

Peoples' Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages  
Division of English



## **The Role of Reading Activities in Improving EFL Learners' Vocabulary Knowledge**

**The case study of third year LMD students of English as Foreign Language at Mohamed  
Kheider Biskra University**

A dissertation submitted to the Department of Foreign Languages as partial Fulfillment  
in the Requirements for the Master Degree in (Sciences of languages)

**Submitted by:**

Hazreche Khedidja

**Supervised by :**

Ms. Zerigui Naima

**Board of Examiners:**

**Examiner: Mr. Turki** Barkat

(University of Biskra)

**Supervisor: Ms. Zerigui** Naima

(University of Biskra)

**Chairperson: Mrs. Hebirate** Sara

(University of Biskra)

**Mrs. Ladjali** Djamila

(University of Biskra)

**Academic Year: 2016/2017**

# Dedications

In the Name of ALLAH the Most Gracious, the Most Merciful

All the Praise is due to ALLAH alone, the Sustainer  
of all the worlds

This work is dedicated:

To my parents and all members of the family,

To My Husband,

To My Daughter,

To all my dear teachers,

To all my friends ,

To everyone who helped me in order to accomplish this work.



# Acknowledgements

Above all, I would thank ALLAH, the Almighty for providing me with patience and will to study, reach this level and finish my dissertation; all great praise to Him.

First and foremost, I would like to express my sincere gratitude to my supervisor Ms. Zerigui Naima for her help, for her perfect sense of understanding, for her encouragement, support and patience.

I would also like to thank all the members of the Board of Examiners; Ms Zerigui Naima, Mr Turki, Mrs Ladjal Djamila, and Mrs Hebirat Sara who have kindly accepted to examine the present work.

I would also like to thank the volunteers from third year students in the Division of English at Mohamed Kheider University of Biskra for their valuable assistance and help.

I would also like to thank all the teachers for their help and guidance, and all of those who are behind the elaboration of this work.

# Abstract

This study aims at setting a clear relationship between the reading activities and the enhancement of EFL learners' vocabulary knowledge. We hypothesized that: if third year students of English at Biskra University, practice more the reading activities inside the classroom, or even outside, they will improve their vocabulary knowledge. We adopted a qualitative research which relays mainly on a descriptive method, which aims at describing two variables; the reading activities, as the independent variable, and its role in the improvement of EFL learners' vocabulary knowledge, as the dependent variable. 2questionnaires was distributed to 6 oral expression teachers, from the whole population of 23 at Biskra University, and 80 third year LMD students of English, from the whole population of 445. The obtained results of this study confirmed our hypothesis, since it showed that the use of reading activities can help EFL learners to improve their vocabulary knowledge. Therefore, this study is conclude with some suggested recommendations , such as the time allotment for reading skill, for both teachers and students.

## **List of Abbreviations**

**EFL** : English as a Foreign Language

**LMD**: License, Master and Doctorate degree

**P.H.D**: Doctor of Philosophy

**L2**: Second language

**Q**: Question

## List of Tables

### Chapter:1

<b>Table 1:</b> An example of reading activity for elementary students.....	<b>11</b>
---	-----------

### Chapter: 2

<b>Table 2:</b> An example of vocabulary Activities .....	<b>12</b>
---	-----------

<b>Table 3:</b> A sample of filling word part table vocabulary activity.....	<b>23</b>
--	-----------

### Chapter: 3

<b>Table 4:</b> Learners' gender .....	<b>31</b>
--	-----------

<b>Table 5:</b> Students' motives to learn English.....	<b>31</b>
---	-----------

<b>Table 6:</b> Students' self evaluation of their levelsin English .....	<b>32</b>
---	-----------

<b>Table 7:</b> Student evaluation on learning English .....	<b>33</b>
--	-----------

<b>Table 8:</b> Students' reading self-assessment .....	<b>34</b>
---	-----------

<b>Table 9:</b> Students' reading problems in oral expression.....	<b>35</b>
--	-----------

<b>Table 10:</b> Students' use of reading strategies .....	<b>36</b>
--	-----------

<b>Table 11:</b> Teachers' use of reading activities .....	<b>36</b>
--	-----------

<b>Table 12:</b> Learners' perceptions of their vocabulary .....	<b>37</b>
--	-----------

<b>Table 13:</b> Learners' opinions about the importance of learning vocabulary.....	<b>38</b>
--	-----------

<b>Table 14:</b> Learners' perceptions about their teachers' use of vocabulary strategies.....	<b>39</b>
--	-----------

<b>Table 15:</b> Learners' perceptions about the most used vocabulary strategies.....	<b>40</b>
---	-----------

<b>Table 16:</b> Students' perceptions about the use of vocabulary strategies.....	<b>41</b>
--	-----------

<b>Table 17:</b> Students' perceptions about the most used vocabulary activities .....	<b>42</b>
--	-----------

<b>Table18:</b> Teachers' attitude toward making students better use the vocabulary activities.....	<b>43</b>
---	-----------

<b>Table 19:</b> Teachers' role in raising their learners' awareness about the importance of vocabulary knowledge.....	<b>44</b>
--	-----------

<b>Table 20:</b> Teachers' degree.....	<b>48</b>
--	-----------

<b>Table 21:</b> Teachers' experience.....	<b>49</b>
--	-----------

<b>Table 22:</b> Teachers' experience in teaching oral expression.....	<b>50</b>
--	-----------

<b>Table 23:</b> Teachers’ use of reading activities.....	<b>50</b>
<b>Table 24:</b> Reading activities.....	<b>51</b>
<b>Table 25:</b> Students’ participations in reading activities.....	<b>53</b>
<b>Table 26:</b> Students’ reading problems in oral expression.....	<b>54</b>
<b>Table 27:</b> Teachers’ observations about EFL students’ reading problems.....	<b>55</b>
<b>Table 28:</b> Students’ level of vocabulary.....	<b>56</b>
<b>Table 29:</b> Teachers’ perceptions about the benefits of reading in developing the vocabulary knowledge.....	<b>56</b>
<b>Table 30:</b> Teachers’ role in raising their learners’ awareness about the importance of reading.....	<b>57</b>
<b>Table 31:</b> Teachers’ usage of vocabulary activities.....	<b>58</b>
<b>Table 32:</b> Teachers’ most used vocabulary activities.....	<b>59</b>

## List of Graphs

### Chapter 3:

<b>Graph 1:</b> Students' motives to learn English.....	32
<b>Graph 2:</b> Students' self evaluation of their levels in English .....	32
<b>Graph3:</b> Student evaluation on learning English .....	33
<b>Graph 4:</b> Students' reading self-assessment .....	34
<b>Graph 5:</b> Students' reading problems in oral expression.....	35
<b>Graph 6:</b> Students' use of reading strategies .....	36
<b>Graph 7:</b> Teachers' use of reading activities .....	37
<b>Graph 8:</b> Learners' perception of their vocabulary .....	37
<b>Graph 9:</b> Learners' opinions about the importance of learning vocabulary .....	38
<b>Graph10:</b> Learners' perceptions about their teachers' use of vocabulary strategies.....	39
<b>Graph11:</b> Learners' perceptions about the most used vocabulary strategies.....	40
<b>Graph12:</b> Students perceptions' about the use of vocabulary strategies.....	41
<b>Graph13:</b> Students perceptions' about the most used vocabulary activities .....	42
<b>Graph 14:</b> Teachers' attitude toward making students better use the vocabulary activities.....	43
<b>Graph 15:</b> Teachers' role in raising their learners' awareness about the importance of vocabulary knowledge.....	44
<b>Graph16:</b> Teachers' degree.....	48
<b>Graph 17:</b> Teachers' experience.....	49
<b>Graph 18:</b> Teachers' experience in teaching oral expression.....	50
<b>Graph 19:</b> Teachers' use of reading activities.....	51
<b>Graph 20:</b> Reading activities.....	52
<b>Graph 21:</b> Students' participations in reading activities.....	53
<b>Graph 22:</b> Students' reading problems in oral expression.....	54
<b>Graph 23:</b> Teachers' observations about EFL students' reading problems.....	55
<b>Graph 24:</b> Students' level of vocabulary.....	56



<b>Graph 25:</b> Teachers' perceptions about the benefits of reading in developing the vocabulary knowledge.....	57
<b>Graph 26:</b> Teachers' role in raising their learners' awareness about the importance of reading.....	58
<b>Graph 27:</b> Teachers' usage of vocabulary activities.....	58
<b>Graph 28:</b> Teachers' most used vocabulary activities.....	60

## Table of Contents

Dedication .....	I
Acknowledgment .....	II
Abstract .....	III
List of Abbreviations .....	IV
List of Tables .....	V
List of Graphs .....	VII
Table of Content .....	VIII
<b>General Introduction</b>	
Introduction .....	01
1. Statement of the Problem .....	02
2. Research Questions .....	02
3. Research Hypothesis .....	02
4. Aims of the Study .....	03
5. Significance of the Study .....	03
6. Research Methodology .....	03
6.1 Method of Investigation .....	03
6.2 Research Tools .....	04
6.3 Population .....	04
6.4 Sampling .....	04
7- Structure of the Dissertation .....	05
8- Limitation of the Dissertation .....	05
9- Literature Review .....	05
<b>Chapter one: Teaching Reading Activities</b>	
Introduction .....	07
1. Definition of Reading .....	07
2. The Importance of Reading .....	08
3. Types of Reading .....	09
3.1 Extensive Reading .....	09

3.2 Intensive Reading.....	09
4. Teaching Reading Sequences in Class.....	10
4.1 Activities for Elementary Students.....	10
4.2 Activities for Intermediate.....	11
4.3 Activities for Lower Intermediate.....	12
4.4 Activities for Intermediate to Advanced.....	12
5. Major Reading Activities.....	13
5.1 Sentence Modifying Adverbs.....	13
5.2 Typographical Enhancement.....	13
5.3 Predicted Meaning.....	13
5.4 Recalling Words.....	14
5.5 Writing Definitions.....	14
5.6 Ghost Definitions.....	14
6. Selected Reading Strategies.....	14
6.1 Predicting.....	14
6.2 Skimming.....	15
6.3 Scanning.....	15
6.4 Guessing from Context.....	16
7. Tips For Teaching Reading.....	16
7.1 Reading is Not Passive Skill.....	16
7.2 Prediction is a Major Factor in Reading.....	16
7.3 Match the task to the topic.....	17
7.4 Good teachers exploit reading texts to the full.....	17
Conclusion.....	18
 <b>Chapter two: The Importance of Vocabulary Knowledge</b>	
Introduction.....	19
1. Definition of Vocabulary.....	19
2. Importance of Vocabulary.....	20
3. Types of Vocabulary.....	20
3.1 Receptive Vocabulary.....	21
3.2 Productive Vocabulary.....	21
4. Assessment of Vocabulary.....	21
4.1 The Formal Type.....	22

4.2 The Informal Type.....	23
5. Major Vocabulary Activities.....	23
5.1 Filling Word Part Tables.....	23
5.2 Discussing the Meaning of Phrases.....	24
5.3 Choosing the Right Meaning.....	24
5.4 Matching Words and Definitions.....	24
6. Strategies for Teaching Vocabulary.....	24
6.1 Unplanned Vocabulary.....	25
6.2 Planned Vocabulary.....	25
6.2.1 Using Objects.....	26
6.2.2 Drawing.....	26
6.2.3 Using Illustrations And Pictures.....	26
6.2.4 Contrast.....	26
6.2.5 Enumeration.....	27
6.2.6 Mime, Expressions and Gestures.....	27
6.2.7 Guessing from Context.....	27
6.2.8 Eliciting.....	28
6.2.9 Translation.....	28
Conclusion.....	28
<b>Chapter Three: Field Work</b>	
Chapter Three: Analysis And Discussion of Data.....	29
Introduction.....	29
1. Students' Questionnaire.....	29
1.1 Population and Sample.....	29
1.2 Description of Students' Questionnaire.....	29
1.3. Administration of the Questionnaire.....	30
1.4 Analysis of the Students' Questionnaire.....	30
1.5 Discussion of Students' Questionnaire Results.....	45
1. Teachers' Questionnaire.....	46
1.1 Population and Sample.....	46
1.2 Description of Teachers' Questionnaire.....	47
1.3. Administration of the Questionnaire.....	47
1.4 Analysis of the Teachers' Questionnaire.....	48

1.5 Discussion of Teachers' Questionnaire Results.....	61
Conclusion.....	63
General Conclusion.....	63
Major Findings of the Study.....	65
Pedagogical Recommendations.....	65
<b>References.....</b>	<b>67</b>
<b>Appendices.....</b>	
<b>Appendix 1: Students' Questionnaire.....</b>	
<b>Appendix 2: Teachers' Questionnaire.....</b>	
<b>ملخص .....</b>	

# **General Introduction**

## Introduction

This study investigates the relationship between the reading activities and its role in the improvement of EFL learners' vocabulary knowledge. Reading is an important skill that plays a significant role in enhancing EFL language proficiency. Therefore, it is not an easy skill since most of the EFL learners suffer from some problems when dealing with the reading tasks, at the level of vocabulary knowledge, ambiguous words, sentence coherence, cohesion aspects, and pronunciation difficulties. Effective solutions are needed to make the students feel more comfortable when dealing with the reading skill.

Reading is of crucial importance in developing EFL learners' vocabulary knowledge, because it is a powerful source for a considerable vocabulary and understanding of the different subject areas. The reading ability and the vocabulary knowledge are two of the most important components of both performance and competence in a foreign language, each depends on the other. As both competence and vocabulary knowledge is the single most important factor in reading comprehension, reading is the single most important means by which an EFL learners acquire new words. In other words, reading and vocabulary are central to knowing and using a language.

Oral expression teachers need to consider the role of the reading widely and in large quantities, or as it is called the reading activities and its improvement on EFL learners' vocabulary knowledge. Learners as well need to recognize the importance of reading activities, in order to develop their abilities or to extend their knowledge. However, EFL learners are challenged because of their incomplete command of vocabulary with which they express their thoughts and ideas. Moreover, many researchers have investigated the reading and vocabulary connection, and the impact that reading activities has on learners' vocabulary knowledge.

As a concluding note, this research attempts to shed the light on the issues in a way to explore and describe to which extent the reading activities are important in enhancing EFL learners' vocabulary knowledge.

## **1. Statement of The Problem**

Reading contributes to a considerable increase in learners' vocabulary knowledge. Despite the attention given to reading as a skill in foreign language classes, students still have problems with this skill. Algerian learners of English as a foreign language at Mohamed Kheider Biskra university encounter many difficulties such as, ambiguous words, mispronunciations, and lack of vocabulary. The limited use or need to practice the reading activities outside or inside the classrooms has lessened the opportunity to develop such a skill. Therefore, the need arises to investigate this problem which is EFL learners' lack of vocabulary. We aim through this research to state the role of reading activities in the improvement of EFL learners' vocabulary knowledge.

