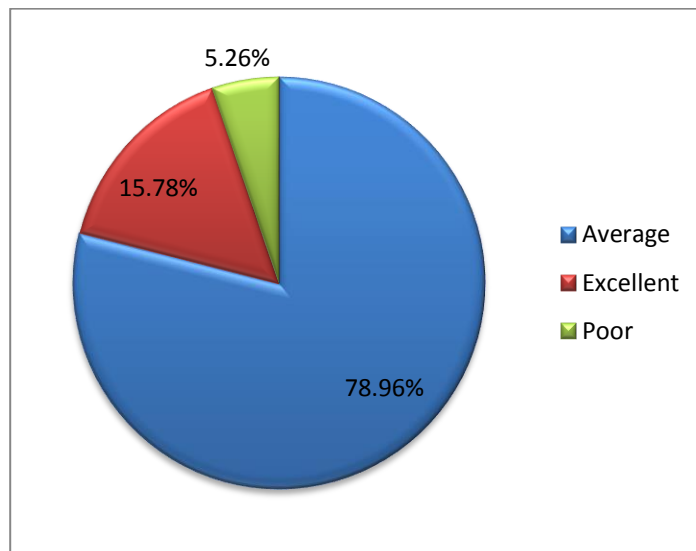
Question 14: What are the difficulties in your vocabulary learning?



Pie chart 08: Students' Difficulties in Learning Vocabulary

From the Pie chart 08, more than half of third year students (55.15%) find difficulty in learning the meaning of vocabulary. 26.92% of them said that word collocation is more difficult. The pie chart indicates also that 8.87% of students check “spelling” and 8.87% of them tick “pronunciation”.

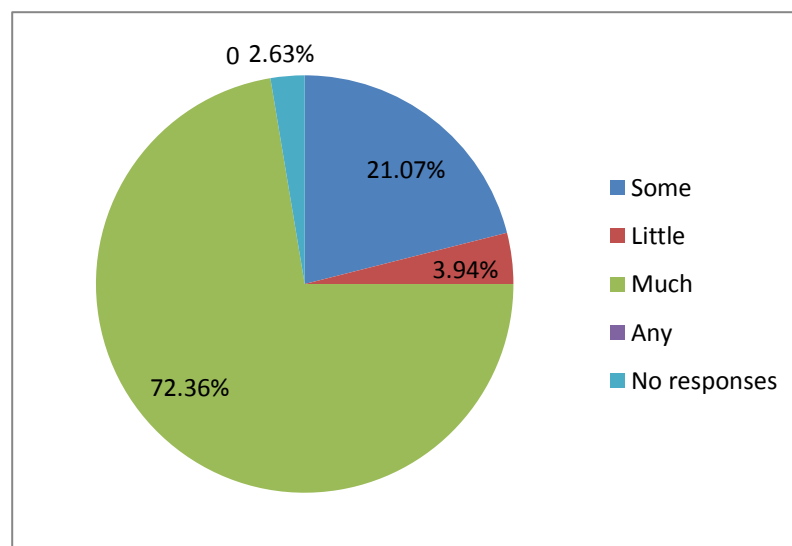
Question 15: In your opinion, how is your level in vocabulary learning?



Pie chart 09: Students' Level in Vocabulary Learning

The pie chart 09 shows that most of third year students (78.96%) think that their level in vocabulary learning is average; 15.78% of them think that they are excellent, and only 5.26% think that they are poor.

