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HICHER Aicha

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**The Contribution of Teaching Vocabulary in Enhancing
EFL Learners' Reading Comprehension
A Case study of Second Year EFL LMD Students at Mohamed
Kheider University of Biskra**

Board of Examiners:

Dr.	BACHER Ahmed	MCA	Biskra	Supervisor
Mrs.	BAKHOUCHE Rym	MAA	Biskra	Chairperson
Mrs.	BENCHAREF Sakina	MAA	Biskra	Examiner

Dedication

All my praise and success is only by **Allah**, The most Merciful and Grateful

I dictate this modest work to:

My beloved mother whose prayers and encouragement were the source of
my success

To my dear father who always supported me to reach my goals

To my lovely sister Widad

To my dear brothers Bilal and Ahmed

To my best friends

Also to everyone who helped me

Acknowledgement

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Abstract

Most of EFL learners have difficulties in comprehending the written texts because of the unknown words which may encounter while reading. For that reason, the current study aims to investigate the contribution of teaching vocabulary in enhancing EFL learners 'reading comprehension. Thus, the researcher hypothesized that if English foreign teachers undertake to teach language vocabulary in context of reading, EFL learners' reading comprehension will increase significantly. Therefore, in order to test the suggested hypothesis, the researcher used two research instruments which are the quasi-experiment study and the students' questionnaire in order to collect data about learners 'reading comprehension. First, the students 'questionnaire was administrated to a sample that consisted of 30 students who were chosen randomly from second-year LMD while the quasi-experiment administrated and conducted with a sample consisted of 30 students who was not selected randomly. The findings which were collected from the current study was analysed and described to test the hypothesis. In addition, the results that were obtained proved that teaching vocabulary will enhance EFL learners 'reading comprehension. In conclusion, from the obtained results the researches confirmed the alternative hypothesis which state that teaching vocabulary contribute in enhancing EFL learners 'reading comprehension and rejected the null hypothesis which states the opposite that vocabulary knowledge does increase reading comprehension.

Key words: teaching vocabulary, vocabulary knowledge, reading comprehension

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

H: Hypothesis

P: Productive

R: Receptive

SPSS: Statistical Package for the Social Sciences

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General Introduction

Introduction

Reading is considered as an important skill, especially for EFL learners who are asked to read a wide range of texts as part from their English language learning. For effective reading, learners not only need the process of reading but they are also in need to understand what they are reading in order to be a successful language readers and English learners ,and this process of reading and comprehending together is called reading comprehension .

Therefore, reading comprehension is an important key for the development of students' reading ability since its helps to comprehend most of texts contents. Thus, improving EFL students' reading comprehension is a goal which every teacher tries hard with his/her students to achieve. But sometimes, we find that many of EFL learners may face difficulties in understanding what they are reading for many purposes among them vocabulary issue which is the main factor. Exactly, when learners encounter with difficult or unknown words in texts, this hinder their comprehension because students cannot understand what they are reading without knowing what most of words do mean. Indeed, vocabulary which is the knowledge of words' meaning is one the pillars for understanding the texts successfully. Thus, teaching vocabulary can be an alternative in enhancing learners' reading comprehension and therefore their reading ability.

In this study, and since we know that majority of students are facing difficulty in reading comprehension because of the poor vocabulary. Therefore, this researcher think that if we want to improve learners' reading skill and of course their reading comprehension, the teachers should teach vocabulary to increase their vocabulary stock to become effective readers and thereby improve their reading comprehension.

1-Study Background

During the period of study, as a learner, we have noticed that many English learners have difficulty in comprehending the content of courses which they are reading, and the main cause behind that problem is poor vocabulary knowledge. Therefore, while they are reading and face new words which they do not know their meaning, this constitutes a big obstacle for understanding the texts. So because the main cause is vocabulary knowledge, teachers must focus on techniques for teaching and improving vocabulary and of course enhancing their reading comprehension.

2-Statement of the Problem

Reading comprehension is an important key element to EFL learners for successful language learning. Reading comprehension is linked to the learners' ability to understand the meaning of texts that they are reading and when they understand the texts, it will be easy for them to understand the course. But sometimes we find that many English learners have a big problem which is being unable to understand texts they are reading because they encounter with unknown word or lack to word knowledge. Therefore, vocabulary which is the knowledge of word's meaning is the fundamental skill that helps the learners to comprehend texts. Thus, reading comprehension and vocabulary are strongly linked together because knowing word's meaning will facilitate the reading comprehension task.

The main obstacle that EFL learners encounter while reading text is vocabulary issue. When learners find unknown word in texts they are reading, this hinder their comprehension of the text. Since, students cannot understand what they are reading without knowing what most of words do mean. Other mistake which most of teachers do is that they do not specify time from to teach the new vocabulary in order to make their students aware of most words

‘meaning that face while reading the text .As a consequence, students will have difficulties in reading comprehension.

Since the majority of EFL learners encounter obstacles in understanding the meaning of what they are reading from texts due to the lack of vocabulary knowledge. Therefore, in this study the researcher is going to provide the appropriate techniques to teach vocabulary in classroom in order to enrich the student vocabulary firstly and enhance their reading skill and thus develop their reading comprehension. In this respect, the present study suggests for teachers to adopt a number of appropriate techniques for teaching vocabulary, in order to increase the learners vocabulary and therefore to improve their reading comprehension.

3-Aims of the Study

General aim:

The general purpose of the present study is to contribute in the improvement of the reading comprehension of English language learners through the teaching of vocabulary. That is, it aims to investigate the role of teaching vocabulary in enhancing EFL learners ’reading comprehension.

Specific aims:

- a. Suggest techniques for teaching vocabulary effectively.
- b. Seek to raise and enrich learners ‘vocabulary.
- c. Enhance learners’ reading skill.
- d. Develop learners ’reading comprehension and make them good readers.

4-Research Questions

This research seeks to answer the following research questions:

RQ1: Does teaching vocabulary help to improve EFL learners' reading comprehension?

RQ2: What is the main factor that influences EFL learners reading comprehension?

RQ3: What is the major techniques that are used for teaching vocabulary?

5-Reaserch Hypotheses

Based on the above research questions, we propose the following research hypotheses

RH0: If English foreign teachers do not undertake to teach language vocabulary in context of reading, EFL learners' reading comprehension will not increase significantly.

RH1: If English foreign teachers undertake to teach language vocabulary in context of reading, EFL learners' reading comprehension will increase significantly.

6. Significance of the Study

The importance of this study is to draw an attention to the big importance of vocabulary in comprehending the written texts. Thus, through this study we attempts to investigate the contribution of teaching vocabulary in enhancing learners' reading comprehension and thus prove that there is a strong relationship between vocabulary and reading comprehension .Moreover, we believe that this study is worthy because it offers insights to both learners and teachers about how limited vocabulary will affect reading comprehension, this lead to enhance students' reading comprehension.