## **2. Research Questions**

This research aims to answer the following questions:

- ✓ Are both teachers and learners aware of the role of reading activities in the improvement of learners' vocabulary knowledge?
- ✓ To what extent is reading an important factor in building vocabulary?
- ✓ What are the main factors behind EFL learners' lack of vocabulary knowledge?
- ✓ What are the most effective reading activities which contributes in increasing EFL learners' vocabulary knowledge?

## **3. Research Hypothesis**

According to what have been mentioned in the above questions, we hypothesize that If third year students of English as foreign language at Biskra University, practice more the reading activities inside the classroom, or even outside, they will improve their vocabulary knowledge.

## **4. Aims of the Study**

This study aims at:



- ✓ Examining the relationship between reading activities and vocabulary knowledge.
- ✓ Promoting the importance of reading activities during oral classes.
- ✓ Enriching learners' vocabulary knowledge through practicing the reading activities

## **5. Significance of the Study**

It is common for teachers to use different techniques and strategies, to help their students to improve Their language skills in general and the reading skill in particular. Concerning foreign language teaching, the research attempts to demonstrate the significant role of reading activities in the enhancement of EFL learners' vocabulary knowledge. It tries to motivate students, making them aware of the importance of reading activities and to encourage them to read in order to gain a rich vocabulary knowledge.

Therefore, EFL learners at Mohamed Kheider University of Biskra will be able to use and practice the reading activities effectively. It will also help teachers to better understand the issue and integrate it into their classrooms' routine in general and in the oral classes in particular.

## **6. Research Methodology**

### **1. Method of Investigation**

To reach the research's desirable aims, we have conducted a qualitative study that relied mainly on the descriptive method, since it provides reliable and comprehensible picture about the concerned problem.

### **2. Population**

The population that will be involved in this research is third year LMD students of English at Biskra university, during the academic year 2016/2017, in addition to (6) oral expression teachers in the English Department at Biskra university. The population has been intentionally chosen on the basis that this level suits better this research where students

have sufficient experience and knowledge about EFL's reading skill and its difficulties, third year students of English as foreign language are exposed to write more at this level, where they need more vocabulary knowledge.

### **3. Sampling**

Since it is difficult to deal with the whole number of population (450), our sample is composed of 80 of third year EFL students and 6 of oral expression teachers. Both students' and teachers' samples were selected randomly.

### **4. Research tool**

For gathering the data needed, we relied mainly on the questionnaire, as our research tool, submitted for both teachers and students of third year LMD in the Division of English at Biskra University. A questionnaire is a data-gathering tool that requires from the respondents to answer proposed questions related to the research problem. This research will be conducted through administering two questionnaires for both students and teachers. The students' questionnaire will be handed to third year English students at Biskra university, we want to look for their awareness, views about the role of reading activities in the improvement of the vocabulary knowledge. The teachers' questionnaire will be distributed to oral expression teachers in order to know to what extent they are aware of the reading activities-vocabulary connection, and how they use their experience and techniques in involving reading activities to improve their students' vocabulary knowledge.

### **7. Structure of the Dissertation**

The present study consists of two main parts; theoretical and practical, with a total number of three chapters. The theoretical part which overviews the related literature is composed of two chapters, and the practical part which describes the field work consists of one chapter.

Chapter one is about the reading activities, its definition, its importance, in addition to its types; extensive and intensive reading. Moreover, it contains the major reading strategies and

activities .This chapter also includes some tips for teacher to help them to teach reading in an effective way.

The second chapter addresses the major issues related to vocabulary ; its definition , its importance, in addition to the activities and the strategies used for teaching vocabulary .It also includes the types of vocabulary: productive and receptive vocabulary. Finally the chapter concludes with the types of vocabulary assessment: formal and informal assessment.

Chapter three deals with a detailed analysis of the data gathered about investigating the role of reading activities in the improvement of EFL learners' vocabulary knowledge. It focuses on describing and analyzing students' and teachers' questionnaires for confirming or rejecting the research hypothesis.

## **8. Limitations of the Study**

Throughout the research, we faced some challenges. The time was the main challenge for us; this is why we could not attend all the classroom observation sessions, which were planned as another research tool for this study.

## **9. Literature Review**

Reading and vocabulary are central both to knowing and using a language. They are of critical importance to language learner. Nevertheless, the teaching and learning of reading and vocabulary were up to the 1970's and 1980's undervalued in the field of second / foreign language learning. Reading is defined as, "the process of receiving and interpreting information encoded in language form via the medium of print".Urquhart & weir (1998,p.22). In other words, learners can gain more information through reading different materials, such as; magazines, newspapers, novels, books, and journals.

In a similar view, Goodmann (1988,p.11-12) defines reading as, " The process which requires readers to make the interpretation of graphic signs, delineates reading in a variety of ways, i.e; matching sounds to letters ". In other words, reading is an interactive process between a reader and a text.The reading skill is of paramount importance, since it is a key

element for improving vocabulary knowledge, with which we express our thoughts and understand the language.

In that sense, Ur (1996,p.120) states that, “ Vocabulary is the only instrument on which we can construct a speech ”. Moreover, Krashen (1993,2004) claims that, “ Foreign language learners can also acquire vocabulary through reading ”. Thus, reading enables learners to acquire a significant number of unknown words and it should be taken into account when designing the language learning programs.

Vocabulary knowledge is an important aspect of second language vocabulary acquisition, it is the core of English learning and teaching. Wilkins (1979,p.59) explains that, “ Without grammar, little can be conveyed ; without vocabulary, nothing can be conveyed ”. In other words, the mastery of all language skills depends on the mastery of vocabularies first, consequently; communication does not exist if words are not available. Furthermore, in the process of second language acquisition, the expansion of vocabulary knowledge is regarded as one of the fundamental goals. Barrow J., Nakanishi, Y., &Ishino H. (1999,p.229) state that,“ The four traditionally basic language skills of reading, writing, speaking, and listening are all based upon the foreign language learners’ vocabulary knowledge ”. In other words, EFL learners can achieve success in all the language skills, if they have a rich vocabulary knowledge.

**Chapter One :**  
**Teaching Reading Activities**

**Introduction**

English as an international language plays a significant role in globalization. At the present time, we are required to be able to communicate in English, however, communication needs the mastery of the four basic skills, namely; speaking, writing, reading and listening. Reading is at the heart of foreign language learning; it raises peoples' educational level, because it provides learners with opportunities to study the language; vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts. Reading can be defined as, "The process by which a reader extracts visual information from a piece of written text and make sense of it" (Grabe,1988,p.56).

In this chapter, we will deal, on the one hand, with general issues about reading activities, definition of reading, its importance, its types; extensive and intensive reading. On the other hand, we will discover major reading strategies and activities; sentence modifying adverbs, typographical enhancement, predicted meaning. etc. Moreover, we will discuss some tips For teaching reading

**1. Definition of Reading**

The major factor behind learning how to write in a foreign language and to produce a fluent language is reading, since it is an essential skill that language learners should master with the rest of the other language skills. Reading is defined as, "the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the readers' language skills, cognitive skill, and knowledge of the world". (McNamara ,2007,p.15). In other words, reading is the translation of written words into oral forms.

Moreover, Rumptz (2003,p.21) defines reading as, "A complex process, it involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words ". In this sense, reading is as a cognitive process which could help readers to create meaning from a texts. Scholars such as; Pang et al. (2003, p.6) define reading as, "A complex activity that involves both perception and

thought”. In other words, reading is the active process of extracting and interpreting information and messages from the various written materials. Furthermore, Schoenbach et al. (1999,p.38) add that, “ Reading is a complex process of problem solving, which involves working to build up a sense from a text, and not just a sense from the words and sentences written on the page, but it goes to ideas, memories and knowledge evoked by those words and sentences”. That is, the reader is not reading just for pleasure, but he should get the message which the author wants to send from the whole text.

As far as the reading skill is important, and among all other skills ( listening , writing, speaking ) it is estimated to be helpful and usefull skill, which can improve the EFL learners’ vocabulary knowledge as well as their writing capacities by enriching their thoughts and ideas.

## 2. The Importance of Reading

The importance of reading for EFL language learners can not be overemphasized, because reading is more than simply the ability to read separate words. Reading is one of the important skills for EFL learners to enhance their knowledge of the language and to improve their vocabulary, because reading allows the opportunity for learners to meet a large number of words, when they visualize, they memorize. Moreover, EFL learners can achieve greater progress and attain greater development in all academic areas through reading. They learn new things and get more information, and experiences about life, peoples, and the different foreign cultures.

Reading feeds the brain, since it stimulates the development of brain cells, reinforces language skills, and enhances learners’ abilities. According to Goodman (1973,p.39),

*“Language learners can improve vocabulary knowledge through reading which may facilitate their formation of structure in the language accurately and support their speaking performance. In addition, reading enables learners to understand how words fit together and combine the data from the text with their background knowledge”.*

In other words, reading can ameliorate learners’ educational level as it gives them the access to study all the structures of the language. In short, reading is a real acquisition.

### 3. Types of Reading

Reading can be both; intensive and extensive reading. Davies and Pearse (1989,p.5) compare these two types,

*“In intensive reading activities, learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to flood learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material”.*

In other words, in intensive reading, learners are exposed to go deeper in the text to get the detailed information; however, in extensive reading, learners may read in order to get the main idea of a text.

#### 3.1. Extensive Reading

In Extensive reading, the learner reads for his own pleasure, for entertainment, to broaden his general knowledge or to develop the habit of reading and foster fluency in reading. Moreover, extensive reading involves both the ability to read quickly, concentrating on the understanding of the main idea, but not necessarily every word and contributes to improve our knowledge of a foreign language. Scholars, such as Davies and Pearse (1989,p.5) mention that, *“The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will in the long run, produce a beneficial effect on the learners command of the L2”.*

In other words, extensive reading reinforces EFL learners abilities. Therefore, they have to rely on themselves and gain knowledge from their readings outside the classrooms.

#### 3.2. Intensive Reading

Intensive reading refers to the detailed focus on the reading texts, which usually takes place in classrooms. It tends to develop the strategies of the learners such as paraphrasing,



summarizing, since it gives them the chance to gain more words as well as expressions and informations. And that was explained by Nuttal (1982,p.23), “ *The intensive reading lesson is intended primarily to train students in reading strategies*”. Thus, learners may prefer to read the text where they divide it into parts and then read and analyze each part alone in order to well comprehend it.

Palmer (1964,p.59) views that, “In intensive reading, the learner focuses on using the dictionary in which he has to analyze, compare and translate while reading texts. Therefore, the use of a dictionary helps the learner to progress in his language learning process. However, this may interrupt the learners’ reading speed”.

Harmer (2004,p.69) views intensive reading as ,“ it is designed to enable students to develop specific receptive skills such as reading for gist or general understanding (often called skimming), reading for specific information (often called scanning), reading for detailed comprehension or reading for inference”. In other words, through the practice of intensive reading, EFL learners can develop extra reading skills.

#### **4. Teaching Reading Sequences in Class**

Teachers use the reading sequences in class for a number of reasons; they may want to have students practice specific skills, such as; reading to extract specific information, or reading to have general understanding (gist), or for communicative purposes. Thus, reading sequences may involve more than one reading skill, and it differs from one level to another. We will discover in each case, one kind of reading tasks.

##### **4.1 Activities For Elementary Students**

In elementary students’ readings sequences, Harmer (1998,p.71) states that, “ The teacher has introduced the topic of ‘attraction’, than he asks the students what they find attractive in a person. With luck, the discussion of the topic should be enjoyable and amusing”. That is, the teacher should choose enjoyable topics from daily life to get students engaged with, and to avoid boredom. He also adds, “ He then tells the students they have to fill in the following charts

about what their partner think is important when he or she meets a new friend” (ibid,p.71). In that activity, students have to list the qualities in order of importance.

	Very important	Important	Not very important
Physical appearance			
Clothes			
Job or education			
Family			
Money and possessions			
Personality or character			
Religion			
Politics			
Other...			

**Table 1:** An example of reading activities for elementary students. (Harmer,1998,p.71)

To confirm their answers, the teacher ask them to read the text on the next page to see how their opinion are different from the men and women being described. After reading the text, the teacher allows them to discuss their answers in pairs ,i.e; this activity involves working in pair work.

#### 4.2 Activities For Lower Intermediate Students

In lower intermediate class, the teacher chooses a specific topic to be discussed, after that, the students are asked to read the text. The teachers’ aim is, for instance, to make his students understand how pronouns should be used. He asks them who or what ‘it’, ‘them’ , and ‘he’ refer in paragraph two, and what do ‘they’ ,‘their’ ,and ‘he’ refer in paragraph three. As a follow-up task, students can write a description of the text being read, they can do this

individually, in pairs or in groups. They can read out their final versions to the rest of their classmates.

### 4.3 Activities For Intermediate Students

In this example for intermediate students, the teacher shows the students a magazine article about people sunbathing. The students then tell if it is a positive, safe, and attractive image, or whether it is the opposite. The teacher checks if they have understood by asking them questions, such as, ‘what sun protection factor does he use?’ ,‘Does she burn?’ and ‘Who is dark-skinned ,fair-skinned?’. Students then use a language from the article to answer. Harmer (1998,p.76) states that in intermediate class, “ The teacher starts by engaging the students with discussion of sunbathing, then they study text before going on to activate the knowledge which the text has given them”.

### 4.4 Activities For Intermediate to Advanced Students

Reading in intermediate to advanced classes does not have to be a static activity, dealing with prose passages. It can be much more dynamic than that . (ibid) Harmer gives an example, the teacher wants to get his intermediate students reading poetry, both because he thinks they will enjoy it ( if it is done in an engaging way ), and because he thinks it can provide a useful focus for language study ”. In other way, the teacher selects subjects which can motivate students. Then, he asks his students some questions; if they like poetry? , can they remember any poems?, what are they?, what do normally poems write about?. In this stage, the teacher is testing his students’ background. Then the teacher asks them to work in groups, and gives each student a line of poem, and asks them to put the lines in the right order. After that, they read their lines out to each other to check if they put them correctly.

As the activity goes on, the teacher goes around the groups listening to how they are getting on; if they are not making any headway, he may prompt them by saying ‘shall I tell you what the first line is!’. After the students think they have finished the task, the teacher reads the poem aloud for them to check their versions. After that, the students have to decide a good title for the poem, the teacher then asks them to say whether they like the poem, and whether

they think it is funny, sad, serious or tragic. Then, the teacher gives them first lines of the poem and asks them to write their own.

Harmer (1998,p.77) states that, “ This reading activity works because students really have to engage with the meaning and construction of the poem. When they are trying to put the poem in order, you will hear them discussing rhymes, punctuation, logic and word meaning”. Interestingly, starting the lesson with a good initial engage session, it becomes a well mixture of study and activation .

## **5. Major Reading Activities**

### **5.1 Sentence Modifying Adverbs**

In this activity, the teacher writes a list of commonly used sentence-modifying adverbs on the board, such as ‘suddenly’, ‘actually’, ‘unfortunately’. Then he asks his students to produce meaningful statements using these words.

### **5.2 Typographical Enhancement**

In typographical enhancement’s task, the teacher gives the students a part of a familiar text, then enhances a targeted aspects of the language, such as; adverbs, adjectives, verbs, by capitalizing, underlining, color coding, or bolding these features. After that, he asks the students to read aloud and/or create new sentences with these features.