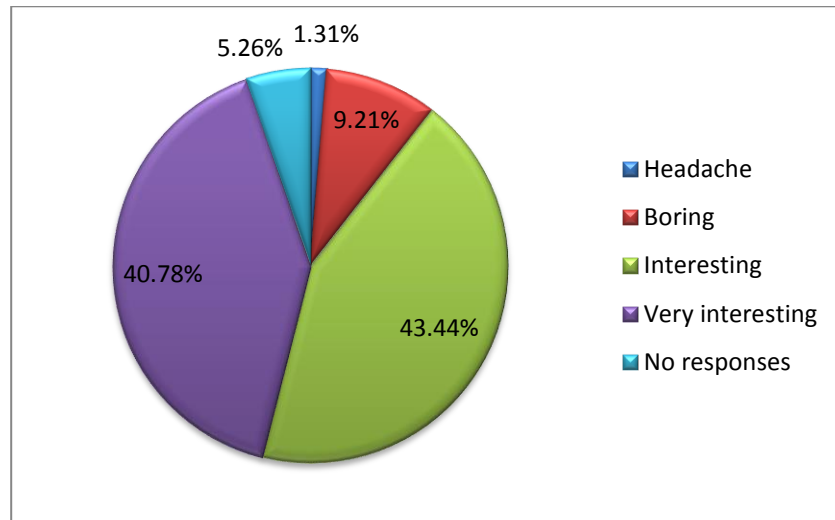
Question 16: During these three years, how much vocabularies have you acquired?



Pie chart 10: Students' Acquisition of Vocabulary

The pie chart 10 reveals that the majority of students (72.36%) acquired much vocabulary during these three years.

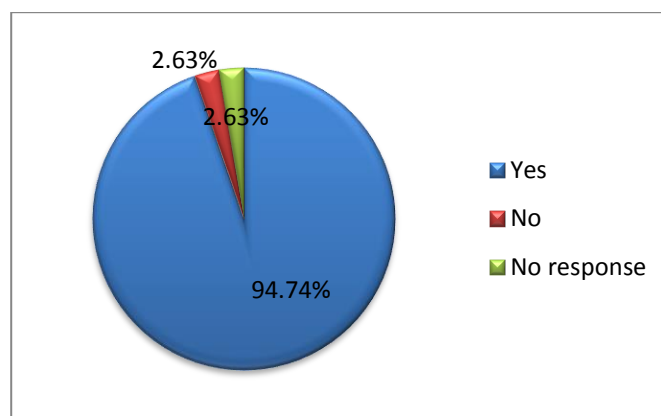
Question 17:How do you feel when learning English vocabulary?



Pie chart 11:Students' Feelings toward Learning English Vocabulary

The pie chart 11 demonstrates that the majority of the students (43.44%) find learning vocabulary interesting while 40.78% of them find it very interesting.

Question 18: Do you acquire new vocabulary through reading?



Pie chart 12: Students' Acquisition of New Vocabulary through Reading

The results displayed in the pie chart 12 reveal that a high number of students (94.74%) reported that they acquired new vocabulary through reading. Therefore, this indicates that reading contributes to learning vocabulary.

In sum, the presentation of the results obtained from the questionnaires addressed to sixty seven (76) third year students at the department of English of MMUTO show that almost all the learners think that vocabulary is important in reading comprehension. That is to say, word knowledge is necessary for the students to comprehend texts and acquire vocabulary through reading texts. So, the lack of vocabulary hinders their understanding.

II. Presentation of the results of the Interviews conducted with Teachers

The following part presents the results gathered through interviewing teachers from the department of English at MMUTO.

Q 1: How long have you been teaching English at university?

All the teachers have an experience of more than ten (10) years in the English department at MMUTO. They taught reading and vocabulary for third year students almost every year, so they are aware of the relationship between vocabulary and reading, and they can provide the study with reliable information.

Q 2: Do your learners understand given texts in classroom, and answer reading comprehension questions?

All the teachers answered by “sometimes”. They said that sometimes students find difficulties to understand texts and answer the reading questions. They argue that student’s ability in understanding English texts is influenced by many factors such as vocabulary,

reading habit, interest, and others; thus, when students are asked to answer questions about the text they sometimes failed because of their limitation in vocabularies.

Q3: What kinds of difficulties do your learners find in reading comprehension?

The majority of the teachers emphasize that the lack of vocabulary knowledge influences the students' ability to understand texts. With poor vocabulary, students find difficulties to get the main idea and supporting ideas from the text, and they lose the whole meaning of the text. Three teachers added other factors such as culture specific texts, specialized texts, sentence structure, and text organization.