7-Research Methodology and Tools

In order to conduct this study, the researcher judges that quasi-experimental with the students' questionnaire seem to be appropriate because the researcher is going to intervene

and collect the results of students reading comprehension' scores before and after offering the treatment which is teaching vocabulary that is related to the written material.

To conduct this study two tests have been used and intervention on paired group. Firstly, the chosen group are asked to answer the questions of pre-test on both variables the vocabulary, and also the reading comprehension test to see their knowledge of vocabulary related to the a given text and how can effect on their comprehension of the text by their scores in the reading comprehension .Then, the students asked to answer the posttest after given them the vocabulary which is related to the text. After that the scores of the reading comprehension pretest and posttest are compared together to see if there is an enhancement after offering the treatment. Then, students asked to answer the questionnaire.

8-Delemitaion and Population

Failing to comprehend a written material is a problem which highly regarded among English foreign learners .Therefore, the researcher selected a sample that consisted of 30 students from second yearn LMD of English at university of Mohamed Kheider of Biskra .The study is conducted from starting of December, 2018,the students' questionnaire were administrated to a group of 30 student who were selected randomly from the whole population of second year LMD while the quasi-experiment conducted with a sample that consist from 30 students who were not select randomly .

9-Limitations

The limitations that were faced while conducting this study which is the investigation of teaching vocabulary to enhance EFL learners' reading comprehension are uncooperative attitude of some students among the sample, the limited time, and the absence of students among the sample. The major limitation that encountered is the absence of the students because of the manifestation this delayed the administration of the treatment and posttest at

the right time. Another limitation is on the administration of questionnaire the researcher was supposed to distribute it to fifty students, but due to the absence of students, only thirty students could be reached.

10-Thesis Structure

This research is made up of two chapters and a field work .In chapter one, the researcher defined reading, introduce the two key components in the simple view of reading and models of reading then defined reading and state the role of and strategies of reading comprehension, also stating skills of effective reading comprehension and the factors that hinder reading comprehension .Finally ,we discussed the effect of scheme theory on reading comprehension, its types and relation to reading comprehension, and its role in foreign language learning ending up this chapter with a conclusion .

However in chapter two, the researcher defined vocabulary, its introduced types, and its importance and also strategies for building powerful words , then five basic approaches for vocabulary instruction .Then present types of links between vocabulary and reading comprehension ,ways to support words storage in pre and post reading ,and introduce symptoms of poor vocabulary learning ,techniques for building powerful item, the relationship between vocabulary knowledge and reading comprehension, also we will present the Nation ‘frame of vocabulary knowledge and techniques for learn it ,ending up with conclusion to this chapter .

Finally, the last part is the field work of the study, it we stated the two data gathering tools which used and discussed their different steps .State the population and the sample of the quasi- experiment, give description to it, and analyze its scores, then we will calculate the t-test and test the hypotheses. At the same time we described and analyzed the student questionnaire and its results ending up with a conclusion.

Chapter One

Reading and Reading Comprehension

Introduction

Reading is one of the most important four skills that learners need to learn the foreign language successfully because it helps them to extract the information and to acquire new knowledge from what is written. However, learners are not only required to read but exactly to comprehend what they are reading because of that reading comprehension is regarded as an essential process that enables learners to grasp the meaning of the text or to make sense of what is written. In this chapter, the researcher deals with both reading and reading comprehension. The researcher tries to shed the light on the defining both reading and reading comprehension, presenting the two key components of reading, the models of the reading process, and stating the different purposes and types of reading, and the role of reading comprehension. Additionally, the researcher indicates the strategies of reading comprehension, skills of effective reading comprehension, the factors that affect reading comprehension and reading' component and processes for skillful reading comprehension. At the end, this chapter ends discusses the effect of Schemata Theory on reading comprehension, its role in foreign language learning.

1.1. Definition of Reading

Reading is one of the important four skills for learning English language .It has many definitions because the majority of researchers whether from the domain of language teaching or psychology tried to define it. Bojovic (2010) has described reading skill as the cognitive capacity which a student or any person uses when he/she interacts with the written text. And Redondo (1997) noted that a reader is the person who is able to process texts in a silent way in order to obtain, use and analyses information or to entertain him/herself.

Bull (2008) in Oxford Learners' Pocket Dictionary (the fourth edition) has defined reading as “the act of reading something as books, articles and other texts that are attended

to be read in the way to be understood” (p.366). Also, Goodman (1967) stated that reading is “a precise process which involves exact, detailed, sequential perception and identification of letters, words, spelling patterns, and large language units” (Cited in Ngabut, 2015, p.30).

Furthermore, Rumptz (2003) have defined in this words the term reading as is a complex process which involves visual insight in recognition of printed letters, and then identification of these letters as a components of words, till the reader can interpret of the meaning of these words.

1.2. The Two Key Components in the Simple View of Reading

Reading is the ability to build meaning from printed materials because of that it is an important key for learning English as a foreign language. Moreover, reading includes two components which are regarded as the basis for the reading ability. Therefore, the successful reading of learners depends on the product of these two elements.

Many researchers have stated them among them Gough & Tunmer (1986) who proposed the two key components in the simple view of reading which are word decoding skill and Language comprehension ability. For them, word reading or decoding refers to the ability of the reader to read every single word from the written material out of the context. Moreover, they defined language comprehension as the readers’ability to comprehend words and sentences until they reach the whole text. So if any of the components is absent, the reading ability will not be successful (cited in Oakhill, Cain & Elbro, 2015).

The National Reading Panel (NICHD, 2000) insisted that the components of reading which readers need to follow in order to make their reading successful are “phonemic awareness, phonics, fluency, vocabulary, and comprehension” (cited in Hiebert and Kamil, 2005, p.3).Therefore, these components are essential aspects of the language which enables the learners to extract the meaning from the written texts ineffective way; that is, readers

need to be aware of letters and read in a fluent way, have a good size of vocabulary and comprehend what they are reading.