### **5.3 Predicted Meaning**

In Predicted meaning’s activity, the teacher is exposed to write 8 to 10 unfamiliar words on the board, from a text to be read. Then he asks students to take a sheet of paper and divide it into two columns, where the students have to write these words down on the left hand column. And on the right column; students should write down 3 to 4 words suggested by each word.

After that; the teacher asks the students to work in groups of 3-4, where they compare what they have written. Then he refers students to the text where the original words are located.

### **5.4 Recalling Words**

This activity, involves from the teachers to write on the board between 15 to 20 words the students have recently learned. After that he makes sure that all the words are understood. He gives students a minute to examine these words, then he erases them. Individually or in pairs/small groups, he asks the students to try to recall and to write down as many words as they can.

### **5.5 Writing Definitions**

In writing definitions' activity, the teacher selects up to 20 words, he wish his students to remember. On this list he makes sure to select five words each from different parts of speech or all 20 from the same part of speech. He asks them to write definitions for each word but not to mention the word they are defining. They should be analytical definitions, not simply synonyms. In groups, students exchange definitions and guess each others' words.

### **5.6 Ghost Definitions**

In this activity, the teacher chooses a text and underlines 8 to 10 words and phrases in it. At the bottom of the page, he writes definitions of these words in random order, he adds together with these definitions, 2 to 4 other words' definitions which is not in the text. He makes a copy for each student in the class. After that he asks the students to match the definitions to the underlined words, and to find the words to suit the remaining definitions. Then the teacher asks students to look at the work of each other's in the class, to check their answers.

## **6. Selected Reading Strategies**

### **6.1 Predicting**

Predicting is a useful strategy that the reader may use when reading. Smith (1971,p.65) defines prediction as “ The prior elimination of unlikely alternatives ”. He states that the fewer the alternatives confronting the eyes, the harder it is to see or comprehend the text. In other

words; the ability to predict what the writer means is an aid to understand the text and ensures the readers' involvement.

In a similar view, Nuttal (1982,p.41) believes that, "Prediction may begin from the moment the reader read the title and forms expectations of the content of the written material ". In other words, this strategy enables the readers to predict the topic or the sequences of the events, or even the aim of the writer for the proposed text or story. However, these predictions may be confirmed or denied with support from the text.

Goodmann (1971,p.79) refers to reading as, " A psycholinguistic guessing game". In other words, the readers do not process a text by interpreting each letter in the text. Instead, they predict the meaning of the written material using their prior knowledge of the subject.

## **6.2 Skimming**

It is one of the useful techniques used by readers to make a quick assessment. "It is defined as glancing through written materials quickly, in order to get an overview of the content or, the intention of the writer or, how a material is organized" .(Grellet,1996,p.17). For instance, one does not want to read the whole newspaper; therefore, he makes a quick glance through the pages in order to get the essential information.

## **6.3 Scanning**

Scanning is a speed-reading technique and a useful reading activity in which learners need specific information without dealing with the whole text. In other words, they do not read all the text, but rather they look for specific information such as; names, dates, and statistics. In short, when scanning learners try to locate particular information by moving their eyes over the text rapidly, and then get the required information. According to Oxford dictionary (2002,p.695), scanning means " to look at or read something quickly ".

Grellet (1996,p.19) said, " when scanning , we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for ".

## 6.4 Guessing From Context

One of the most difficult problems that makes an obstacle for EFL learners is the meaning of new words. According to Clarck (1980,p.211), the best way to solve this problem is “ to guess the meaning of unfamiliar words from the context in order to save time and to continue reading without interruption or referring to a dictionary ” .

In a similar view, Smith (1971,p.51 ) argues that, “ The best way used to identify unfamiliar words in texts is to draw inferences from the rest of the text rather than looking it up in a dictionary ”. In other words, there are cues in the text which may help the learners about the meaning of the text, such as; the way the words is formed, the title, and the source.

## 7. Tips For Teaching Reading

### 7.1 Reading is not a Passive Skill

Reading is not a passive task, but rather an active one, because reading requires both the Learners’ mental and experimental inputs of who is expected to comprehend the written message. Harmer (1988,p.70) stated that, “ *reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures, the words are painting, understand the arguments, and work out if we agree with them*”. In other words, learners must understand and analyze the text in order not to forget it quickly.

### 7.2 Prediction is a Major Factor in Reading

Prediction refers to the use of prior knowledge about a topic, and combine it with the new material in the text; i.e, readers use what they know before, and relate it to the texts. Harmer (1988,p,70) states that, “ Book covers give us a hint of what’s in the book, photographs, and headlines hint at what articles are about and reports look like reports before we read a single word”. In other words, even the cover page of the book may give the learners the opportunity to guess the content and their brain starts predicting the content of the text.

Harmer said also that , “Teachers should give students ‘hints’ so that they can predict what is coming too. It will make them better and more engaged readers”. Therefore, predicting is very effective technique to promote readers’ activation of their prior knowledge, which plays a very important role in the reading process.

### **7.3 Match the Task to the Topic**

Teachers in order to have students understand a passage or a text they need to choose good reading tasks which suit the learners’ needs and contains the lesson rules and sequences. Harmer (1988,p.70) states that, “ We could give students Hamlet’s famous soliloquy ‘to be or not to be’ and ask them to say how many times the infinitives is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically”. In other words, the teacher should give the students a researchable texts.

### **7.4 Good Teachers Exploit Reading Texts to the Full**

To teach reading effectively, teachers should teach and make students engaged with what they are reading by providing them with different materials. Harmer (1998,p,71) states that,“Any reading text is full of sentences ,words, ideas, descriptions etc. It does not make sense just to get students to read and then drop it to move on to something else”. The statement means that the teacher needs to give students activities to be corrected and then discuss it all together, in order not to forget them.

Harmer (1998,p.71) explains that, “ Good teachers integrate the reading text into interesting class sequences ,using the topic for discussion and further tasks, using the language for study and later activation”.

### **Conclusion**

This chapter is an over view about the reading activities in EFL classes. We presented its definitions, its importance, and its types, in addition, to certain tips behind the teaching of reading and the reading strategies. Moreover, we dealt with major reading activities, (sentence modifying adverbs, typological enhancement, predicted meaning, recalling words, writing



definitions, and ghost definitions). Which contribute in helping EFL learners strengthening their abilities, and much more to improve their reading capacities.

Though, they need to practice those reading activities in order to facilitate and simplify learning. However, learners who are not engaged with the reading texts and tasks, and who do not use the various reading strategies, will encounter difficulties which will prevent them from being active in the reading process. Thus, the teachers' role in this case is ,first, to create and ease certain activities and techniques which enable learners to develop their reading proficiency, as well as reducing their disabilities in reading eventually. Second, teachers need to create a reading habit in the students, keeping in mind that reading is often a preliminary activity to other language activities, such as writing.

**Chapter Two:**  
**The Importance of Vocabulary  
Knowledge**

## **Introduction**

Vocabulary learning is an essential part in a foreign language learning. It is also central to language teaching and is of paramount importance to a language learner, because it plays an important role in accomplishing success in EFL learners' educational level. Therefore, vocabulary is the core of English teaching and learning. Wilkins (1972) pointed that, " Without grammar very little can be conveyed, without vocabulary nothing can be conveyed ". (cited in Thornbury, 2002,p.13).

Moreover, the four traditionally basic language skills of reading, writing, speaking and listening are all based upon the foreign language learners' vocabulary knowledge .(Barrow, Nakanishi, & Ishino, (1999).

In this chapter, we will discover, the different vocabulary definitions that had been held by different perspectives. In addition to its importance, its types; productive and receptive vocabulary. In addition to the assessment of vocabulary; the formal and the informal type. Moreover, we will discover the different strategies used to teach vocabulary: eliciting, enumeration, contrast, guessing from context etc. And the last one , we will deal with the major vocabulary activities, such as ; filling word part tables, discussing the meaning of phrases etc.

### **1. Definition of Vocabulary**

Vocabulary knowledge is an important aspect of second language vocabulary acquisition; and it is widely accepted as a fundamental component of L2 proficiency. Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". (Neuman & Dwyer, 2009,p.385).

In other words, EFL learners can gain vocabulary from negotiation, discussion, and listening to stories. Long man dictionary (1995,p.868) defines vocabulary as, "All the words that some one knows, learns and uses". Furthermore, the Oxford dictionary (2002) defines vocabulary as, "All the words that somebody knows, or that are used in a particular book, subject" (p.866). In other words, vocabulary is crucial because it encompasses all the words we

must know to access our background knowledge, to express our ideas, and thoughts, and to communicate effectively.

## 2. The Importance of Vocabulary

Vocabulary knowledge performs a prominent role in learners' educational success, because all the language skills depend on learning the vocabularies; consequently, communication does not exist if words are not available. Thornbury (2005,p.22) argues that, "spoken language also has a relatively high proportion of words and expression". However, EFL learners need a long time in order to acquire amount of knowledge about necessary daily life vocabulary. Ur (1996,p.120) adds that, " Vocabulary is the only instrument on which we can construct a speech". In other words, a limited vocabulary in a second language impedes successful communication. Shmitt (2000,p.55) emphasizes that, " Lexical knowledge is central to communication competence and the acquisition of second language" .

Vocabulary has a strong relation with the reading achievements, when we read we have the chance to meet a large number of words. Reading panel (2000,p.4,15) concludes that, " the importance of vocabulary knowledge has long been recognized in the development of reading skills. As early 1924 researchers noted that growth in reading power relies on continuous growth in word knowledge". Thus, the more vocabulary EFL students have, the better they are able to articulate their feelings and ideas.

## 3. Types of Vocabulary

According to Lehrer (2000,p.15,16), the term vocabulary refers to, " The knowledge of words and their meanings". However, words can be in oral and printed forms. Oral vocabulary refers to the words we recognize and use in listening and speaking, while print vocabulary includes those words that we recognize in reading and writing. Therefore, word knowledge comes into two kinds: receptive and productive.

### 3.1. Productive Vocabulary

Hiebert (2005,p.3) defines productive vocabulary as, " The set of words that

an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently”. Furthermore, Nation (2000,p.411) states that, “ productive carries the idea that we produce language forms by speaking and writing to convey messages to others”. In other words, having the ability to send the message by expressing oneself and communicate accurately or by writing. She also adds “ productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form”.(ibid,p.3)

### **3.2. Receptive Vocabulary**

Receptive vocabulary is “a set of words for which an individual can assign meanings when listening or reading”. Hiebert (2005,p.3). In other words, these are words that are often less well known to students and less frequent in use. She adds “ Receptive vocabulary is larger than production vocabulary”. In other words, EFL learners can gain more knowledge through; listening and reading. Moreover, Nation (2000,p.411) states that, “Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it”. He adds “receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning”.

### **4. Assessment of Vocabulary**

Since vocabulary is widely recognized as one of the key components necessary for second language proficiency, vocabulary assessment is inevitable in measuring learners’ progress in vocabulary learning. Ur (1996,p.140) listed many useful vocabulary testing techniques including; “multiple-choice tests, matching tests, sentence making , dictation, dictation-translation, blank-filling, and translation tests”. He also gave comments on these different techniques. For example, he mentioned that designing multiple-choice tests is time consuming and tricking, but their answers are clear and easy to score. As for sentence making, he remarked that it is difficult to grade them objectively.

There are some vocabulary tests which focus on spelling, meaning and collocations such as; in example 1 and 2. Example 3 vocabulary tests using multiple choice answers .

- |   |  |
|---|--|
| 1 | Teacher: 'Write down these words. Number 1, <i>confident</i> . Number 2, <i>independent</i> . Number 3, <i>expectant</i> . Number 4, <i>reluctant</i> ', etc.  |
| 2 | Write the English word that means: 1 a place where you go to buy meat; 2 the person who repairs your kitchen tap if it leaks; 3 the thing that you buy at a post office if you want to post a letter; etc. |
- 
- |   |  |
|---|--|
| 3 | <p>Choose the best word to complete each sentence:</p> <p>1. The flight attendant asked the passengers to _____ attention to the safety demonstration.<br/>a give    b devote    c pay    d lend</p> <p>2. A severe hurricane in the South Pacific has _____ many lives.<br/>a claimed    b taken    c killed    d destroyed</p> <p>3. The delegates blamed each other when the peace talks broke _____.<br/>a off    b up    c on    d down</p> <p>etc.</p> |
|---|--|

**Table 2:** An example of vocabulary activities. (Thornbury ,2002, p.130-131)

There are two ways of assessing vocabulary; formal and informal assessment.

#### 4.1 The Formal Type

Formal assessment of vocabulary relies on standardized tests, such as placement tests. Milton (2009,p.170) states concerning the function of placement tests that, “ It allows users to quickly and easily ascribe a learner to the right class, or to assess whether a learner could cope with an activity such as academic study in the foreign language”. And diagnostic tests (in advance of planning a course programme), in addition to the achievement tests (at the end of the course). Furthermore, Thornbury (2002,p.130) states that, “Such tests usually involve some attempt to measure extent of vocabulary knowledge”. In other words, the teacher use these tests in order to assess their learners’ prior knowledge.

## 4.2. The Informal Type

The informal vocabulary testing should be done regularly. Thornbury (2002,p.130) states that, “ Vocabulary covered in the previous lesson should be tested at the beginning of the next one. If not, the chance of retaining the new vocabulary are greatly reduced”. In other words, if the teachers do not assess their students’ vocabulary, by using the various vocabulary activities, students will forget it quickly.

One informal way of testing vocabulary is to get the learners to test each other, using their vocabulary notebooks or the class word box.

## 5. Major Vocabulary Activities

### 5.1 Filling Word Part Tables

In this activity, the learners work in pairs to complete tables like the following. Not all spaces can be filled. They check their work with another pair before the teacher provides them with the answers. (Nation, 2000,p.127).

Noun	Verb	Adjective	Adverb
Argument			
	Evaluate		
		Distinct	

**Table 3:** A sample of filling word part table vocabulary activity. (Nation ,2000, p.127)

### 5.2 Discussing the Meaning of Phrases

“In this task, the learners are given a list of phrases, and containing words that they have already met before and have to decide on the meaning of the phrase”. (Nation ,2000,p.128).

### 5.3 Choosing the Right Meaning

In this activity, “The learners are given a list of words in a reading text, and have to choose

the appropriate meaning from the dictionary. Instead of using a dictionary, the teacher can provide them with a set of possible meanings. All the meanings should be possible meanings for the word, but only one would fit in the context. For example, "They were scrubbing the flags in front of the house". (ibid,p.130).

#### **5.4 Matching Words and Definitions**

In matching words and definitions' activity, "The learners are given a list of definitions. Some could be in the form of synonyms, and they must match them with a list of words they have met before. An alternative is to get the learners to find the words in a reading text to match the definitions". (ibid,p.128).

### **6. Strategies for Teaching Vocabulary**

Teachers use several techniques in order to present the meaning and form of vocabulary which needs to be learnt ,practiced, and revised to prevent students from forgetting it.