Q 4: Does vocabulary knowledge help students to comprehend texts?

According to teachers good vocabulary knowledge is needed to make meaning of what you read.

Q5: What tools do you use in class to help your learners with learning vocabulary?

All the teachers chose the first answer that is they ask their students to read because it helps them learning new vocabulary. Students learn new words when they encounter them often and learn their meaning in context but, according to most teachers, reading alone is not enough, so the teachers use other tools to help their learners with learning vocabulary such as explaining the meaning of words in their context and giving examples for more explanation. They use also other tools like explaining the root, and stem of words.

Q 6: According to you, does reading help learners to acquire new vocabulary?

All teachers answered by “yes”. They said that reading causes an increase in the range of vocabulary that the learners possess.

Q 7: What makes reading difficult for students?

According to the teachers, lack of vocabulary makes reading difficult. The students that have poor vocabulary fail to understand texts. In other words, the unknown words prevent student the whole meaning of the text.

Q8: Which techniques do you use to improve learner’s reading comprehension?

The teachers said that they ask their students to read texts, make use of dictionaries, put the word in context, give examples, and translate in order to identify the unknown words.

Conclusion

This section presents the findings obtained from the conducted interviews with teachers, and the questionnaires handed for students. The findings of the questionnaires and interviews reveal that both students and teachers are aware of the reciprocal relationship between vocabulary mastery and reading comprehension. The results show that word knowledge is needed to comprehend texts and reading comprehension help student to learn new vocabulary.

Chapter four

Discussion

Introduction

This chapter is devoted to the discussion of the results of the study. It aims at interpreting the results and providing answers to the research questions and hypotheses advanced in the general introduction. The chapter comprises two main parts. The first part is devoted to the discussion of the results of the students' questionnaires. The second part interprets the results obtained from the interviews conducted with teachers.

I. Discussion of the Questionnaires distributed to Students

I.1. Participants' Identification: How long have you been studying English?

When we analyze the first question in the first section asked we find that almost half of the third year students (44.73%) studied English for five (05) years at MMUTO, and (40.78%) of them studied for three (03) years. The results also show that 9.24% of the third year students studied for four (04) years, 3.94% studied for six (06) years, and 1.31% studied for more than six (06) years. This indicates that most of the participants are familiarized with reading and vocabulary. They are expected to be able to identify their weaknesses, the reasons behind, and know how to enhance their reading comprehension and vocabulary mastery.

I.2. Reading Comprehension in English language

According to the results of the first question (1) in the second section, the majority (90.78 %) of third year students affirm that they like reading in English. This indicates that they are motivated to read in English and that this encourages them to do their best in order to succeed. Interest also has its effect on students' ability to read. Without interest, the students are lazy to read. Therefore, they have difficulties to comprehend the text. According to Gutherie et al (2006) learners' motivation impacts their reading comprehension. Learners with high motivation achieve better reading comprehension.

The Pie chart 02 (page 23) shows that 90.78% of third year students understand the texts they read and answer the reading questions. Only 9.21% of them said “No”; they argue that the difficult words that they find in the texts hinder their understanding of the whole meaning. Adams (2004) and Alderson (2000) argue that to get the meaning of the text, the reader should recognize the words within this text. (Cited in Lawrence Jun Zhang, 2008:54). In order to achieve reading comprehension the students should recognize the words within the text. From the arguments, we notice that vocabulary mastery is necessary in reading comprehension.

Regarding question three, most answers of the students are the following: *“I have difficulty to understand the meanings of some words”*, *“Unfamiliar words”*, *“The only thing that makes reading difficult is when I do not understand some words”*, *“Difficult vocabulary”*. Third year students think that the unknown words they encounter when they read make reading difficult because they embeds them to get the meaning of what they read. Janis M. Harmon, Elizabeth Buckelew-Martin and Karen D. Wood (2010:100) argue that the lack of vocabulary knowledge impedes students’ understanding of a text and hinders their ability to comprehend the whole meaning during their reading, but the learners who know more words are able to process and understand different texts.