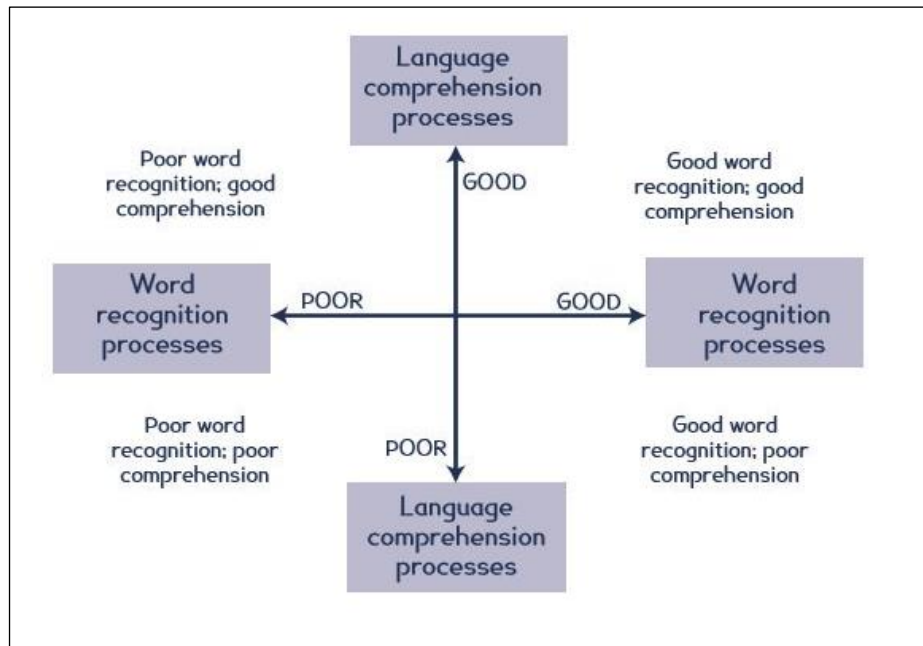


Figure 1.1.The Simple view of Reading (Rose, 2006, p.81)

From the figure above, Rose (2006) has stated the reading is a complex activity which has two essential components which are identified in the simple view of reading. Rose said that according to Gough and Tunmer (1986) they are decoding which stated in the figure as the process of word recognition, and comprehension. Therefore, according to Gough and Tunmer (1986) reading is the product of the two. They stated that if the student is able to decode words which mean that the ability to recognize words with applying phonics rules thus students will have good comprehension which linguistic comprehension not reading comprehension which means the process by interpreting the word, or discourse and vice versa (Cited in Rose,2006).

1.3. Models of Reading

Many researchers such as (Davoudi, 2015), Shahnazari & Dabaghi (2014) ,and Rumelhart (1977) have conducted studies upon the process of reading in order to state the processes that may be used by the reader while reading; they called them models of reading. The purpose of these models is to illustrate the way which the reader uses to transform printed texts into meaning; in other words, these models explain how reader processes the written material to build meaning from them .According to them, and from the figure bellow these models of reading process are classified into three categories: bottom-up, top down, and intractive models.

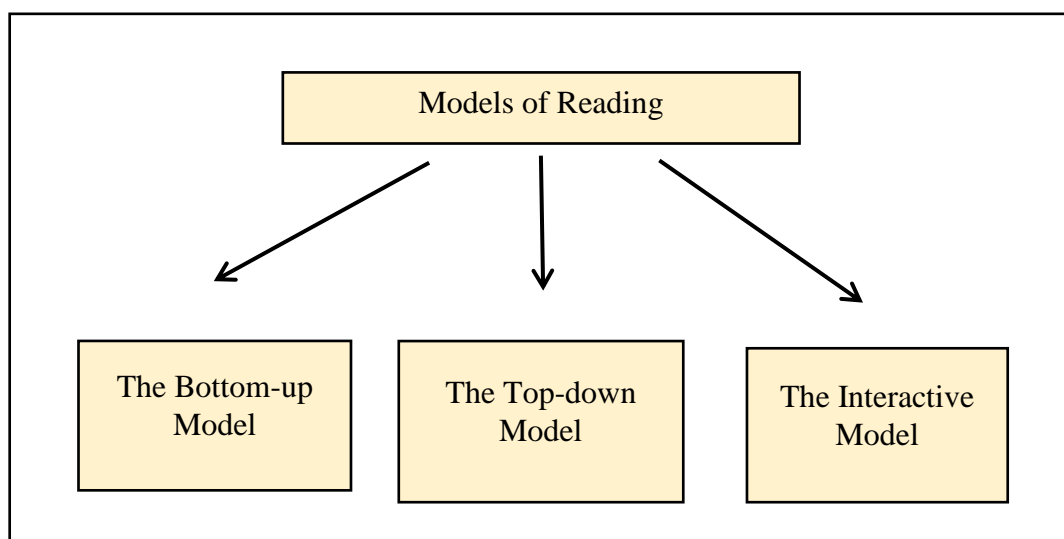


Figure 1.2. A Concept Map of Reading ‘Models

1.3.1. The Bottom- up Model

Bottom-up processing is an approach to the reading process. Many supporters of this model emphasized the lower level recognition skills (Davoudi, 2015); that is, as Davoudi stated that the supporters of the bottom-up processing consider the process of reading as a step by step process which begins from the perception or recognition of single letters, phonemes,

words, clauses and sentences till reaching the meaning of the whole passage (Cited in Davoudi, 2015).

Also, Ngabut (2015) viewed the bottom-up model of the reading process as the three processes of translating, decoding or encoding. In this model, the reader begins with letters and go up to large units. Therefore, the reader identifies letters, and then decode them into an inner speech which helps to derive meaning from written texts. Thus, Ngabut has stated that this model reading comprehension is just the result of accurate word recognition.

Moreover, Shahnazari & Dabaghi (2014) emphasized the “big role of the lower level recognition skills like orthographic, semantic, syntactic and phonological processing”. They indicated that these skills are very important to extract the meaning and the knowledge from what is written in order to enhance reading comprehension (Cited in Davoudi, 2015, p.147).

1.3.2. The Top- down Model

Davoudi (2015) has acknowledged that Goodman in 1967 is the one who introduced the most important models of reading skill which is “the top-down processing”. In this model, Goodman considered reading as a psycholinguistic guessing game because the reader’s background knowledge affects the lower level processes like orthographic and phonologic processes in addition to word recognition skills.

Also, Davoudi (2015) illustrated that in the top-down process the readers use the information which they get from the text and they combine it with their background knowledge about the written text for the reason of explaining what written on it, Davoudi stated that in other words the readers bring meaning to what is written based on their previous knowledge about the text.

Also, Davoudi (2015) stated that in the view of Goodman, while reading readers initially process the knowledge from the text which in turn activates their background knowledge

that can be in form of formal or content schemata, and based on this knowledge readers predicts the content of the texts. Davoudi (2015) said that if this prediction is not true they will correct it, and thus the reading process will be finished.

1.3.3. The Interactive Model

Rumelhart who is a theorist on the interactive model in (1980) believed that in the process of reading, readers use both tops down and bottom-up processing simultaneously. Thus, the comprehension of the written material is based on graphics information and the information which is in the reader 'mind. In addition, Rumelhart (1977) stated that in the interactive model of reading, the meaning does not come from the text alone, instead, it is the result of the correlation between the information which exists in the text and the interpretation of the text by the reader (Cited in Davoudi, 2015).

Moreover, Alderson (2000) indicated that neither bottom-up nor top-down are enough to the reading process but there is another model needed which is "interactive model". In this model, both the top down (higher-up) and bottom-up (lower-down) interact in the process of reading.