Some teachers prefer to teach vocabulary indirectly such as; asking students to use the heard word in a sentence and different other activities and context, while, other teachers teach vocabulary directly by giving the word to students and give them the explanation, then ask them to memorize it. Thus, teachers see it a good way of teaching this kind of tasks, taking into consideration that the learners obviously will forget what they learn. Teachers should plan to engage vocabulary tasks as a regular part of English language teaching whether directly or indirectly. As the students understood the target language, their self-esteem, attitude, and scores all begin to enhance.

#### **6.1 Unplanned Vocabulary Teaching**

Seal (1991,p.298) defines unplanned vocabulary teaching as, " the teaching of problem vocabulary that comes up without warning in the course of a lesson". Sometimes students find a problem during a lesson, especially when they face difficult terms which considered as an obstacle to understand and comprehend well. Therefore, they feel that they need to know the



meaning of this vocabulary items, thus the teacher has to give them clarification or an explanation.

Three stages in the unplanned vocabulary teaching were suggested by Seal (ibid); the stage of conveying meaning, the stage of checking the meaning, and the stage of consolidation. In the first stage, the teacher tries to convey the meaning of the target word using different ways as miming, giving synonyms or an anecdote, using opposites, or translation. In the second stage, he checks that the meaning of the unknown word is understood. By asking questions to the learners, or by doing some activities to test their understanding, such as; crossword puzzles. In the last stage of this kind of vocabulary teaching, the teacher tries to consolidate the information by asking students to use the word in other contexts. In other words, using the target words in meaningful sentences.

## **6.2 Planned Vocabulary Teaching**

According to Seal (1991,p.298), planned teaching is that, “ Teacher goes into classroom with an item or a set of vocabulary items that s/he has decided before hand will be taught during the course of the lesson”. He suggests two types of this kind of vocabulary teaching. In the first type, the teacher prepares the lesson and predicts the difficult words that will cause a problem, i.e; students can not comprehend them, thus, the teacher prepares how to present those items in an easy manner. The second type, can be considered as vocabulary lesson, the teacher tries to give information as an isolated task, connected to other activities such as; reading stories, discussion, listening to dialogue, uses dictionaries, glossary or even translation form mother tongue to the target language. In other words, the teacher in the second type is exposed to present new vocabularies to his students, through using the different vocabulary activities. All those techniques are to enrich students’ vocabulary knowledge. Furthermore, teachers are suggested to employ planned vocabulary presentation as various as possible. These are some of the techniques used when teaching vocabulary.

### **6.2.1. Using Object**

Using this technique includes the use of visual aids, and demonstration. They can function

to help learners in remembering vocabulary better, because learners' memory for objects and pictures is very reliable, and visual techniques can act as cues for remembering words. Objects can be used also to show meanings, when the vocabulary consists of concrete nouns, because real object often helps learners to memorize the word through visualization. Takač, (2008,p.59) stated that, "Real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary".

### **6.2.2 Drawing**

Objects can either be drawn on the blackboard or drawn on flash cards. Objects can be used also in different contexts if they are made with cards. They can help young learners easily to understand and to realize the main points that they have learned in the classroom.

### **5.2.3 Using Illustrations and Pictures**

Pictures connect students' prior knowledge to a new story, and in the process, it helps them to learn new words. Moreover, there are plenty of vocabularies that can be introduced by using illustrations and pictures. They are good means of making the meaning of unknown words clear. The list of pictures can include; posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Whereas, visual supports also helps learners to understand the meaning and to make the word more memorable.

### **6.2.4 Contrast**

Some words are easily explained to learners by contrasting it with its opposites. For instance; the word 'good' contrasted with the word 'bad' . Moreover, a lot of studies have also shown that vocabulary is best acquired if it is similar to what is already learnt. In another words, learning synonyms and opposites is an important way to improve learners' vocabulary knowledge.

### **6.2.5.Enumeration**

An enumeration means a collection of items that is a complete and ordred. It can be used

to present meaning. In other words, this technique helps teachers when any word is difficult to explain visually. Thus, teacher may list a number of clothes, e.g; a dress, a skirt, and trousers etc , then the meaning of the word ‘clothes’ will become clear.

### **6.2.6 Mime, Expressions and Gestures**

Several studies have emphasised the role of gestures in second language (L2) acquisition, because many words can be introduced through mime, expressions, and gestures. Furthermore, It is known that, teaching by using gestures, can capture learners’ attention and make the lesson more dynamic.

In this sense, Tellier (2007,p.120) determines three main roles for teaching gestures, “The first role is; management of the class (to start/end an activity, to question students, request silence, etc.), Second; the evaluation (to show a mistake, to correct, to congratulate,etc.), and the last one; the explanation to give indications on syntax, underline specific words, and to explain new vocabulary”. In other words, teaching gestures appears in various forms, such as; hand gestures, facial expressions, and body movements, etc. They also help learners to infer the meaning of a spoken word or expressions.

### **6.2.7 Guessing From Context**

Guessing from context is a way of dealing with unfamiliar vocabulary. Nation and Coady (1988,p.140) claim that, “ There are two types of contexts; the first, is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one, is the general context, which is the background knowledge the reader has about the subjects being read”. In other words, the information of the text in addition to the learners’ background knowledge about the topic, will help them to understand and to get the meaning of the text.

Besides that, Nation ( 2001) adds that, “In order to activate guessing in a written or spoken text, there should be four elements available; the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learners’ ability to guess” (p.164). Furthermore, this technique encourages learners

to take risks and guess the meanings of words. As a result, this will help them build up their self-confidence, thus, they can work out the meanings of words when they are on their own.

### **6.2.8 Eliciting**

The eliciting vocabulary technique is more motivating and memorable by simply giving students a list of words or expressions to learn and to memorize.

### **6.2.9 Translation**

Translation is considered as the process in which learners translate words of any language and giving its equivalence of words in a target language. Its advantage is to acquire more vocabularies and it does not take a long time; especially in explaining abstract conceptions such as; happiness, and freedom. However; its disadvantages is that this technique makes the learners always returning to easy ways to explain the meanings of words, also, it decreases their capacities to guess the meaning.

### **Conclusion**

The vocabulary knowledge is indeed one of the most successful and effective aspects for both EFL learners' and teachers' educational success . It provides learners with opportunities to communicate with each other and increases their productivity and achievements. It also involves a wide range of strategies and activities that can develop the four language skills and that enables the teachers to select the appropriate one that suits his/her objectives. As well as teachers need to encourage and increase learners' interest about the importance of vocabulary knowledge and its role in improving EFL learners' educational level.

# **Chapter Three:**

## **Field Work**

## Chapter Three: Analysis and Discussion of Data

### Introduction

In the previous two chapters, we have tackled the literature related to the reading activities and its role in the improvement of EFL learners' vocabulary knowledge. In this part, our research's main focus is on the practical side. Since our research is descriptive, we intend to obtain data from both students' and teachers' questionnaires. The aim of this chapter is to analyze, and discuss the answers of students, and teachers of oral expression since they have experience in teaching and using different methods. Collecting data from their knowledge, attitudes, and opinions concerning the reading activities and vocabulary provides us with reliable data that can help us find solutions to the research problem.

### 1. Students' Questionnaire

#### 1.1 Population and Sample

Our students' questionnaires' sample consists of (80) students from total population of 450 of the third year students at Biskra University during the academic year 2017/2018. The selection of this sample was random; by distributing questionnaire to third year EFL students, including their view point's concerning the subject entitled "The role of reading activities in the improvement of EFL learners' vocabulary knowledge". They showed their collaboration through providing us with complete answers for the questionnaires.

#### 1.2 Description of Students' Questionnaire

The questionnaire includes; both open-ended and close-ended questions and through adding comments and suggestions when it is necessary that will help me in completing my work. The students' questionnaire is divided into three sections of eighteen questions. The questions are either closed questions, requiring from the students to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open-ended questions where students are asked to give explanation or suggest other alternatives.

**Section One:** The first section is about background information, it aims at collecting information about the participants. In this section there are five questions; First question, which related to their gender. Second, the choice of English branch. Third, their level in English. Fourth, their opinion about learning English. And the last one, if they read in English why? And why not?.

**Section Two:** This section deals with the reading activities. Its main aim is to discover if students are practicing in reading activities of their oral classes or no. It contains four questions, which are related to; students' different reading problems, whether they apply some reading strategies, such as prediction, skimming, scanning, to understand what they read or not. Whether their oral expression teacher use reading activities or not, and their self-assessment about the amount of vocabulary they have learned.

**Section Three:** This section deals with the vocabulary knowledge and reading activities. In this section, there are nine questions which related to; students' perspectives about learning vocabulary, (Q10) students' perceptions of learning vocabulary, teachers' use of vocabulary strategies in their oral class, and on which one(s) he/she focus more, their opinions' about the use and benefits of using these vocabulary strategies in enriching their vocabulary knowledge, vocabulary activities their teacher uses more in their oral class, their teachers' role in raising their awareness about the importance of vocabulary, and finally their suggestions about other types of activities that can improve learners' vocabulary knowledge, besides the reading ones.

### 1.3 Administration of the Questionnaire

80 questionnaires copies Administerd to third year LMD students of English at Biskra University. On Wednesday 15/04/2016, at 13:10 to 14:40 for the groups three and four in ben taibi. Amphy theater F. For groups one and two it was on Wednesday on 22/04/2016, 13:10 to 14:40, in the BC 12. All the questionnaires' copies had been handed back

### 1.4 Analysis of the Students' Questionnaire

**Section One: Background Information.****Q1: Learners' Gender**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
<b>Male</b>	11	14%
<b>Female</b>	69	86%
<b>Total</b>	80	100%

**Table 4:** Learners' gender

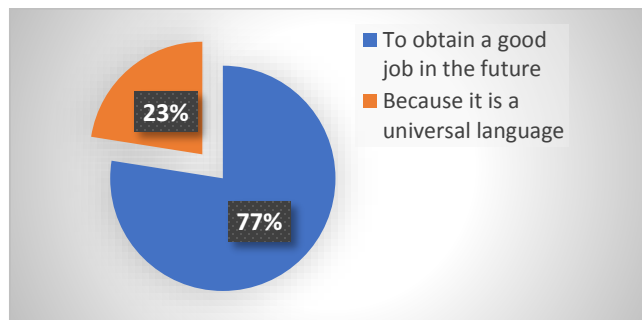
From the table above, it is clear that most of students are females. We have recorded 69 females from a total number of 80 students. Female students make up (86%) of our sample. Whereas male students are only 11 students and make up (14%) of the sample under study. Clearly the percentage of females is huge compared to the percentage of males . This result will not affect the study because we are focusing on learners' answers to the questionnaire and not their gender i.e; this result will not add anything to the study except that females are more cooperative and helpful.

**Q2: Why did you choose to study English ?**

<b>Answers</b>	<b>Number</b>	<b>Percentage</b>
<b>To obtain a good job in the Future</b>	<b>62</b>	<b>77%</b>
<b>Because it is a universal language</b>	<b>18</b>	<b>23 %</b>
<b>Total</b>	<b>80</b>	<b>100%</b>

**Table 5:** Students' motives to learn English





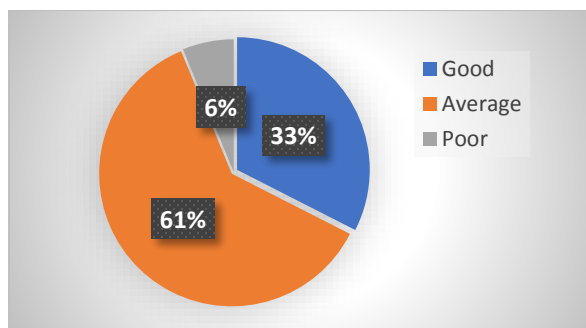
**Graph 1:** Students' motives to learn English

We notice from the table and the figure above that the most student (77 %) study the English language to obtain a good job in the future, and (23 %) students whom their choice of English because it is universal language.

**Q3:** How do you consider your level in English?

Options	Number	Persontage
Good	26	33 %
Average	49	61 %
Poor	5	6 %
<b>Total</b>	<b>80</b>	<b>100%</b>

**Table 6:** Students' self-evaluation of their levels in English



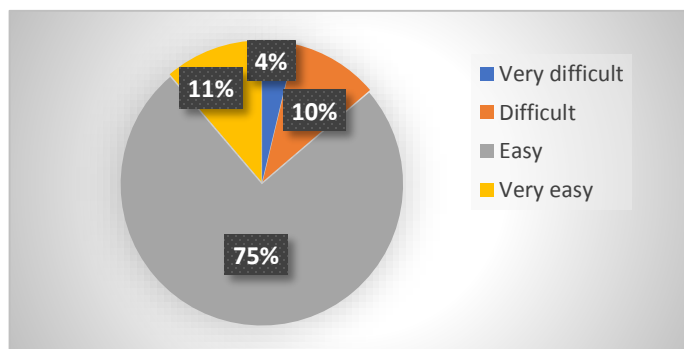
**Graph 2:** Students' self evaluation of their levels in English

The results that are summarized above, show that a major number of students 49 evaluate their levels in learning English as average, followed by percentage of (33%) of students who assess their selves as good. However, a minority of students making up (6%) are holding poor level. The high rate (61%) of students see their selves as average. Most of third year LMD students of English are not satisfied with their levels and they need to improve their proficiency in English.

**Q4:** How do you find learning English?

Options	Number	Percentage %
Very difficult	3	4%
Difficult	8	8 %
Easy	60	75 %
Very easy	9	11%
<b>Total</b>	<b>80</b>	<b>100 %</b>

**Table 7:** Students' evaluation on learning English



**Graph 3:** Students' evaluation on learning English

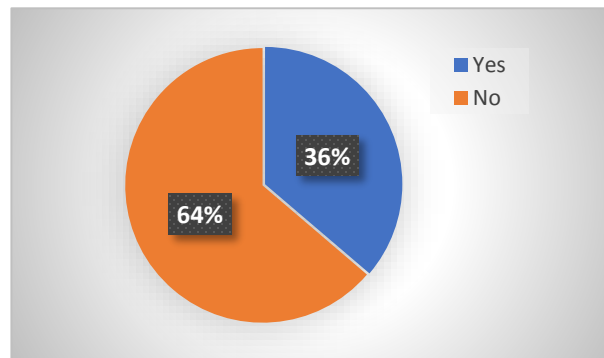
Through the results obtained from this question, we notice that the majority of students (75%) see that learning English is easy. While, (11%) of students think that learning English is very easy. However,(10%) of the students said English is difficult to learn. And only (4%) of them think that English is very difficult to be learned.

According to the second part of this question, the respondents did not answer this question. For those who have answered, they think that learning English is easy because they like it. Others said it is difficult in terms of its grammar rules.

**Q5:** Do you read in English ? Why ? Why not ?.

Option	Number	Percentage %
Yes	29	36 %
No	51	64 %
<b>Total</b>	80	100 %

**Table 8:** Students' reading self-assessment



**Graph 4:** Students' reading self-assessment

The data obtained in the above table, reveals that the majority of students (64%) do not read in English. While only (36%) of them read in English.