Concerning question four (4), it shows that when the students find difficult words in the text, they use many techniques to understand these words. More than half of them (59.75%) use dictionaries, and 37.80 % of them guess the meaning of the words from the context, but only 2.43% of the students carry on reading without understanding .In this context, Elizabeth Buckelew-Martin (2010:103) used the CVA with her students. She said that she asks her students the following question: *“when you are reading and you come across a word that you do not know how do you react and respond?”* Some of the students

show that they pay attention to unfamiliar words, and they use dictionaries to find the meaning of these words; however, the others state that when they encounter new words they skip them over. They argue that they can guess their meaning from the context of the text. In order to achieve reading comprehension the students use many techniques which help to know the meaning of the unknown words they meet during their reading. They use a dictionary which can be helpful for their reading comprehension, but using a dictionary too much can cause a waste of time when reading. Consequently, students prefer guess the meaning of the unfamiliar words using the other words around it.

Question five (05) indicates that 61.84 % of the third year students don't have difficulties to extract the main points in what they read; however, 32.89% of these students find difficulties to do that. They said that the lack of vocabulary is the main factor which causes these difficulties. According to Curtis (1987) and Nation (2001) the presence of high number of unknown words in a text can hinder comprehension. (Cited in Lawrence Jun Zhang, 2008:54).

Table three (03) page (25), shows that 82.28% of third year students prefer read different kinds of book to enhance their reading comprehension. It is what we call extensive reading. It helps them to encounter new words and enlarge their vocabulary knowledge. Day and Bamford (1998) state that extensive reading helps the learners to develop their vocabulary. In the same sense, Nagy and Herman (1987) argue that extensive reading is the best way to acquire vocabulary.

Question seven (07) reveals that 90.78% of the students believe that vocabulary mastery is necessary to comprehend the text. Vocabulary is very important in reading comprehension. It is the main tool to understand forms, phrases, sentences, and words in texts. Therefore, students should acquire an adequate number of words and should know how

to use them accurately. According to Hirsh (2003), *“knowing at least 90% of the words enables the reader to get the main idea from the reading text and guess correctly what many of the unfamiliar words mean, which help them learn new words”*. (Cited in Joan Sedita, 2005:1).

The findings displayed in the pie chart (05) page (26) shows that most of the students (44.96%) try to understand the main idea of the text without knowing all the words; whereas, (20.22%) of them try to guess the meaning of the words that they don't know. But, 22.47% of them use dictionaries to recognize the unknown words. These techniques to learn new words are illustrated by Elizabeth Buckelew-Martin (2010:3). In the first facet, the students identify the unfamiliar words. That is to say they become aware about the importance of the unknown words they encounter. Then, they move to examine the meaning of these words by using many strategies such as guessing, and using dictionaries.

The results presented in the pie chart six (06) page (27) show that 82.91% of the students use their background knowledge to understand texts. In other words, they use meaning of the words that they already know to understand what they read. That is to say, vocabulary mastery is needed to comprehend texts. Smith and Readence (1985) argue that prior knowledge or background knowledge was shown to affect comprehension. (Cited in P.Kendeou,2007:1567).

The findings obtained from the first section of the questionnaire prove that reading comprehension requires word knowledge.

I.3. Vocabulary mastery

The results of the question ten (10) dealing with the students 'opinions about the importance of vocabulary in English learning show that most of them (89.48%) believe that

vocabulary is very important in English learning. It contributes to learn other language skills such as reading. According to Grabe (2008) and Koda (2005), word knowledge increases reading achievement. (Cited in Aurora Tsai,2017)

From the results displayed in the table (04) page (28), 63.90% of the students think that vocabulary content refers to pronunciation, spelling, and the meaning. 26.38 of them believe that vocabulary refers to collocation of words. According to Nation (2001), the form of a word involves its pronunciation, spelling, suffixes, prefixes, root, and the meaning refers to the association that comes in mind when people think about a specific word.