1.4. Purposes and Types of Reading

Knowing the purposes of reading will determine which type of reading can be used by the reader in order to facilitate the comprehension of written text. (Clarke and Siberstein, 1979; Greenwood, 1981; Grellet, 1987) (Cited in Ngabut, 2015) indicated that there are four types of reading and as a result four purposes of reading. Firstly, skimming is used by the reader in order to get the general idea about the text or the author. Second, scanning is used by it to get precise or specific information from the text; this type helps to get the needed information in few time. The one which they demonstrated is Intensive reading that the reader uses to get a comprehensive understanding of a written text, in other words, it is

reading to obtain details from the text. Finally, they stated critical reading that the reader use in order to give an evaluation for the information to see if this information is in accordance with ones' beliefs (Cited in Ngabut, 2015).

1.5. Definition of Reading Comprehension

There are numerous definitions of reading comprehension. Oakhill, Cain and Elbro (2015) indicated that reading comprehension is reading with the aim of extracting meaning from the text. In other words, reading comprehension is reading with the goal of understanding written texts. Therefore, reading comprehension is the result of two processes which are word reading and language comprehension.

Also, McNamara (2007) stated that comprehension is the reader's capacity to go beyond the written words in order to understand the relationship between the text and the ideas in the text. Besides that, Woolley (2011) defined Reading comprehension as the process of building meaning from the written text. Thus, students read with the aim of gaining a comprehensive comprehension of the text instead of obtaining the meaning from words and sentences in isolation.

Thus, Reading comprehension is the simultaneous process of building meaning by interacting and involving the written language. Furthermore, this process contains three components which are the reader, the text in addition to the activity or the proses of reading (RAND Reading Study Group [The RRSG],2002).

1.6. The Role of Reading Comprehension

Reading comprehension has a big role to play in many areas. Oakhill, Cain and Elbro (2015) stated that Reading comprehension is very significant, not only for comprehending any written text, but for larger learning, but also for success in education, and success in employment. Also, they stated that reading comprehension is important even for human'

social lives because they need it to comprehend emails and network sites .but for Oakhill, Cain and Elbro the problem is that reading comprehension is a very complex process because it needs the use of various cognitive skills and abilities.

1.7. Reading Comprehension Strategies

The Table below summarizes the most eight effective strategies for improving reading comprehension (Cited in Grabe, 2009) they are as the following:

Table 1.1. Effective Reading Comprehension Strategies (Grabe, 2009, p.209)

<ol style="list-style-type: none">1. Summarizing2. Forming Questions3. Answering Questions and Elaborative Interrogation4. Activating Prior Knowledge5. Monitoring Comprehension6. Using text structure awareness7. Using graphic organizer8. Inferencing
--

1.7.1. Summarizing

Is one of the significant strategies that enables students to enhance their reading comprehension of written material .There are a number of researchers who insisted on the essential role of this strategy among them Trabasso and Bouchard (2002) who insisted that summarizing a text in their own way and words help him/her to recall more information and thus improve their comprehension of the text.

1.7.2. Forming Questions

This strategy demand students to generate appropriate questions in relation to the text. Researchers like Rosenshine, Meister and Chapman (1996) stated that the generation of the questions help students in the memorization of the information which obtained from the text, and its main ideas .Therefore, Meister and Chapman concluded that ask question after reading whether asking teacher or peer is very effective for enhancing comprehension of the text.

1.7.3. Answering Questions and Elaborative Interrogation

Anderson and Biddle (1975) have demonstrated that answering questions and also the thoughtful interrogation regarded as one of the essential cognitive and strategic abilities that help to enhance students' reading comprehension. Thus, advice learners to use it while and after reading.

1.7.4. Activating Prior Knowledge

Its helps students to retrieve information which they obtained from the text after reading as it is stated by many researchers such as(Dewitz, Carr and Potberg,1987) and also (Hansen and person,1983) who insisted that the activation of the prior knowledge results in good comprehension of the text .

1.7.5. Monitoring Comprehension

Is viewed as the most effective strategy and at the same time metacognitive process for improving reading comprehension (Baker, 2002).this strategy is like an umbrella which includes a number of other strategies under it.

From the table above, it concluded that these strategies is an important part from monitoring comprehension, and needs to be done together.

Table 1.2. Strategies Used for Comprehension Monitoring (Grabe, 2009, p.211)

1. Has a reason of reading and is aware of it
2. Recognize text structure
3. Identifies important and main idea information
4. Relates text to background knowledge
5. Recognizes relevance of text to reading goal
6. Recognizes and attends to difficulties
7. Reads carefully
8. Clarifies misunderstanding

1.7.6. Using Text Structure Awareness

Grabe (2009) stated that it involves the recognition of a number of discourse –structure signaling systems that help to enhance Learners’ reading comprehension which are showed in the following table. As it is indicated in the table below there are a number of discourse –structure signaling systems.

Table 1.3. Discourse –Structure Signaling System (Grabe, 2009, p.212)

- 1.Level of the importance of the information in the text
- 2.Heading and subheading
- 3.Paragraphing choices
- 4.Co-referential connections across ideas in the text
- 5.Realations of part-to-part part –to-whole information
- 6.Transition forms and signal words
- 7.Pattern for organizing text information such as cause and effect ,problems and solution

1.7.7. Using graphic organizer

Using a graphic organizer or representation regarded by Grabe (2009) as a helper in the organization of the ideas and information of the text by creating a combination between them. Therefore, it enables students to recall most of the information in the text, and thus this improves the reading comprehension of the text (Grabe, 2009).

1.7.8. Inferencing

Grabe (2009) illustrated inferencing by saying that, while reading readers may encounter an idea, person or things which have mentioned previously, the reader may use a number of machines in the text which signals him/her to activate the prior knowledge and link it with the current in the text. For example reader may find pronouns that refer to a person, these pronouns help him/her to link the prior information with the current in the text (Grabe, 2009).

1.8. Skills of Effective Reading Comprehension

Jeffries and Mikulecky (1996) have acknowledged many skills that enable the reader to comprehend the text. Therefore, if the readers used these skills they will be able to comprehend the text well, those skills are as following:

1.8.1. Scanning

Jeffries and Mikulecky (1996) stated that scanning is a kind of very fast reading, while scanning the text, the reader needs to answer certain questions in their mind. In order to answer these questions Jeffries and Mikulecky indicated that readers do not read every single word in the text; instead, they need to read only the words that answer these questions. Thus, scanning will help the reader to read the text rapidly by skipping all unimportant words and understand the text effectively.

1.8.2. Previewing and Predicting

Previewing and predicting are two important skills that can be used by readers in order to be a good reader and achieving successful reading comprehension. Jeffries and Mikulecky (1996) illustrated that by using previewing and predicting, readers try to examine in few minutes before reading the cover of the book in order to gather information about it, so the goal from these two skills is to make a prediction about the book 'contents. Therefore, for them, skills help readers to obtain the writer's ideas and thus comprehend the text.