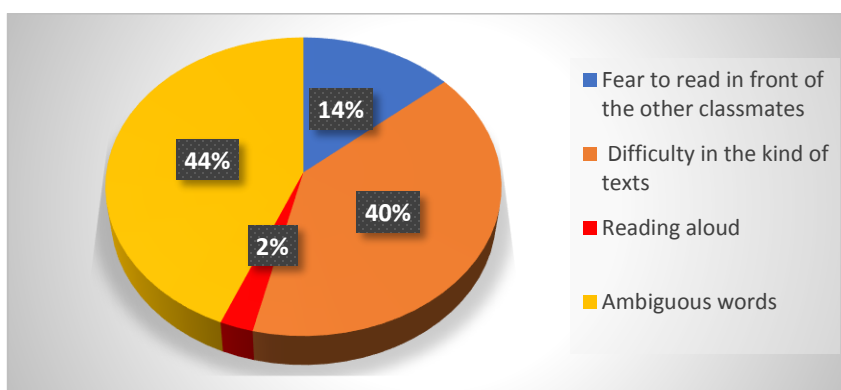
According to the second part of this question, some students did not respond at all, the remaining students responded differently, they do not read because they prefer listening and watching T.V in English, also they do not enjoy reading books because it is very long and boring. Books contains hard sentences, and difficult words. For those who answered yes (36%), they like reading because they want both to improve their writing and to gain more vocabulary. Through reading, they discover the foreign cultures.

## Section Two: Reading Activities

**Q6:** What are the reading problems that you face when reading in English?

Options	Number	Percentage
Fear to read in front of other classmates	11	14%
Difficulty in the kind of texts	32	40 %
Reading aloud	2	2 %
Ambiguous words	35	44 %
Total	80	100 %

**Table 9:** Students' reading problems in oral expression



**Graph 5:** Students' reading problems in oral expression

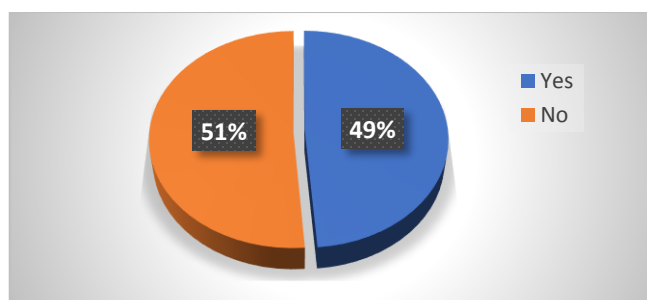
The rates reveal that many students have reading problems. On the one hand, (14%) of students fear to read in front of classmate. While, (40%) of them claimed that they face difficulty in the kind of texts. On the other hand, only (2%) of them have problems when they read aloud. In contrast, (44%) of the students contended that their problem is related to ambiguous words.

Most of students did not answer the second part of this question, the remaining students mentioned other problems like; pronunciation mistakes and length of text.

**Q7:** Do you apply some reading strategies such as prediction, skimming, scanning to understand what you read ?

Options	Number	Percentage
Yes	39	49 %
No	41	51 %
Total	80	100 %

**Table 10:** Students' use of reading strategies



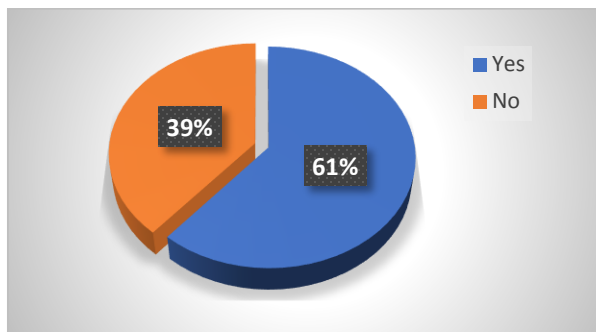
**Graph 6:** Students' use of reading strategies

Throughout the results summarized in the table above, (49%) of the respondents say that they use the reading strategies to understand what they are reading. Whereas, just (51%) of students give negative responses. That is, 41 from third year LMD students of English do not apply the reading strategies when reading.

**Q8:** Does your oral expression teacher use the reading activities such as gist, predicted meaning, recalling words?

Options	Number	Percentage
Yes	49	61 %
No	31	39 %
Total	80	100 %

**Table 11:** Teachers' use of reading activities



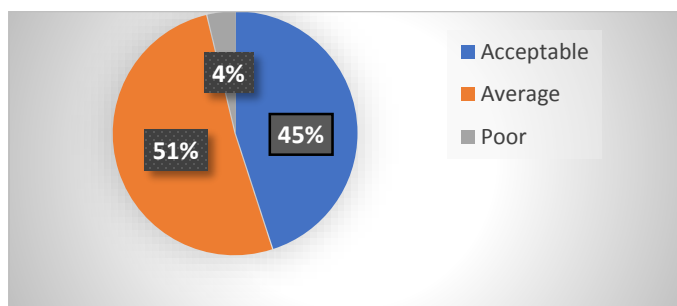
**Graph 7:** Teachers' use of reading activities

In this question, we asked learners whether their teachers use the reading activities in their oral classes or not. Forty nine of the students (61%) who represents the majority of students answered yes, their teachers use the reading activities in class. While thirty one of the students (39%) said that they do not use the reading activities.

**Q9:** How do you consider your vocabulary ?

Options	Number	Percentage
Acceptable	36	45 %
Average	41	51 %
Poor	3	4 %
Total	80	100 %

**Table 12:** Learners' perception of their vocabulary



**Graph 8:** Learners' perception of their vocabulary

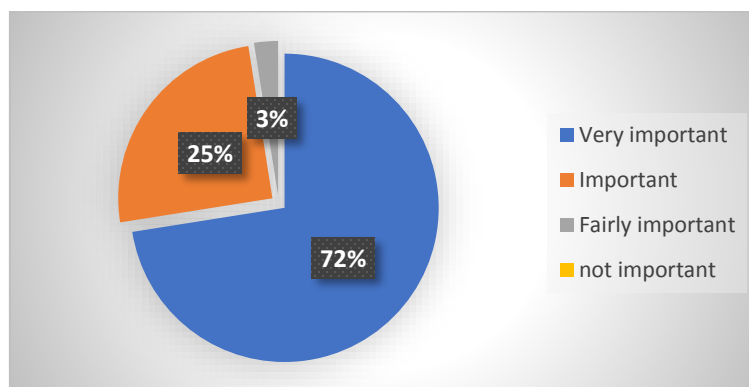
This table shows that the majority of learners (51%) consider that their level in vocabulary is average, whereas, (45%) think that their level in vocabulary is acceptable. Other participants (4%) are poor in vocabulary .Thus, they do not read.

### Section Three: Vocabulary Knowledge and Reading Activities

**Q10:** When learning English language, do you think that learning vocabulary is ?

Options	Number	Percentage
Very important	58	72 %
Important	20	25 %
Fairly important	2	3 %
Not important	0	0 %
Total	80	100 %

**Table 13:** Learners' opinions about the importance of learning vocabulary



**Graph 9:** Learners' opinions about the importance of learning vocabulary

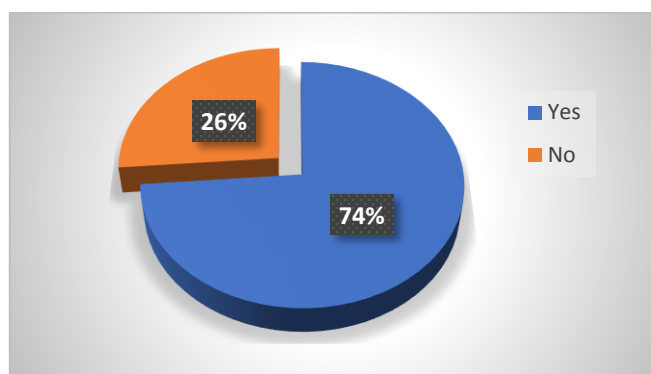
The results of this question, about the students' perception about the importance of learning vocabulary, show that 58 student (72%) among the overall number, agree that learning vocabulary is very important. While only 20 students in percentage of (25%) see that vocabulary is important in learning the foreign language. Whereas, only 2 students (3%) see that learning vocabulary is fairly important. and none of the participants who

consider vocabulary is not important. These results show a total agreement among students about the importance of vocabulary in learning the foreign language, the only difference consists in the degree of importance.

**Q11:** Does your teacher use the vocabulary strategies in your oral class ?

Options	Number	Percentage
Yes	59	74%
No	21	26%
Total	80	100 %

**Table 14:** Learners' perceptions about their teachers' use of vocabulary strategies



**Graph 10:** Learners' perceptions about their teachers' use of vocabulary strategies

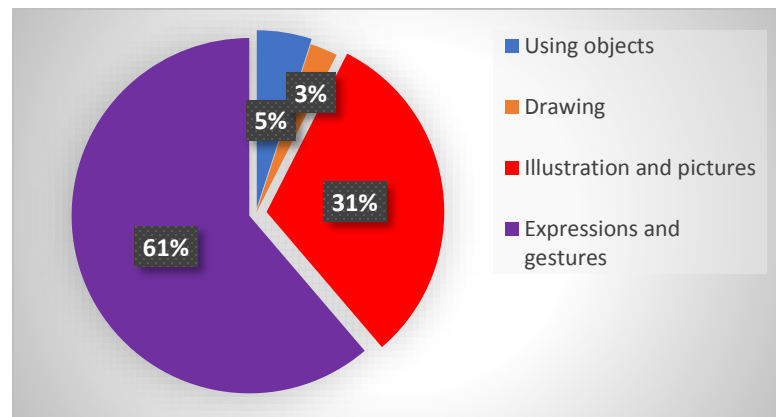
Question number 11, aims to discover whether oral expression teachers are using the vocabulary strategies in their oral classes or not. Fifty nine of the students (74%) who represents the majority answered yes. While only twenty students (26%) answered no.

**Q12:** If yes, which of these vocabulary strategies your teacher focus on most in your oral class?



Options	Number	Percentage
Using objects	4	7%
Drawing	2	3%
Illustration and Pictures	25	31%
Expressions and gestures	49	61%
Total	80	100%

**Table 15:** Learners' perceptions about the most used vocabulary strategies



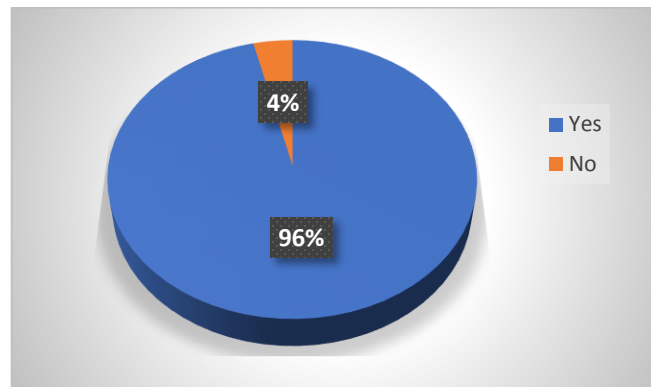
**Graph11:** Learners' perceptions about the most used vocabulary strategies

The aim of this question, is to check what are the most used vocabulary strategies that teachers apply in oral classes. Forty nine students (61%) choose expressions and gestures strategy. Whereas twenty five students (31%) choose illustration and pictures. and only 2 students (3%) choose Drawing. And the last 4 students (7%) said that their teacher use objects. Drawing and using objects are the less used strategies.

**Q13:** Do you think that the use of these vocabulary strategies may help students to enrich their vocabulary knowledge ?

Options	Number	Percentage
Yes	77	96 %
No	3	4 %
Total	80	100%

**Table 16:** Students perceptions' about the use of vocabulary strategies



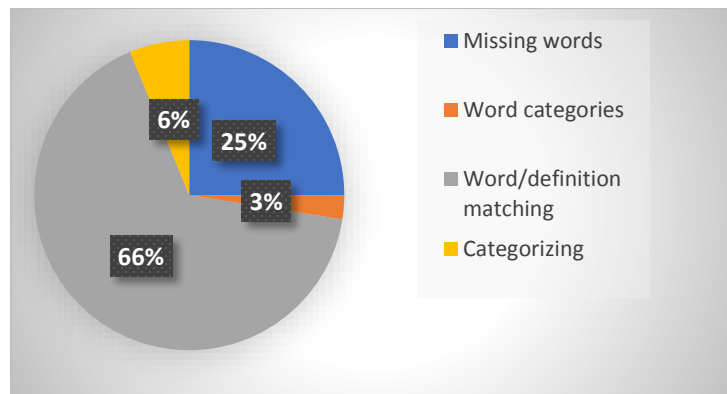
**Graph 12:** Students perceptions' about the use of vocabulary strategies

From the results obtained in the table above, we noticed that most of the participants (96%) said that the use of vocabulary strategies may enrich and improve learners' vocabulary knowledge. Whereas, only 3 of the students (4%) claimed that the vocabulary strategies do not improve learners' vocabulary knowledge.

**Q14:** Which of these vocabulary activities your teacher used more in your oral class?

Options	Number	Percentage
Missing words	20	25%
Word categories	2	3%
Word/definition matching	53	66%
Categorizing	5	6%
Total	80	100%

**Table 17:** Students perceptions' about the most used vocabulary activities



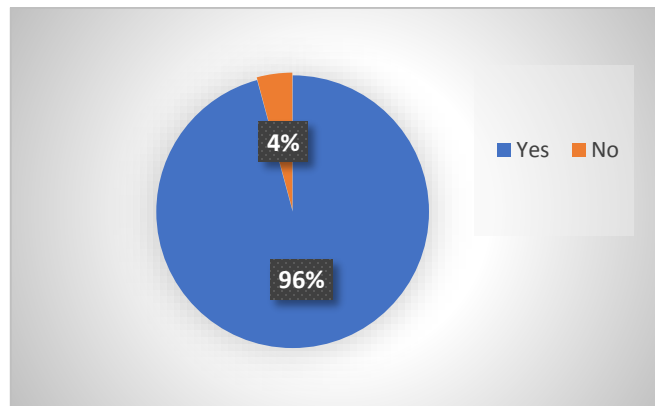
**Graph13:** Students perceptions' about the most used vocabulary activities

In the question number fourteen, we asked the students about which vocabulary activities their oral teacher used more in their class. The majority of the students (66%) answered word/definition matching. Whereas, twenty of them (25%) answered missing words. In addition to (6%) of the students choose categorizing. And only 2 students (3%) which represents the minority answered word categories.