Table (05) page (29) demonstrates that more than half of the participants (59.21%) answered that they use dictionary just sometimes to understand the unknown words. (35.54%) of them answered that they use it always, while 1.31% answered by “rarely”. They argue that instead of using dictionary, they try to guess the meaning from the text. They prefer this technique because they don’t have enough time to use the dictionary.

Table (06) on page (29) shows that more than half of the third year students (60%) think that reading repeatedly is the effective waythat helps students develop their vocabulary and enlarge their word knowledge. It allows them after to encounter often with many words that they learn in their context. Chen and Truscott (2010) state that the repetition of words in reading, affects positively vocabulary acquisition. That is to say,the students retain better the words meaning which they meet frequently. 14.73% of the students think that writing automatically is an effective way to enhance their vocabulary. The findings also indicates that some of them (13.70%) opt for analyzing affixes and roots and 11.57% of students choose keeping word cards with pictures, photographs, and objects. (Cited in YungyungYou, 2011: 46)

From Pie chart on (08) page (30), more than half of third year students 55.15% find difficulty in learning the meaning of vocabulary. In fact, it is argued that it is helpful for students to learn vocabulary in its context to master the different meanings that a word can take. 26.92% of them said that word collocation is more difficult. The pie chart indicates also a few percentages of students (8.87%) check “*spelling*” and (8.87%) of them that tick “*pronunciation*”.

Pie chart (09) on page (31) shows that most of third year students (78.96%) think that their level in vocabulary learning is average. (15.78%) of them think that they are excellent, and only 5.26% think that they are poor. Therefore, the majority of the students acquired a certain amount of vocabulary which allow them to process and understand different texts.

From Pie chart 10, we notice that 72.36% of the students acquired much vocabulary during their studies, so during these three years students have learned new words and enrich their level and word knowledge which help them to comprehend texts.

The pie chart 11 demonstrates that almost a half of the students 43.44% find learning vocabulary interesting while (40.78%) of them find it very interesting because vocabulary learning helps students to deepen their reading and learn other skills such as speaking, writing, and listening.

The findings displayed in pie chart (12) on page (32) reveal that a high number of students (94.74%) reported that they acquired new vocabulary through reading. Therefore, this indicates that reading contributes to learning vocabulary. In this context, Krashen (1989); Tekmen and Daloglu (2006) said that reading is an effective method to vocabulary development. (Cited in Yunjung You, 2011:43) In other words, Learners encounter a lot of familiar and unfamiliar words during their reading, and those words can be internalized and retained by a learner,

The results obtained from the second section, shows that reading comprehension contributes to learning vocabulary

II. Discussion of the Interviews conducted with Teachers

The results obtained from the interviews conducted with teachers helped us to get deep information about the correlation between vocabulary mastery and reading comprehension. The interviewees were teachers from the department of English at MMUTO. The findings of the interviews show that all the teachers have an experience of more than 10 years. They have a long experience in teaching reading and vocabulary, so they are aware of the connection between vocabulary mastery and reading comprehension.

All the teachers answer by “*sometimes*” in the second (2) question. They said that students find difficulties to understand texts and answer the reading questions, especially those with poor vocabulary. They argue that students with limited vocabulary failed to understand texts most of the time, so the teachers share the same point of view with students. In addition, the teachers added other factors that can influence students’ ability in reading comprehension such as motivation, and reading habit.

From the answers obtained in the third question, we notice that almost all the teachers agree that the lack of vocabulary makes reading comprehension difficult for third year students. When students cannot recognize some words during their reading, they cannot get the main idea and supporting ideas from the text. In other words, they cannot extract the whole meaning of the text. From this context, we can state that vocabulary mastery is very important for reading comprehension. Nakanishi and Ishino (1999) argue that the four basic language skills: reading, writing, speaking and listening are founded upon the foreign language learners’ word knowledge. (Cited in Kezhen, 2015:33). Three teachers added other

factors which are the following: culture specific text, specialized texts, sentence structure, and text organization.