1.8.3. Vocabulary knowledge for Effective Reading

Since unknown vocabulary is major factor that affects students reading comprehension .Thus, Jeffries and Mikulecky (1996) stated four ways which readers could use to know the meaning of these unknown words in order to increase their comprehension as follow:

1.8.3.1 Guess unknown vocabulary

Jeffries and Mikulecky (1996) stated that while reading a written text, readers may face unknown words. They insisted that as a result, students can search for its meaning in the dictionary, ask a teacher or a friend for its meaning, or the best strategy is to guess the meaning of unknown words. Jeffries and Mikulecky said that this strategy raises the reader' comprehension because if help him/her to focus only on the general meaning of the text.

1.8.3.2. Guess meaning from context

Jeffries and Mikulecky (1996) suggested that if readers face unknown word they can simply use the words or sentence in which this word is included to know the meaning of this unfamiliar word, in other guess the meaning of the word from its context.

1.8.3.3. Using grammar to guess word Meaning

The context according to Jeffries and Mikulecky (1996) can also help readers to guess words 'meaning by grammatical providing information about the text; thus, by looking to the structure of the sentence. They said that the structure of the sentence will provide readers with information about the function of unknown words.

1.8.3.4. Recognizing words that connect ideas

While reading the text readers need to pay attention to some short words which are important in linking the ideas of a writer together which considered by Jeffries and Mikulecky (1996) an essential aspect of the language, there are different kinds of these words like synonyms, pronouns and summary words.

1.8.4. Topic of the Text

Reader need to search for the topic of the written text because its help those to link what they are already know about the topic with what they are reading. Readers can find the topic of text by asking a simple question which is what the text is about or what is its general idea (Jeffries and Mikulecky, 1996).

1.8.5. Topics of Paragraphs

A paragraph is a group of linked sentences which discuss the same topic .so knowing the topic of each single paragraph in a sentences will help the reader to comprehend the whole text which he/she is reading (Jeffries and Mikulecky, 1996).

1.8.6. The Main Idea of the Paragraph

Is the general idea of the paragraph; thus, a paragraph should always contain a topic and a main idea that help to understand the whole text by the reader. By recognizing the main idea of the text reader will comprehend the whole text (Jeffries and Mikulecky, 1996).

1.8.7. Pattern of Organization

Jeffries and Mikulecky (1996) have demonstrated that the writer can use four different patterns in order to develop his/her ideas. As a result, knowing the pattern of text will help the reader to know the main idea. Also, to develop the comprehension of the text while reading. Jeffries and Mikulecky stated that patterns are listing related ideas in this pattern the writer lists the ideas from general to specific. In addition, they said that the sequence in which the writer orders the ideas of the text one after the other, in other words following each other. Also, those ideas could be series or events. Moreover, Jeffries and Mikulecky stated that in compare and contrast the writer discusses similarities and differences of the text also in cause and effect the writer discusses the cause and effects of one event or action in the text.

1.8.8. Skimming

Skimming defined by Jeffries and Mikulecky (1996) as a kind of fast reading that helps the reader to save his time, students use skimming to know the general idea of the text in a short time. Jeffries and Mikulecky indicated that in this skill students read the text without insisting on the details, they simply read rapidly the whole text even if they understand the point, but they keep reading without giving attention to them.

1.9. Factors Affecting Students' Reading Comprehension

Reading comprehension is the ability of students to extract meaning from what they are reading because that is important in learning the English language. Nevertheless, most students fail to comprehend what they are reading because of the different factors.

1.9.1. Complexity of the Text

Dennis (2008) has stated that it is one of the factors which may affect students' reading comprehension. This factor is influenced by how students are strong and fluent in the

language and its different application and meaning because if students weak in the language and its application will find the text complex and vice versa. Dennis stated there is another element which indicates if they are skillful readers which is their oral ability since it helps them to gather vocabulary from hearing, and in turn a good size of vocabulary helps to know the meaning of unknown words from context ;thus, the text will not be complex (Dennis,2008) (Cited in Gilakjani and Sabouri,2016) .

1.9.2. The Environmental Conditions

Dennis (2008) regarded the environmental conditions as one of the factors that prevent readers to comprehend the text, if they are in an unsafe place or in place that is full of noise like TV or the talks of people they will not concentrate on the text easily and thus they will not understand what is written in the text (Cited in Gilakjani and Sabouri, 2016).

1.9.3. Anxiety

Another factor that may prevent students from comprehending the text is anxiety. Dennis (2008) has stated that readers may feel anxious during an exam, classwork or homework situations and this may put pressure on the reader while reading. Therefore, Dennis said that readers who experience anxiety will not comprehend the text or the different instructions while reading leading to poor reading comprehension (Cited in Gilakjani and Sabouri, 2016).

1.9.4. Interest and Motivation

For Dennis (2008) the interest and motivation of the student are regarded as an essential key in enhancing students 'reading comprehension. If the text is interesting for students, they will not be motivated to read it and also concentrating on the contents. As a result, they will not comprehend the text easily but if the text students are interested in a text, they will understand easily what is written (Cited in Gilakjani and Sabouri, 2016).

1.9.5. Decoding or Word Recognition Speed

According to Dennis (2008) learners who have problems in decoding or recognize words slowly will not comprehend the meaning of the text. Since decoding is a skill that students use to understand the meaning and the pronunciation of vocabulary. Therefore, Dennis said that learners who have a good amount of vocabulary can decode the meaning or read it in speed (Cited in Gilakjani and Sabouri, 2016).

1.9.6. Limited Vocabulary Knowledge

Many researchers such as (Alderson, 2000; Joshi, 2005; Qian, 2002; Ricketts et al., 2007) have regarded vocabulary knowledge as a major factor that affects learners reading comprehension in foreign language learning. Also, Garcia (1991) stated that limited vocabulary size and the lack of enough word knowledge 'meanings prevent learners from understanding the meaning of the whole text (Cited in Chou, 2011).