**Q15:** Does your teacher make you better use these activities in your oral class?

Options	Number	Percentage
Yes	73	96%
No	7	4%
Total	80	100%

**Table18:** Teachers' attitude toward making students better use the vocabulary activities



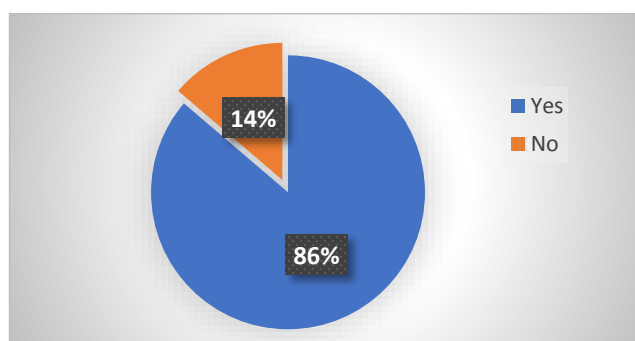
**Graph 14:** Teachers' attitude toward making students better use the vocabulary activities

We notice that, greater rate (93%) of 73 students states that their teacher makes them better use the vocabulary activities in their oral classes . While only (4%) of them state that their teacher dot not make them better use these activities.

**Q16:** Does your teacher raise your awareness about the importance of vocabulary knowledge?

Options	Number	Percentage
Yes	69	86%
No	11	14%
Total	80	100%

**Table 19:** Teachers' role in raising their learners' awareness about the importance of vocabulary knowledge



**Graph 15:** Teachers' role in raising their learners' awareness about the importance of vocabulary knowledge

Students in this question were asked whether their teachers raise their awareness towards the importance of vocabulary knowledge or not. The majority of the students (86%) answered 'yes', they do. Whereas only (14%) of them answered no. Students provided us with some justifications which are the following:

**Those who answered yes:**

Teachers always correct their vocabulary mistakes, and tell them to read more books especially novels, they also tell them to listen to native speakers in order to gain new words and to be familiar with the accent. In addition they motivate them to look for the synonyms of the new words. As well as they ask them to use these new words in their dialy speaking.

**Those who answered no:**

Teachers do not pay attention to the vocabulary activities and they neglected the vocabulary side. They do not motivate them, they present the lesson and leave .

**Q17:** According to you to what extent using the vocabulary strategies can be beneficial to understand a text and to enrich learners' vocabulary knowledge?

According to students' answers to this question, we notice that most of them believe that the use of vocabulary strategies in the classroom helps them somewhat to improve their vocabulary knowledge. Some said It is very crucial since it is the only clue, by which we understand what we are reading. Whereas others said that through vocabulary we can develop our level because, it is the main step for learning English. While, others said that it is helpful for us to vary the vocabulary strategies from time to time to avoid Boredom.

**Q18:** In addition to the reading activities, what are the other types of activities which improve learners' vocabulary knowledge?

According to students' responses to this question, we remark that there are different opinions related to the activities which they rely on to improve their vocabulary knowledge. Some EFL students watch English videos, films and movies in order to improve their vocabulary. While others speak with native speakers (chat), and search for the opposite of words. However other students tend to memorizing English poems, idioms and play video games.

### **1.5 Discussion of Students' Questionnaire Results**

In the students' background information, the students responses concerning their choice to study English was to obtain a good job in the future as it gives them more options for future planes, others was because it is universal language, they use it in daily life communication with natives. Students' level in English is between good and average, since they like it. Moreover, EFL learners do not read in English, I think it is due to the lack of motivation as well as they prefer other activities such as listening to English songs and

watching English films. The rest read because they have sufficient knowledge about the importance of reading and its role in developing learners' level.

Concerning part two which is about reading activities, EFL learners face the problem of ambiguous words when reading, this is due to the lack of a rich vocabulary. Others face both difficulty in the kind of texts, and fear to read in front of the classmates. That is due to shyness, anxiety and fear of making mistakes in pronunciation. Moreover, many students apply the reading strategies. Whereas, the rest of them do not. Because they only read for pleasure. In addition, students inform that their teachers use the reading activities inside the classroom. Yet only (39%) of them said the opposite. I think they tended to use other types of activities when teaching.

The third part is about vocabulary knowledge and reading activities. The majority of students said 'yes', their teachers use of the vocabulary strategies, while the rest said 'no', i think they use other forms of strategies. EFL learners confirm that, teachers' most used vocabulary strategies is expressions and gestures, because it is common among all teachers. While, the less used one is drawing, since it is used especially for children. The majority of third year LMD students are aware of the importance of vocabulary strategies. Whereas the rest are not, since they rely on using other types of activities which help them to improve their vocabulary such as; listening to English songs. As well as they confirm that their teacher focus more in using word' definition matching vocabulary activity, whereas the other students choose to vary their answers. Most of the students agree that the oral expression teacher make them better use these activities. Furthermore, the role of the teacher is important in raising students' awareness about the importance of vocabulary knowledge.

## **1. Teachers' Questionnaire**

### **1.1 Population and Sample**

Our sample consists of 6 teachers at Biskra University from the whole population of 23 oral expression teachers. The selection of this sample was randomly. They show their

collaboration through the complete answers, and through adding comments and suggestion when it is necessary, which helped us in completing this work.

## 1.2 Description of Teachers' Questionnaire

The teachers' questionnaire is divided into three sections of seventeen questions. The questions are either closed-ended questions, requiring from the teachers to choose yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open-ended questions where teachers are requested to give explanation or suggest other alternatives.

**Section One:** The first section is about teachers' background information. It contains two questions; the first question specifies the degree(s) held by teachers, and the second question seeks information about how many years they have been teaching English at the University.

**Section Two:** This section entitled, "teaching reading activities through oral expression". Its aim is to see if teachers use the reading activities in their oral sessions, as well as, the main reading activities that they focus on while teaching. Their students' reading problems. It contains eight questions.

**Section Three:** This section is about vocabulary and reading activities. As well as, it deals with the most used vocabulary activities, and strategies. Moreover, the importance of reading and how it is beneficial for both EFL teachers and learners. It contains seven questions.

## 1.3 Administration of the Questionnaire

10 questionnaires' copies administred to 10 oral expression teachers of English at Mohamed Kheider Biskra Universty. In Ben Taibi's rooms, the date was in between (17/04/2016) until (28/04/ 2016), only 8 copies have been handed back.



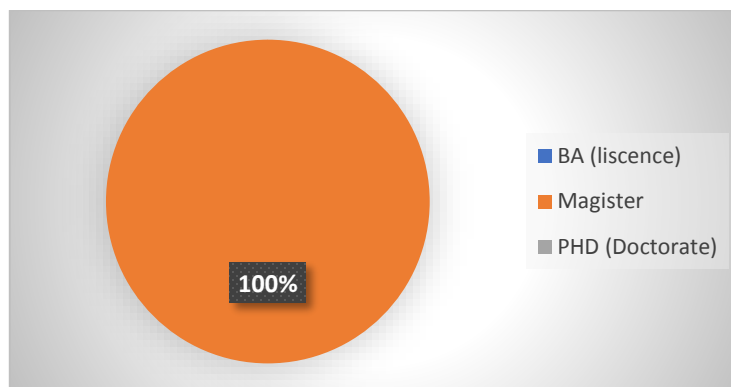
## 1.4 Analysis of Teachers' Questionnaire

### Section One: Background Information

Items one: Degree (s) held

Options	Number	Percentage %
BA (Liscence)	0	0%
Magister	6	100%
PHD (Doctorate)	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 20:** Teachers' degree



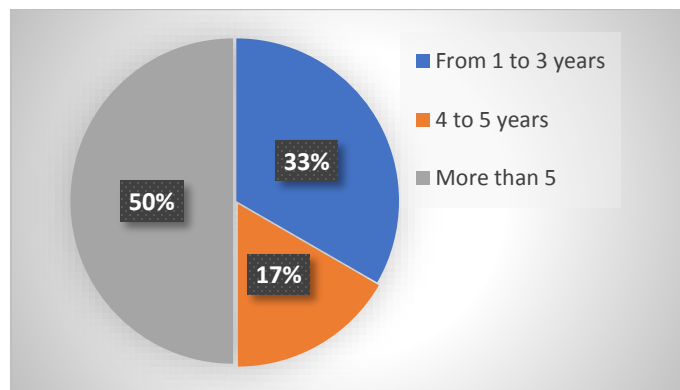
**Graph 16:** Teachers' degree

The table above shows that all of our teachers (100%) hold Magister degree, and (0%) of them they hold PHD (Doctorate) degree, and no one of them have BA (License) degree.

**Item two:** How many years have you been teaching English at the university?

Options	Number	Percentage %
From 1 to 3 years	2	33%
4 to 5 years	1	17%
More than 5 years	3	50%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 21:** Teachers' experience



**Graph 17:** Teachers' experience

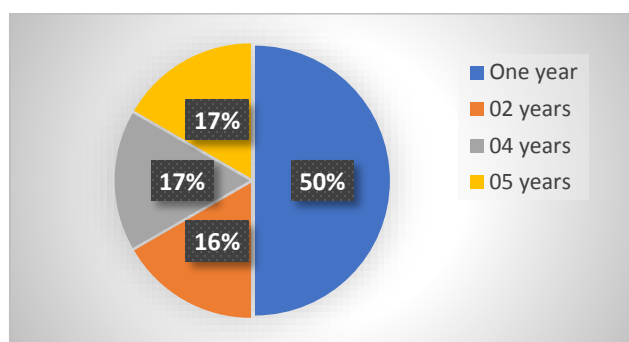
We can notice from the results shown above that 3 of 6 teachers have a long teaching experience (50%), since he/she has spent more than 5 years of teaching English at University, and we notice that only 1 teacher have 3 to 5 years experience in teaching English at the university. However, 2 teachers have 1 to 3 years experience in teaching English at the university.

**Section tow: Teaching reading activities through oral expression.**

**Item three:** How many years have you been teaching Oral Expression?

Options	Number	Percentage %
One year	03	50%
02 years	01	16%
04 years	01	17%
05 years	01	17%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 22:** Teachers' experience in teaching oral expression



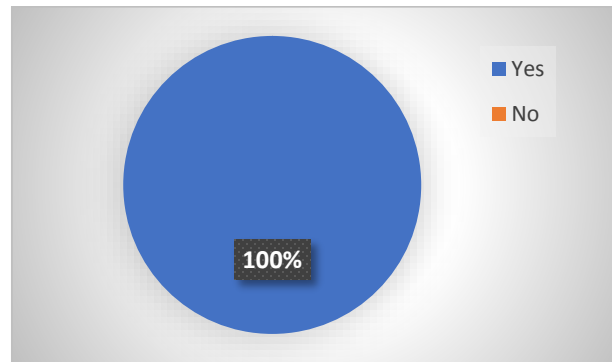
**Graph 18:** Teachers' experience in teaching oral expression

We can notice from the results shown above that, 3 teachers have a short time teaching experience (50%), since he/she has spent only one year of teaching oral expression. And 1 teacher have 2 years of experience in teaching oral expression (16%), as well as one other teacher who has 4 years of experience in oral expression (17%). in addition, we notice that one teacher who have 5 years of teaching oral expression (17%).

**Item four:** Do you use the reading activities in your oral classes ?

Options	Number	Percentage
Yes	6	100%
No	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 23:** Teachers' use of reading activities



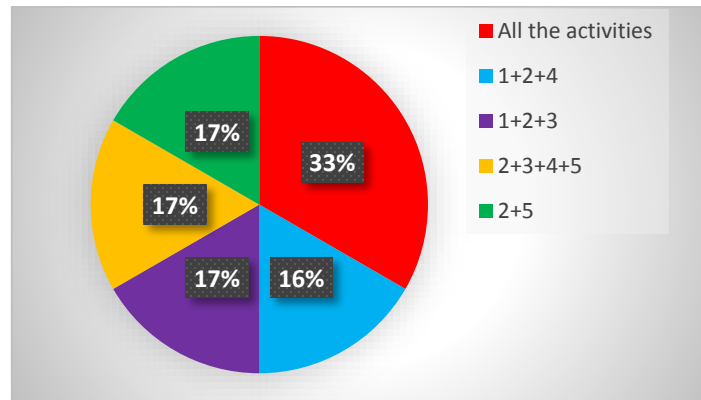
**Graph 19:** Teachers' use of reading activities

We notice from the results shown above that all the teachers (100%) use the reading activities in their oral sessions.

**Item five:** What are the reading activities that you focus on most to enhance learners' vocabulary knowledge?

Options	Number	Percentage
-Dialogues -Debates and discussions -Information gap activities -The vocabulary games -Word splash	2	33%
1+2+4	1	16%
1+2+3	1	17%
2+3+4+5	1	17%
2+5	1	17%
Total	6	100%

**Table 24:** Reading activities



**Graph 20:** Reading activities

The rates reveal that 2 EFL teachers (33%) use all the reading activities in their oral class. Whereas, the other 4 teachers (67%) choose to vary their selection between the given choices of the presented reading activities.

only one teachers (16%) use dialogues, debates and discussion and the vocabulary games. Also, one teacher (17%) use dialouges, debates and discussions in addition to the information gap activities. On the other hand, (17%) of the teachers use the last four activities. Moreover, (17%) use only two reading activities; the vocabulary games and word splash.

**Item six:** According to you what are the other main types of reading activities?

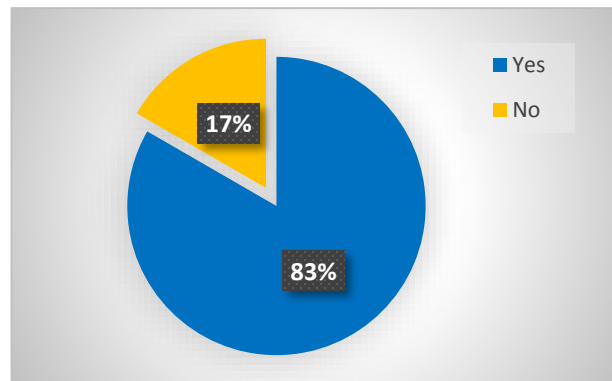
This question was a space for teachers to provide us with answers about the main types of reading activities, which they think they are useful and works better in EFL classrooms. Teachers provided the following answers:

- ✓ Selected texts from stories/novels to read, discuss, and analyse its parts.
- ✓ Reading comprehension ( texts).
- ✓ Simulations, listening to songs.
- ✓ They prefer to use jigsaw reading
- ✓ Reading texts for reading comprehension tasks.

**Item seven:** Is it possible to make all the students participate in the reading activities ?

Options	Number	Percentage
Yes	5	83%
No	1	17%
Total	6	100%

**Table 25:** Students' participation in the reading activities



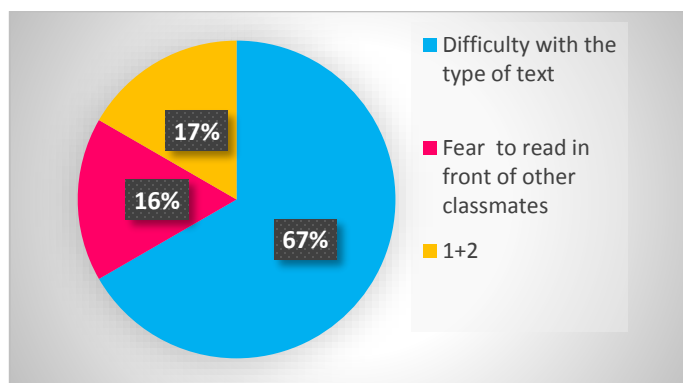
**Graph 21:** Students' Participation in the reading activities

Based on the data gathered teachers responses were 'Yes' with percentage of (83%), that means that it is possible to make all students participate in the reading activities. While, (17%) said 'No', that they cannot make their student engage in reading activities. Because, some may not be interested by the topic (not motivated) .