Concerning to the fourth question, all the teachers answer by “yes”. They stressed the importance of vocabulary mastery that helps students to comprehend the written materials. Several researchers such as Anderson (1981) and Nation (1993) emphasize the importance of learning vocabulary because it plays an important role in reading comprehension. (Cited in Aurora Tsai, 2017:17)

In the fifth (5) question, the English teachers said that they ask students to read in order to help them to learn vocabulary; the teachers think that reading comprehension aides students to learn new words in their context. They added that they use more tools to help students internalize the words, explain the meaning of words, and give examples in a sentence for more explanation.

The results of the fourth and the fifth question allow us to say that there is a reciprocal influence between vocabulary mastery and reading comprehension.

The results obtained from the sixth question shows that all the teachers affirm that third year students acquire vocabulary through reading. That is to say, the learners internalize the meaning of the unfamiliar words that they encounter during their reading.

The results obtained from the question seven reveal that all the teachers choose the first choice that is “*lack of vocabulary*”. From the answers, we notice also that the teachers emphasize the idea that limited vocabulary causes reading difficulties for students. In the same sense, Nation and Durand (2004) say “*Students with high levels of vocabulary knowledge will be able to decode and understand the reading passage better than students with low levels of vocabulary*”. (Cited in Peter Tze, Ming Chou, 2011:110)

In the last question of the interview we asked the English teachers about the techniques they use to improve learners' reading comprehension. From the answers, we can deduce that teachers use different techniques to improve learners' reading comprehension. Among these techniques, we find asking students to use dictionaries, explaining the meaning of the unfamiliar words with examples and translate the words. The teachers use these techniques to help the students to recognize and internalize the meaning of the unknown words they meet during their reading.

Conclusion

The discussion of the questionnaires and the interviews answered the research questions, confirmed the first hypothesis, and disconfirm the second hypothesis suggested in the general introduction. Both students and teachers emphasize the relationship between vocabulary mastery and reading comprehension.

General Conclusion

General Conclusion

This study has explored the correlation between vocabulary mastery and reading comprehension in the department of English at Mouloud Mammeri University of Tizi-Ouzou. The research seeks to find the reciprocal relationship between students' vocabulary mastery and their reading comprehension.

To conduct the investigation, we adopted mixed a method research which combines both quantitative and qualitative methods for gathering data, and data analysis. In order to collect data, two distinctive data collection instruments were used. The first instrument is the questionnaire. It is distributed to seventy six (76) third year students who were selected randomly in the department of English at MMUTO. The second instrument is the semi-structured interview which is conducted with four (04) teachers in the same department. In order to analyze the collected data, the rule of three is used to analyze the numerical data, and qualitative content analysis (QCA) for non-numerical data gathered from the open-ended questions of the questionnaire and the interview.

So, the study confirms the first research hypotheses stating that there is a significant correlation between vocabulary mastery and reading comprehensions. From this study, we conclude that the students' vocabulary mastery affects their reading comprehension. In fact, students can not understand what they read without knowing the meaning of most words. Vocabulary mastery plays an important role in reading comprehension. The learners who have a certain amount of vocabulary are able to process and understand a various texts. Moreover, reading helps students to enrich their vocabulary knowledge. As the students often encounter new words that they learn from the context.

Some limitations were faced in conducting this research. The first one is that many students refused to answer the questionnaire because they were in period of examination.

Another obstacle that was we wanted to investigate this topic using the experimental research, but it was not possible because of time limitation.

The present study is a case study that investigates the correlation between vocabulary mastery and reading comprehension; it involves third year students at the department of English of MMUTO. Therefore, other studies can deal with other components of language learning and the process of learning itself.