1.10. Reading' Components and Processes for Developing Reading Comprehension

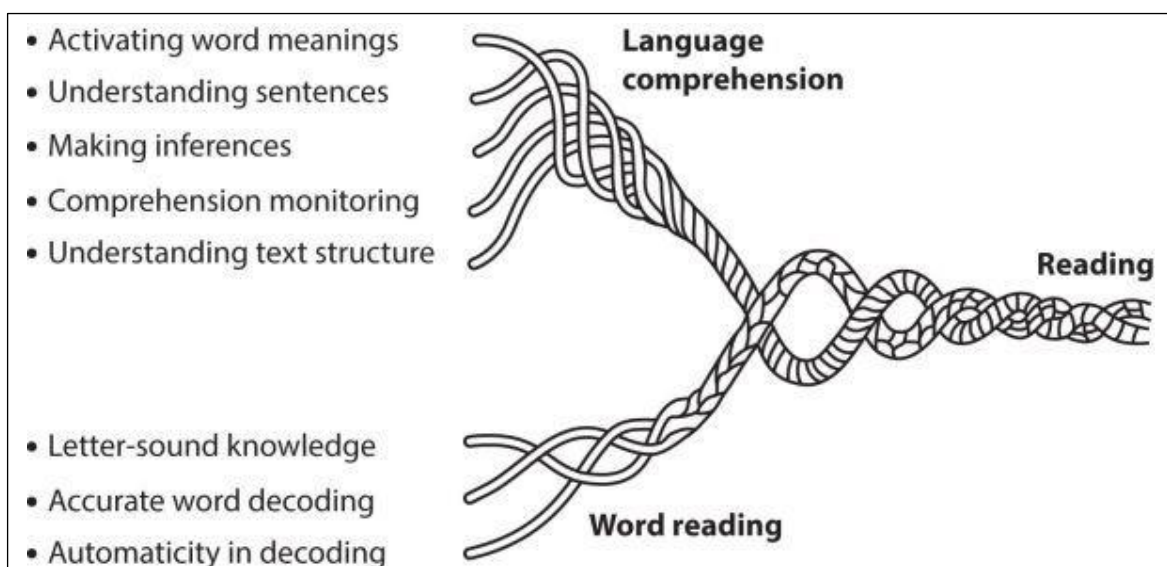


Figure 1.3. An overview of some of the Component and Processes of Reading

(Scarborough, 2001) (cited in Oakhill, Cain and Elbro, 2015, p 12).

Comprehension is a cognitive process which demands the interaction between a number of skills and process. Oakhill, Cain and Elbro (2015) demonstrated those skills and processes in the simple view of reading which presents how reading comprehension develops.

The figure above shows the twisting ropes which represent the skills and processes combined together to build two threads that represent the two important components of reading comprehension and from this two threads comes other sub-threads which represent the processes in each separate thread they are as follows:

1.10.1. Language Comprehension

Form this thread comes other sub threads which works together, each represent the following:

1.10.1.1 Activating Word Meanings

The reader does not only need to read the words but also to know the meaning of these words. Thus, Oakhill et al have stated that if the reader faces unfamiliar or unknown words, comprehending a text as a whole will be difficult for him/her. They add that The reader is not required to know the meaning of every single word because some words can be known from the context of the text .for example, if you read that “Kevlar is an ideal material for making sails”, and you do not know the word “Kevlar ,the reader can extract some information like “it is used to make boat sails ”, then infer its meaning (Oakhill et al., 2015).

1.10.1.2. Understanding and Linking Sentences

Oakhill et all indicated that the reader needs to precise the structure of the sentence and translates how words are related, and thus relate the sentences with each other. The order of words is really important because it will make the mental model differ. Oakhill et all stated (2015) stated the following example to illustrate this process “the police stopped the young

man” or “the young man stopped by the police” (14). In both sentences, the mental model the men are suspected, but the difference is between the object and subject which is indicated by the order of words. Thus, according to Oakhill et al the sentences have a similar mental model which is “The police brought the young man to a stop”.

1.10.1.3. Making Inferences

Oakhill et al (2015) indicated that in it the reader needs to link the personal pronouns to what they refer to, so while reading the reader need to make inferences in order to link ideas and the information in the text to what the reader has already in his/her mind. They said that this process will help to enhance students’ reading comprehension since making inferences helps in organizing their ideas.

1.10.1.4. Comprehension Monitoring

According to Oakhill et al (2015) in this process, this activity cannot be separated from making inferences. They stated that the reader always tries to make comprehension success and tries to fix it if it is not true thus sometimes if the reader misread or even forgets a word inside the text consequently the text will not be meaningful, and the reader stop at this breakdown and reread the text to see if there is any fault made. They add that even if the reader found the unfamiliar word he/she tries to guess its meaning from the context.

1.10.1.5. Understanding text structure

To comprehend the text, Oakhill et al (2015) have stated that the reader needs more than understanding how isolated sentences are related to the text. Instead, the reader needs to understand how information and ideas of these sentences are linked to the text. Consequently, they said that the comprehension of the text depends on the comprehension of the structure of a text. (Oakhill et al., 2015).

1.10.2. Word Reading

For word reading Oakhill et al, (2015) demonstrated that students need to have a letter-sound knowledge, and also they need to read or decode the words accurately; that is, read it precisely in the right way. Moreover, read or decode the words with automaticity which means in an automatic way.

1.11. The Effect of Schemata Theory on Reading Comprehension

Schemata theory has a big impact on the process of reading comprehension.

1.11.1. The Schema Theory

Anderson and Pearson (1984) defined the schema as the structure of abstract knowledge, this schema is abstract because it summarizes all that is known in different cases, and this schema is structured to introduce the relationship between parts of its components.

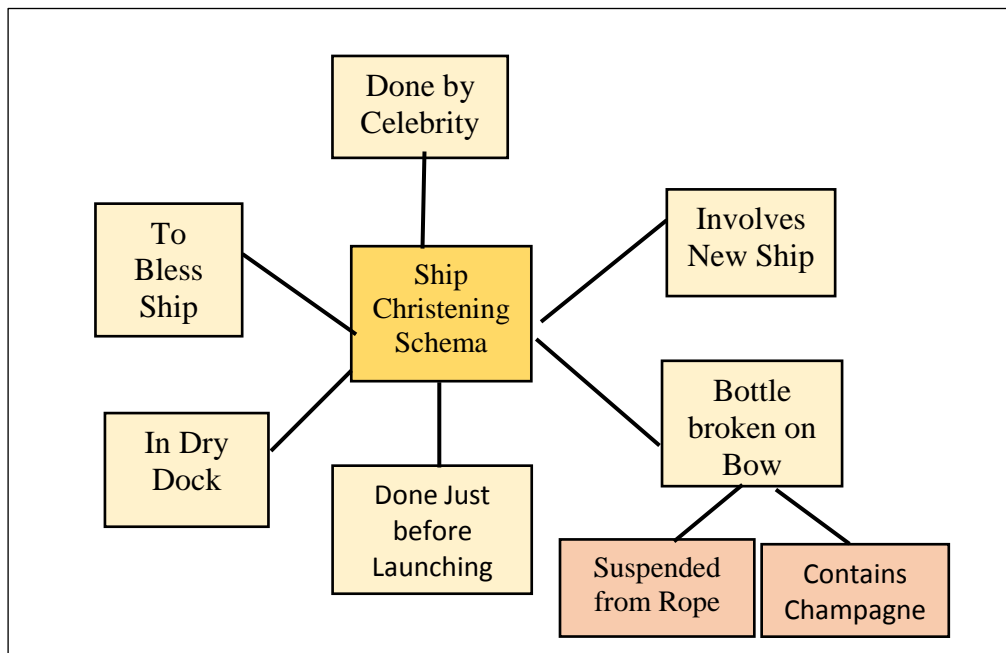


Figure 1.4. Shema of Person's Knowledge of Ship Christening (Anderson and Pearson, 1984, P.260)

From the figure 1.4 which Anderson and Pearson (1984) proposed to illustrate the average of person's knowledge about ship christening, the person knowledge can be divided into six parts done by celebrity, to bless ship, in dry dock, or done just before launching, bottle broken in bow, and it involves new ship. Anderson and Pearson said that these are all the knowledge which may answer you if you asked him/her about ship christening. Anderson and Pearson stated that these parts called nodes, variables or slots, when a person activates his schema for the interpretation of an event, these nodes are filled with specific information (Anderson and Pearson, 1984).