**Item eight:** What are the reading problems that students face in oral expression?

Options	Number	Percentage
Difficulty with the type of text	4	67%
Fear to read in front of other classmates	1	16%
-Difficulty with the type of text -Fear to read in front of other classmates	1	17%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 26:** Students' reading problems in oral expression



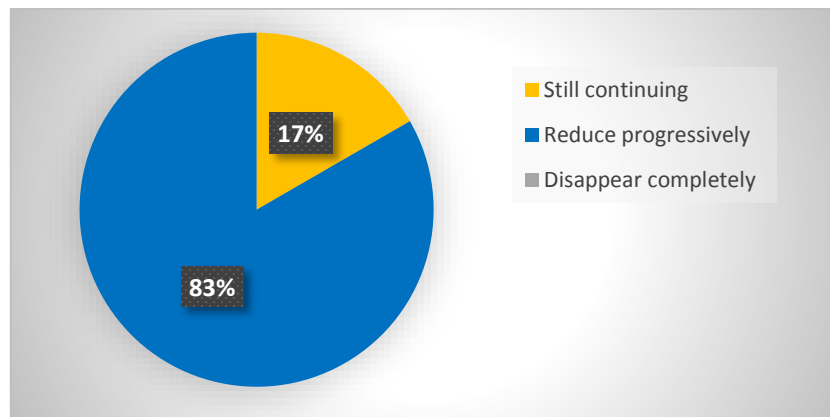
**Graph 22:** Students' reading problems in oral expression

As the following graph shows that EFL learners face (67%) problems with the type of texts, this is maybe due to nature of the selected texts (scientific topics..). Whereas, (16%) represents students, who fear to read in front of other classmates, because of shyness and anxiety. While, only 1 teacher (17%) sees that his students face all the two later problems.

**Item nine:** According to what you observed during the whole semester, your EFL students' reading problems :

Options	Number	Percentage
Still continuing	1	17%
Reduce progressively	5	83%
Disappear completely	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 27:** Teachers' observations about EFL students' reading problems



**Graph 23:** Teachers' observations about EFL students' reading problems

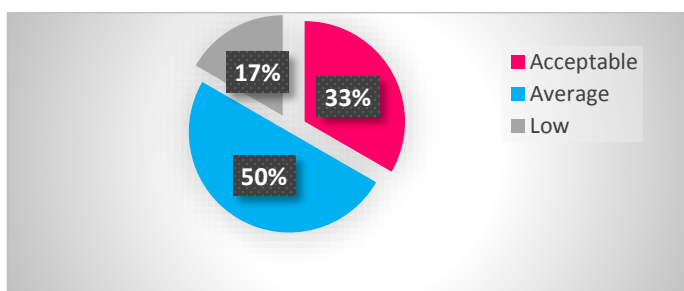
We can notice from the results shown above that, 5 teachers (83%) observed that during semester; their EFL students' reading problems reduce progressively. Whereas, only one teacher (17%) who observed that their students' reading problems still continuing, I think, it is due to the lack of interest from students. While, none of them said it is Disappeared completely.

**Item ten:** How do you assess your students' level of vocabulary in English?



Options	Number	Percentage
Acceptable	2	33 %
Average	3	50 %
Low	1	17 %
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 28:** Students' level of vocabulary



**Graph 24:** Students' level of vocabulary

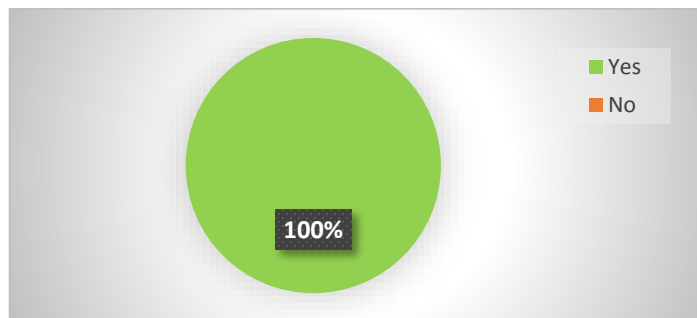
In this table we notice that, the majority of teachers (50%) stated that their student's level of vocabulary is average. Whereas, (33%) of them say that their student's level of vocabulary is acceptable. However, only one teacher (17%) stated that their students are holding low level in vocabulary.

### Section three: Vocabulary and reading activities

**Item eleven:** Do you think that reading can be beneficial for EFL learners' and teachers' vocabulary knowledge?

Options	Number	Percentage
Yes	6	100%
No	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 29:** Teachers' perceptions about the benefits of reading in developing the vocabulary knowledge



**Graph 25:** Teachers' perceptions about the benefits of reading in developing the vocabulary knowledge

According to this table, it confirms that all of teachers (100%) agree that the reading skill can be beneficial for EFL learners and teachers.

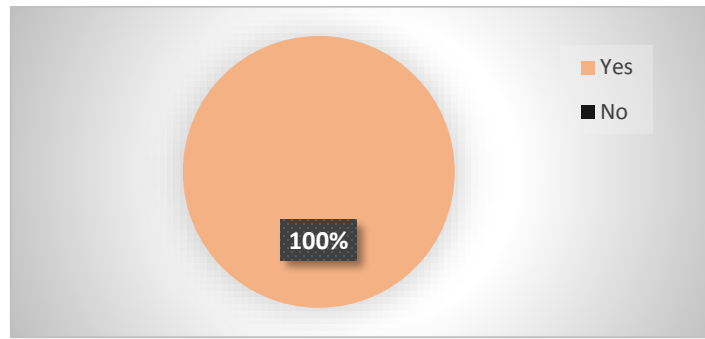
**Item twelve:** Since expanding vocabulary is one of the main purposes for oral expression classes, how much time should be allotted to it per a week ?

The 6 teachers suggested that, it would be better to have as long time as possible per week for the effective teaching of vocabulary. And some said that, vocabulary should not be taught in separate sessions, it can be included in any type of activity. In addition, vocabulary in oral tasks should be giving more time (3 hours a week). Moreover, some said it is up to the teacher to manage his/her time.

**Item thirteen:** Do you raise your students' awareness towards the importance of reading and its role in developing the vocabulary knowledge?

Options	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

**Table 30:** Teachers' role in raising their learners' awareness about the importance of reading



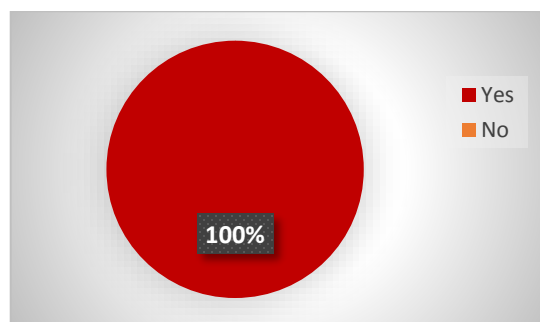
**Graph 26:** Teachers' role in raising their learners' awareness about the importance of reading

Teachers in this question, were asked whether they raise their learners' awareness towards the importance of reading and its role in developing the vocabulary knowledge or not. All of the teachers (100%) answered 'yes', they do raise their awareness towards the importance of this skill.

**Item fourteen:** Do you use the vocabulary activities in your oral class?

Options	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

**Table 31:** Teachers' usage of vocabulary activities



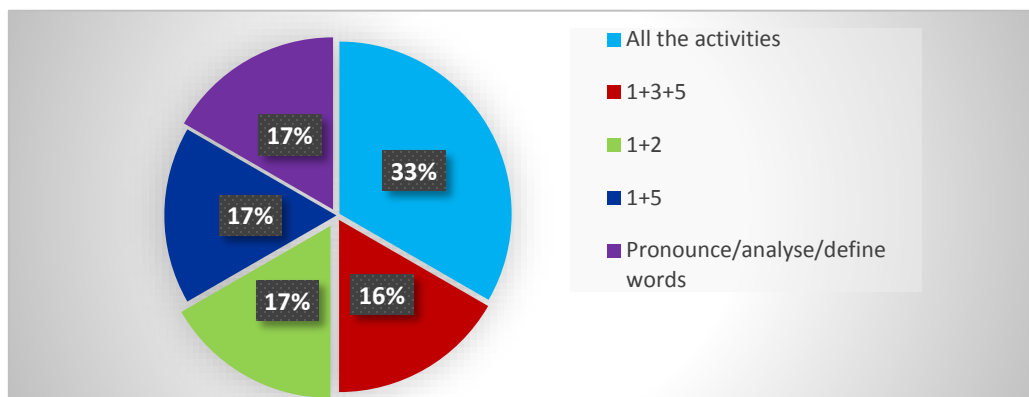
**Graph 27:** Teachers' usage of vocabulary activities

The table shows teachers usage of vocabulary activities in their oral classes. All of the teachers (100%) answered 'yes', they use the vocabulary activities in their oral classes. Whereas, no one answered 'no'.

**Item fifteen:** Among these vocabulary activities what are the ones you focus on more?

Options	Number	Percentage
-Missing words	2	33%
-Word categories		
-Word/definition matching		
-Categorizing		
-Pronounce/analyse/define words		
<b>1+3+5</b>	1	16%
<b>1+2</b>	1	17 %
<b>1+5</b>	1	17 %
-Pronounce/analyse/define words	1	17 %
Totale	6	100%

**Table 32:** Teachers' most used vocabulary activities



**Graph 28:** Teachers' most used vocabulary activities

Teachers were asked in this question, what are the vocabulary activities that they mostly use in their oral classes. Two teachers (33%) choose all the activities mentioned, thus, they do imply them all in their oral classes. Other teacher (16%) choose missing words, word/definition matching, and pronounce/analyse/define word activity. Other one (17%) choose missing words, word categories, in addition, one other teacher (17%) choose missing words and pronounce/analyse/define words. And the last one, (17%) choose only one activity which is 'pronounce/analyse /define words'. We can notice that the first and the last activities are the most used vocabulary activities since they was chosen by five teachers.

**Item sixteen:** According to you, what are the other main vocabulary activities that you use to develop learners' vocabulary knowledge?

In this question, teachers were asked about the other main types of vocabulary activities which they use to improve their students' vocabulary knowledge. Some answered, word guessing games, filling the gaps. Other said, telling stories from novels they read, treating topics they have to search on the net. While, other teacher said ,vocabulary games with pictures and idiomatic expressions to use them correctly in dialogues. And the last teacher said that he use cues words, matching words and synonyms, in addition to listening to different English accents.

**Item seventeen:** What can you suggest about the use of reading activities in EFL oral classes?

This question was a space for teachers to provide us with suggestions they think are useful to make the reading activities work better in EFL classrooms. Teachers provided the following suggestions:

- It would be better to create reading clubs in which a learner can join any club and share her/his reading choices with others.
- Reading becomes a useful skill that could develop students' oral proficiency.
- It would be better to add much time for oral classes to specify 02 hours for reading.
- The university must enrich its library with more books in more domains ( i,e; literary domains).
- Teachers should vary topics, activities and choose authentic texts.
- The teacher should make the reading tasks motivating by diversifying the activities, which would challenge students' thinking abilities.
- The reading activities should be intensified and 'reading' as a skill should be taught as a module (course), because there is no course devoted for reading in the actual context (curriculum).

### **1.5 Discussion of Teachers' Questionnaire Results**

In the teachers' background information, all the teachers hold Magister degree. Three teachers have more than 5 years in teaching English, while, the rest of them have taught 1 to 3 years, and 4 to 5 years in the university. Therefore, the rest of them have considerable

experience, and others share enthusiasm about teaching which helped us in answering our research problem.

In section tow, which is about teaching reading activities through oral expression, all teachers use reading activities in their oral classes, because they are aware of its importance, While only few of them focus on using all the reading activities (dialogues,

debates and discussions, information gap activities, the vocabulary games, and word splash) in their oral expression module. Because they want both to enhance learners' vocabulary knowledge, and to ameliorate their students' general level in English. Concerning the main used types of reading activities, some teachers state simulations, listening to songs, and reading comprehension tasks; whereas, others focused on using selected texts from short stories/novels. Moreover, teachers agreed that it is possible to make all the students participate in the reading activities, by using different strategies, such as making each one of them summarize the novel he/she read at home, or by pointing at any learner to say what he thinks about the task chosen, or by asking them to read some parts of a texts. Yet , only one teacher disagreed with them, explaining that some may not be interested in the topic (not motivated), and some are shy or afraid to make mistakes when participating.

According to the majority of teachers' responses, the learners' reading difficulties are mainly either the difficulty with the type of text, or the fear to read in front of other classmates. Whereas, only one teacher said that they may face both difficulties. Also, some mentioned some other problems such as; shyness/anxiety, lack of confidence, lack of vocabulary understanding, length of texts, and mispronunciation. Thus, these difficulties need to be treated, and the role of the teachers is very important to help their learners overcome these difficulties. Oral expression teachers agree that their students' reading problems are progressively reduced, in comparison to the first semester . Whereas, only one teacher said it is still continuing, and that is due to the lack of interest from the students. Therefore, the majority of teachers assess their students' level of vocabulary in English between average and weak.

Concerning section three which is about vocabulary and reading activities, all the teachers stressed that reading is beneficial for EFL learners' and teachers' vocabulary knowledge. Thus, they share the same attitude with their learners about the effectiveness of this skill, by telling them to do extensive reading ,so that they can build their background, and by organizing sessions of reading comprehension in the class, and by suggesting to them some titles of books to read. In addition, teachers' commented about the time that

should be allotted for vocabulary in oral expression, agreeing that it must be as long time as possible to enhance learners' vocabulary that will lead eventually to boost students self-esteem and confidence. Some teachers use the vocabulary activities in their oral classes; whereas, the other ones answers vary providing some handful suggestions about the use of reading activities in EFL oral classes, which are mainly to add much time for oral class to specify two hours for reading, the Faculty must enrich its library with different types of books, such as literary books, while some of them stressed upon the importance of creating reading clubs where students can join any club and share his reading choices, and exchange knowledge with others.

### **Conclusion**

Throughout this chapter, the analysis of both students' and teachers' questionnaires confirms that EFL learners at Mohamed Kheider University of Biskra face various reading problems when they read. Furthermore, the analysis emphasizes the role of reading activities as a powerful tool in improving EFL learners' vocabulary knowledge. Teachers and learners stress that reading activities should be versified and used more in oral classes in order to obtain better results. Thus, they suggest both to vary and to give much time to such activities because of its effectiveness in helping EFL learners to improve, to progress and to enrich their vocabulary knowledge.

The outcomes also reveals that students practice the vocabulary activities in their oral classes. Furthermore, students state that their teacher vary the vocabulary strategies in their oral class. In addition, we observed that some of the students tended to use other types of activities such as reading books, novels, using synonyms, and summarizing the text using their own words. Which denotes that using the reading activities improves their vocabulary knowledge.