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Appendices

Appendix: 1

Students' Questionnaire

This questionnaire is an essential component of a research work, which aims at gathering information that will be used to investigate the correlation between Vocabulary Mastery and Reading Comprehension.

It is greatly appreciated if you can spare your valuable time to complete this Questionnaire as truthfully as possible.

Your personal responses will be kept confidential and no identity will be disclosed.

Please, put a tick (✓) in the corresponding box, or provide a full statement whenever necessary.

Thank you in advance for your collaboration.

Section One: Identification of the respondents

1. How long have you been studying English

Section Two: Reading Comprehension in English Language

1. Do you like reading in English Language?

a. Yes b. No

2. Do you understand texts that are given in your reading exams, and answer the reading questions easily?

a. Yes b. No

If no, justify your answer

.....

3. What makes reading sometimes difficult?

.....
.....

4. When you are reading and you come to words that you don't understand, what do you do?

- a. Guess the meaning
- b. Carry on reading without understanding
- c. Use dictionary

5. Do you have difficulties extracting the main points in what you read?

- a. Yes
- b. No

Justify your answer

.....

6. What does someone have to do to be a good reader?

- a. Read different kinds of books
- b. Know the meaning of most of the words and guess the meaning of the unfamiliar words
- c. Other

7. Do you think that vocabulary mastery is necessary to comprehend texts?

- a. Yes
- b. No

Please, specify

.....

8. What do you usually do when you read?

- a. I look over what I am going to read first to get an idea of what it is about
- b. I ask myself questions about what I am reading
- c. I try to figure out the meaning of words I do not know
- d. I look up words that I do not know in the dictionary

9. Do you relate textual information to your personal experiences or your background knowledge to understand texts?

- a. Yes
- b. No

Section three: Vocabulary Mastery

10. In your opinion, what is the position of vocabulary in English learning?

- a. Very important
- b. important
- c. Not important

11. What contents does vocabulary learning refer to?

- a. Pronunciation and spelling of words
- b. Pronunciation, spelling and the meaning in the word list
- c. Collocation of words

12. Do you use dictionary when you don't understand words?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

If you don't use dictionary, please explain why.....
.....

13. What do you think are the most effective ways that help students develop their vocabulary?

- a. Reading repeatedly
- b. Writing automatically
- c. Analyzing affixes and roots
- d. Keeping word cards with pictures, photographs, objects.
- e.

14. What are the difficulties in your vocabulary learning?

- a. Pronunciation
- b. Spelling
- c. Meaning
- d. Word collocations

15. In your opinion how is your level in vocabulary learning?

- a. Average
- b. Excellent
- c. Poor

16. During these three years, how much vocabularies have you acquired?

- a. Some
- b. Little
- c. Much
- d. Any

17. How do you feel learning English vocabulary?

- a. Headache
- b. Boring
- c. Interesting
- d. Very interesting

18. Do you acquire new vocabulary through reading?

- a. Yes
- b. No

Appendix: 2

Teachers' interview

This interview is a part of a research study on the correlation between vocabulary mastery and reading comprehension.

Please take your time to answer the following questions. All of your answers are confidential and your identity will stay anonymous.

Thank you in advance for your cooperation.

- 1) How long have you been teaching English at university?

- 2) Do your learners understand given texts in classroom, and reading comprehension questions?
Always Rarely Sometimes Never

- 3) What kinds of difficulties do your learners find in reading comprehension?
.....
.....

- 4) Does vocabulary knowledge help students to comprehend texts?
Yes No

- 5) What tools do you use in class to help your learners with learning vocabulary?
 - a) Ask students to read
 - b) Explain the meaning listed in the text and make sentence example
 - c) Explain the root, stem, affix, ect.

- 6) According to you, does reading help learners to acquire new vocabulary?
Yes No

7) What makes reading difficult for students?

a) Learners 'lack of vocabulary'

b) Learners 'lack of motivation'

c) The topics of the texts

d) Other

Specify,.....

.....

8) Which techniques do you use to improve learner's reading comprehension?

.....

.....