Bartlett in his classic book "remembering" (1932) defined schema as "the process of organizing the person's past reaction or past experiences actively" (as quoted by Anderson and Pearson, 1984, p.257). That is, the schemata theory is the organization of all past experiences of a person.

Besides, Xie (2005) stated that modern theorists see schema as a structure of general information stored in the memory, the structure of this schema contains variables or slots. Therefore, Xie said that the meaning does not appear on the language itself whether it was in written or oral form, but it exists in the mind of the reader. Therefore, Xie saw that it depends on the activation of the person schema that exists in his mind to interpret some events. Also, Widdowson (1983) indicated that schema theory illustrates the way of acquiring, processing, storing and retrieving information in a person's mind (cited in Al-Issa, 2006).

Anderson and Pearson (1984) indicated that the schema of a reader or the knowledge already stored in his/her memory works to interpret the new information. Also, they add that allow it to enter and be a part of the knowledge which was stored previously in the mind (as cited in Pearson, Barr, Kamil and Masenthal, 2000, p.255). Moreover, Anderson and Pearson

stated that saying that readers have comprehended the text, it refers that they have found a mental "home" for the information which exists in the text, or they have modified mental home which already exists to accommodate that new information of the text (as cited in Pearson et al., 2000).

1.11.2. Schema and Reading Comprehension

Rumelhart (1980) believed that comprehension is the process of selecting the schema and variables to explain the input information. Rumelhart sees that Comprehension of text happens when the reader finds and specify a schema or when slots are filled with information, schemata in the mind of a person have different levels. Therefore, for Rumelhart, the input is processed through various levels of schema, and the comprehension reflect these different levels (Cited in Xie, 2005)

Xie (2005) stated that the essential roles of schemata in reading comprehension are editing and planning for retrieval. In editing the readers are supposed to select, abbreviate, abstract, arrange, organize and polish written materials. Xie stated that the selection, abbreviation, and abstraction regarded as the first stage of editing which accommodates all the information related to the schema and delete the irrelevant one. Whereas, Xie regarded the arrangement, organization, and polishing of schema are the second stage of editing.

1.11.3. Schema and Inference

Xie (2005) stated that there is an important point in schema theory is inference .it is not only linking the different components in written text while reading, but it links the reading contents with the knowledge which already stored in the reader's mind. Therefore, there are two main relationships between schema and inference (Xie, 2005).

1.11.3.1. Schema Selects Inference

According to Xie (2005), the process of selecting a schema by a reader called inference, this is done based on inferencing a few amounts of known information or by filling the slots with information, and to activate the schema we need to fill all the slots. Xie (2005) illustrated the idea by giving an example; “John cut the juicy steak”, he was enjoying his meal (p.70). Though what material that was used to cut steak of meat did not mention in this sentence, but the reader directly will infer that John used a knife to cut steak. The schema of eating steak was activated because the reader has already stored knowledge.

1.11.3.2. Inference Speeds Comprehension

Understanding a text or subject would be difficult not because of the lack of an appropriate schema but because the cues in the text did not seem to be related to this appropriate schema Xie (2005). And the information did not help much to activate the appropriate schema. But if a title or more cues are given, the reader can select the proper schema and so understand the text. Xie (2005) believed that even the best student in English has problems in understanding the text. The major reason is the lack of language hint which is related to schema knowledge because of that there are many factors that enable the reader to activate the schema when he is predicting the title or the theme of text (Xie,2005).

1.11.4. Types of Schema and their Relation to Reading Comprehension

Al-Issa (2006) insisted that the Schema theory had a big influence on reading comprehension of a written material. So understanding the role of scheme will help us to know why students may fail to comprehend text material. Additionally Al-isa (2006) stated three types of schema as following.

1.11.4.1. Content Schema

Al-isa (2006) stated that if students are familiar with the topic of the text which they are reading, so possess content schema. Therefore, be familiar with a content of text this will enable them to comprehend the text easily.

1.11.4.2. Formal Schema

Al-isa (2006) have stated that if students are aware of structure of that genre of the text, so they possess formal schema. If the reader know what type and genre the text is, this can make reading comprehension easy for them because it will give them idea about the content of the text.

1.11.4.3. Language or Linguistic Schema

When the readers are able to decode the features they need in order to recognize words and how they are contained in sentences (Al-isa, 2006). Therefore, linguistic schema Refers to the reader's level of proficiency in parts of the language as grammar, vocabulary and without linguistic knowledge or linguistic schemata the reader will be enable to decode and understand what he/she reading (p.41).

1.12. The Role of Schema Theory in Foreign Language Learning

Xie (2005) stated these two roles of Schema Theory in Foreign Language Reading Teaching as follows:

First, the process of reading process is an interaction between the reader and the written material that the reader is read or the writer. Therefore, the meaning of text does not depend the language itself, but depend on the ability of a reader to use the knowledge of schema via predication with both bottom-up and top-down and inference.

Second, Xie (2005) stated that while reading the reader's world knowledge schema which are background knowledge, cross-cultural knowledge, and the reading structural knowledge are necessary to quickly activate of schemata in order to understand the text.

Conclusion

From this chapter, we come up to a conclusion in which we can say that reading is one of the most important skills for EFL learners. Also, comprehension or reading comprehension is the process of building the meaning of words and sentences because of that it is regarded as a basis that can help them to learn the foreign language successfully. That is, through extracting meaning and acquiring new knowledge from the written materials. We tried in this chapter to introduce both terms reading and reading comprehension by stating the different definitions and views of different researchers. Also, we discussed all the aspects related to them. Since reading skill is a complex ability which the fundamental key in improving vocabulary, our next chapter will be about teaching vocabulary.