### **General Conclusion**

EFL learners in the division of English at Biskra University tend to face various difficulties when they read in English. This study aims to investigate the nature of those



difficulties, and to know the various reading activities and their role in the improvement of EFL learners' vocabulary knowledge. The research was descriptive following the qualitative method; learners' and teachers' questionnaires were the implemented tools to collect data.

Our sample included eighty EFL third year learners and 6 oral expression teachers at the University of Biskra. Furthermore, the research was divided into three main chapters; the first and the second chapters were a description of the variables and a review of related literature. The first chapter, was about teaching reading activities. While, the second chapter, is about the importance of vocabulary knowledge, it provides some vocabulary strategies such as; using objects, drawing, and using illustrations and pictures...etc. As well as some of the vocabulary activities such as; discussing the meaning of phrases, matching words and definitions ,and filling word part tables..etc. Whereas, the third chapter was the practical part of the research. After the submission of teachers' and learners' questionnaires, the third chapter was about analyzing the data gathered from both questionnaires.

Throughout the research, we found that reading is an important skill for improving learners' vocabulary knowledge, and that the majority of EFL learners consider that developing their baggage of vocabulary is their highest concern. We also found that using the reading activities in class is one of the most important strategies to develop EFL learners' vocabulary knowledge. At the beginning of our research, we hypothesized that if EFL third year students are using the reading activities, they would improve their vocabulary knowledge. According to learners' and teachers' answers, we conclude that they use such activities in class and that reading activities is a successful strategy for improving EFL learners' vocabulary knowledge because it enables learners to practice, to develop, to enlarge their vocabularies, and share their knowledge. Thus, we can say that this research has confirmed our hypothesis, which stated that by the use of reading activities in EFL classrooms, EFL learners are able to improve their English vocabularies.

Throughout the research, we faced some challenges. The time was the main challenge for us; it did not allow us to complete a classroom observation which was planned as

another tool of the study. The other challenge was the unfamiliarity with conducting such research. We recommend further research using classroom observation to support the findings of the present study.

### **Major Findings of the Study**

The results obtained from teachers' and students' questionnaires are of great importance to reach the goal of the present study. After analyzing teachers' and students' responses, we draw the following conclusions:

- Including the reading activities in EFL teaching is of great importance.
- Teachers are aware of the importance of the reading activities, and its role in improving EFL learners' vocabulary knowledge.
- EFL learners still face many reading problems.
- Time scheduling for oral classes is not sufficient, administration need to add more sessions for the reading skill.
- Teachers use the reading and vocabulary activities in the classroom in order to enhance their students' vocabulary knowledge.
- Raising EFL learners' awareness about the reading activities, will help them to enhance their vocabulary .
- Most EFL learners do not read in English.

EFL students need to ameliorate their level in English and specially in vocabulary.

### **Pedagogical Recommendations**

#### **For Teachers :**

- EFL teachers should encourage and motivate their students to read more outside the classroom.
- EFL teachers should include the reading activities in all their sessions not only oral expression.

- All EFL teachers should raise their students' awareness about the importance of reading activities, by designing and verifying suitable reading activities that fit the learners' needs.
- Time allotment for oral classes should be significantly increased to specify at least a session for the reading skill.

**For Learners :**

- EFL learners need to be aware enough about the advantages of this type of activities in promoting their general level of English and their vocabulary knowledge in particular.
- EFL learners need to devote more time and effort to read extensively different types of books, even outside the classroom ,which will enrich both their vocabulary and cultural knowledge.
- EFL learners' need to try to overcome their reading problems and to improve their vocabulary knowledge through practicing the various reading activities.

## References

- Barrow, J., Nakanishi, Y., & Ishino H. (1999). *Assessing Japanese college students' Vocabulary Knowledge: with a Self-checking Familiarity Survey*. *Japan Journal of Higher Education*, (p. 27-223-247).
- Bouchard, David. *60 Content Reading Strategies & Activities*, Retrieved from <https://www.sde.idaho.gov/el-migrant/el/files/classroom/activities/60-Content-Reading-Strategy-Activities.pdf>
- Clarke, D.F. & Nation, I.S.P. (1980). *Guessing the Meanings of Words from Context*. Cambridge: Cambridge university press. (p.211-220).
- Grellet, Fowler (1996). *Developing Reading Skills*. NY: Cambridge University Press. (p-17,19)
- Goodman, K. S. (1988). *Interactive Approaches to Second Language Reading*. The Reading Process. In P.L. Carrell; J. Devine and D. E. Eskey (eds.). Cambridge: CUP (p. 11-12)
- Goodman, K. S. (1971). *International Reading Association*. London: Longman. (p-79).
- Goodman, K. S. (1973). *Selected Speeches and Writings*. New York: Norton. (p-39)
- Grabe, William. (1988). *Interactive Approaches to Second Language Reading: Reassessing the term Interactive*. Cambridge: Cambridge University Press. (p-56,51).
- H, Daller, J., Milton, and J. Treffers-Daller. (2007). *Modelling and Assessing Vocabulary Knowledge*. Cambridge: Cambridge University Press.
- Davies, H. and Pearse, T. (1989). *Extensive Reading and the Development of the Language Skills*. *ELT Journal*. Vol.44 (p.1-13).
- Harmer, J. (2004). *The Practice of English Language Teaching*. (4<sup>th</sup> Edition). Pearson Longman. (p-283)
- Dubin, Charles. (2000) *Assessing Reading*. Cambridge: Cambridge University Press
- James, Milton. (2009). *Measuring Second Language Vocabulary Acquisition*. Great Britain By Short Run Press Ltd. (p-170)

- Krashen, S. D.(2004). *The Power of Reading.Insights form the research*(2nd ed). Portsmouth: Heinemann.
- Longman Dictionary of Contemporary English. (1995). 3rd .ed. Language group LTD.(p-866)
- Martin,C.andRhonda,C.(1998). *Assessing Reading 2.Changing Practice In The Classroom*.Internatinal perspective on reading assessment.New York and London.
- M C Shane S.(2005). *Applying Research in Reading Instruction For Adults-First Step, for Teachers*.National center family literacy.
- McNamara,D. (2002). *Reading Comprehension Strategies*. New York London.(p-15).
- Nuttal,C. (1982).*Teaching Reading Skills in a Foreign Language*. London :Heinemann Educational.(p-41,23).
- Nation, I. S. P. (2001).*Learning Vocabulary in Another Language*. Cambridge University Press.
- National Reading Panel. (2000). *Teaching children to read*.Report of the National Reading Panel.(p-4,15)
- Oxford Dictionary.(2002). Tenth Edition. Oxford University Press.(p-695)
- Palmer, H. F.(1964). *The Principles of Language* .Oxford:Oxford University Press.(p-59).
- Pang, Elizabeth S. et all. (2003). *Teaching Reading*. International Academy of Education. Retrieved on April 9,2010 from <http://www.ibe.unesco.org/publications>
- Prezler, J. (2006).*Strategies to Help Readers Make Meaning through Inferences Grade*. South Dakota Department of Education. (p.4-12).
- Rumptz, D. (2003).*Theoritical Model of reading abiliy*. Retrieved from David Rumptz, the travelling Rumptzes: <http://davidrumptz.webs.com/modelofreading.htm> .(p-71)
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.(p-55).

- Seal, B. (1991). *Vocabulary Learning and Teaching*. In M.Celce-Murcia (Ed), *Teaching*. (p-298)
- Schoenbach, R. et al (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.(p-38)
- Smith, F. (1971). *Understanding Reading*, Holt, Rinehart and Winston, New York. (p-51)
- Thornbury,S.(2005). *How to Teach Speaking*. New York: Longman University Press. (p-22)
- Thornbury,S.(2002). *How To Teach Vocabulary*. Pearson Longman. (p-130)
- Takač, V. P., & Singleton, D. (2008). *Vocabulary learning Strategies and Foreign Language Acquisition*.Canada: Multilingual Matters .Ltd (p-59)
- Tellier, Marion. (2007). *How do Teachers' Gestures Help Young Children in Second LanguageAcquisition?*. Pearson longman (p-120).
- Urquhart,S.andWeir.c.(1998). *Reading in a Second Language:Press, product and Practice*.NewYork:Longman.
- Ur, Penny. (1996). *A Course in Language Teaching*, Cambridge University press.(p-140)
- Wilkins, D. (1972). *Linguistics in Language Teaching*. London: Edward Arnold. Cited in (Thornbury 2002,p.13)

# Appendices

## Appendix1: Students' Questionnaire

*Dear students,*

You are kindly requested to fill in this questionnaire, which is an attempt to gathering information needed for the accomplishment of a Master dissertation. We designed this questionnaire to investigate *'The Role Of Reading Activities in The Improvement of EFL Learners' Vocabulary Knowledge'*. We would be grateful if you could sincerely answer the following questions. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Please, put a tick "√" in the appropriate box, give a full answer whenever necessary, and justify your answer wherever needed.

*Thank you for your collaboration.*

### Section One: Background Informations

#### 1- Gender

1. Male

2. Female

#### 2-Why did you choose to study English?

- To obtain a good job in the future.

- Because it is a universal language.

- Others.....

.....



3-How do you consider your level in English?

1. Good  2. Average  3. Poor

4- How do you find learning English?

1. Very difficult  2. Difficult   
3. Easy  4. Very easy

- Why ?.....  
.....

5- Do you read in English ?

1. Yes   
2 .No

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

**Section Two: Reading activities**

6- What are the reading problems that you face when reading in English ?

1. Fear to read in front of other classmates   
2. Difficulty of the kind of texts   
3. Reading aloud   
4. Ambiguous words (new)

Other problems.....  
.....

7- Do you apply some of reading strategies, such as prediction, skimming, scanning..etc to understand what you read ?

1. Yes

2. No

.....  
8- Does your oral expression teacher use the reading activities such as, gist (summary), predicted meaning, recalling(remembering) words..etc ?

1. Yes

2. No

9- How do you consider your vocabulary?

1. Acceptable

2. Average

3. Poor

### **Section three: Vocabulary Knowledge and Reading Activities**

10-When learning the English language, do you think that learning vocabulary is:

1. Very important

2. Important

3. fairly important

4. Not important

11. Does your teacher use the vocabulary strategies in your oral class?

1. Yes

2. No

**12-** If yes, among these vocabulary strategies which one your teacher use most in your oral class ?

1. Using objects

2. Drawing

3. Illustration and pictures

4. Expressions and gestures

**13-** Do you think that the use of these vocabulary strategies may help students to enrich their vocabulary knowledge ?

1. Yes

2. No

If no, please justify ?

.....  
.....

**14-** Which of these vocabulary activities your teacher used more in your oral class?

1. Missing words

2. Word categories

3. Word/ definition matching

4. Categorizing

**15-** Does your teacher make you better use these activities in your oral class?

1. Yes

2. No

Why.....  
.....

**16-** Does your teacher raise your awareness about the importance of vocabulary knowledge ?

1. Yes

2. No

How.....  
.....  
.....

**17-**According to you to what extent using vocabulary strategies can be beneficial to understand a text and to enrich learners' vocabulary knowledge ?

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

**18-** In addition to the reading activities what are the other types of activities that improve learners' vocabulary knowledge ?

.....  
.....

*THANK YOU;)*

## Appendix 2: Teachers' Questionnaire

*Dear teachers,*

This questionnaire is prepared to investigate a master dissertation entitled "*The Role of Reading Activities in the Improvement of EFL Learners' Vocabulary Knowledge*". We would appreciate, if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

You are kindly requested to answer the following questions by ticking (✓) the appropriate box(s) or giving full answer in the space provided.

*Thank you very much in advance.*

### Section One: Background information

1. Degree (s) held:

- BA (Licence)
- Magister
- PHD (Doctorate)

2. How many years have you been teaching English at the university?

- From 1 to 3 years
- 4 to 5 years
- More than 5 years

### Section Two: Teaching reading activities through oral expression

3. How many years have you been teaching Oral Expression?

.....

4. Do you use the reading activities in your oral classes ?

1. Yes

2. No

5. What are the reading activities you focus on most to enhance learners' vocabulary knowledge?

1. Dialogues

2. Debates and discussions

3. Information gap activities

4. The vocabulary games

5. Word splash

6. According to you what are the other main types of reading activities ?

.....  
.....

7. Is it possible to make all the students participate in the reading activities?

1. Yes

2. No

Please, explain.

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

8. What are the reading problems students face in Oral Expression?

1. Difficulty with the type of text

2. Fear to read in front of other classmates

3. Other problems (please justify)

.....  
.....

9. According to what you observed during the whole semester, your EFL students' reading problems are:

- 1. still continuing
- 2. Reduce progressively
- 3. Disappear completely

10. How do you assess your students' level of vocabulary in English?

- 1. Acceptable
- 2. Average
- 3. Low

**Section three: Vocabulary and reading activities**

11. Do you think that reading can be beneficial for EFL learners' and teachers' vocabulary?

- 1. Yes
- 2. No

12. Since expanding vocabulary is one of the main purposes for oral expression classes, how much time should be allotted to it per a week?

.....  
.....

**13.** Do you raise your students' awareness towards the importance of reading and its role in developing the vocabulary knowledge ?

1. Yes

2. No

If yes, how ? .....

.....

.....

**14.** Do you use the vocabulary activities in your oral class?

1. Yes

2. No

**15.** If yes, among these vocabulary activities what are the ones you focus on more ?

1. Missing words

2. Word categories

3. Word/ definition matching

4. Categorizing

5. Pronounce/analyse/define words

**16.** What are the other main vocabulary activities that you use to develop learners' vocabulary knowledge?

.....

.....

**17.** What can you suggest about the use of reading activities in EFL oral classes?

.....

.....

.....

*Thank you ;)*



## ملخص

من المعروف أن مهارة القراءة هي أهم مهارة في أي لغة. الطلبة الذين يتعلمون اللغة الانجليزية كلغة أجنبية غالبا ما يواجهون صعوبات عندما يحاولون القراءة باللغة الانجليزية من أجل اكتساب مفردات جديدة. هذه الدراسة تهدف إلى وضع علاقة واضحة بين تمارين القراءة و دورها في تطوير وتنمية ثقافة المفردات لدى طلبة الانجليزية سنة ثالثة في جامعة محمد خيضر بسكرة, وإلى مدى هي إستراتيجية فعالة في التغلب على هذه الصعوبات. منهجية البحث و صافية تهدف إلى وصف متغيرين : تمارين القراءة كمتغير مستقل, و دورها في تحسين و مساعدة الطلبة على اكتساب مفردات جديدة كمتغير غير مستقل. جمع المعلومات كان عن طريق إجراء استبيان لأساتذة يدرسون مادة التعبير الشفهي و طلبة السنة الثالثة جامعي لغة انجليزية. نتائج البحث أظهرت أن إستعمال تمارين القراءة قادرة على مساعدة طلبة الانجليزية في التغلب على صعوباتهم وتنمي من مفرداتهم ومنه, من المستحسن أن تستعمل هذه التمارين أكثر في حصص التعبير الشفهي.