Chapter Two

Teaching vocabulary

Introduction

Vocabulary learning is regarded as an essential aspect of the language which is used for forming sentences and texts. Therefore, expanding the learners' vocabulary size and the knowledge of their exact meaning is the basis for acquiring the English language, and enhancing the abilities of learners in the four skills. Thus, the learners must increase their vocabulary since encountering unknown words while reading may affect the comprehension of the text's meaning and therefore the grasping of its knowledge. This chapter presents different definitions of vocabulary, the importance of vocabulary knowledge and learning, and some strategies for building powerful vocabulary. Also, this chapter discusses the five approaches to vocabulary instruction, the relationship between vocabulary knowledge and reading comprehension, and the types of links between them, then it introduced the symptoms of poor vocabulary learning or teaching. This chapter ends with introducing the Nation's conceptual framework of vocabulary knowledge, and effective techniques for vocabulary learning following it the conclusion.

2.1. Definition of Vocabulary

Many people from different fields such as psychologists, linguists, language teachers defined vocabulary because of that it has many and different definitions. Bull (2008) stated that vocabulary is "all the words that person knows or uses or all the words in a language, also vocabulary is a list of words with their meaning" (p.495). This means that vocabulary is all the words with their meaning that learners have in their mind. In addition, Thornburg (2002) demonstrated that the knowledge of vocabulary "is not the phenomenon of all or nothing; that is, either learner knows a word or not knowing it" (p.22). This definition insisted on the knowledge of vocabulary together with its meaning.

Both Davis (1942) and Whipple (1925) defined vocabulary as an essential part of comprehension. Also, the National Reading Panel defined vocabulary as “one of two aspects of comprehension instruction” (cited in Hiebert and Kamil, 2005, p.3). This indicates that without vocabulary knowledge learners cannot understand the text.

Besides, according to Hornby (1995) cited in Alqahtani (2015) “vocabulary is the whole number of words in the language, so vocabulary is a list of words with their meaning” (p.24-25). From this definition, vocabulary is a list of words with their meaning. Also, M C Shane (2005) defined vocabulary as knowledge of word meaning.

2.2. Types of Vocabulary

Templeton and Pikulski (2004) stated different types of vocabulary, and they said that the way in which learners use or understand vocabulary differ from word to another.

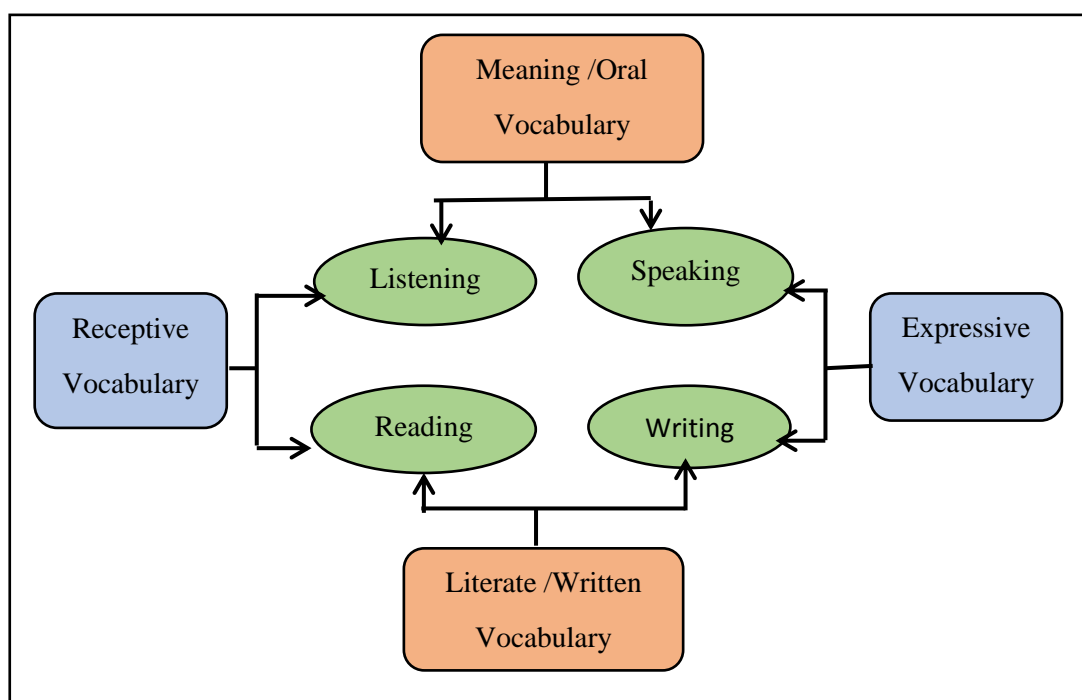


Figure 2.5. The Different forms of Vocabulary (Templeton & Pikulski, 2004, p. 2)

From the figure, Templeton and Pikulski (2004) stated that expressive vocabulary used to refer to both spoken and written words since learners use them to express themselves. According to Templeton and Pikulski expressive vocabulary is the major way for using vocabulary because it is used for speaking and writing, and learners understand them when they speak to other discourse or read using these words in written texts.

While Templeton and Pikulski (2004) stated that receptive vocabulary is a term that refer to words which can be listen or read them. Also, they stated that the term meaning or oral vocabularies refer to all words which can be understand when listen to them and use in speak using them. whereas, Templeton and Pikulski stated that literate or written vocabularies is a combination of the reading and writing vocabularies.

2.3. The Importance of Vocabulary Knowledge and Vocabulary Learning

Many researchers have indicated the big role which vocabulary plays in the learning or the teaching of a new language. Roit (2002) indicated that vocabulary knowledge affects the ability of the student to read successfully and also affects their learning. Furthermore, Baker, Simmons, & Kame'enui (1997) stated that student with limited vocabulary will face problem in reading fluency and thus affects their reading comprehension. Also, The National Reading Panel (2000) insisted that the larger size of vocabulary students have, their understanding will be improved (cited in Willis, 2008) who also acknowledged that if the students master their vocabulary, they will communicate their ideas, knowledge and voice effectively.

Likewise, Cameron (2001) insisted that “vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language”. This information insisted on the big role of vocabulary. In addition, Schmitt (2000) emphasizes that vocabulary knowledge is an essential key for effective communicative competence and to acquire the second language effectively (Cited in Alqahtani, 2015, p22). Similarly, Alqahtani (2015)

stated that lexical knowledge is an essential tool for learning a language because limited vocabulary will hinder the successful communication of the learner.

Nation (2011) indicate that learning vocabulary plays a big role in the improvement of all the skills of the language (i.e. listening, speaking, reading, and writing (Cited in Alqahtani, 2015).

Wilikis (1972) insisted that “without grammar very little can convey, but without vocabulary, nothing can be conveyed” (Cited in Thornbury, 2002, p.13). This is the most powerful statement that states the big role of vocabulary because if learners do not have the knowledge of grammar, they can transfer a little of ideas and information whereas without vocabulary they cannot transfer anything.

2.4. Strategies for Building a Powerful Vocabulary

The reader ‘comprehension of the text depends on knowledge of vocabulary; therefore, if the reader is able to recognize and understand plenty of vocabulary in the written material, he/she will be able to comprehend the text easily. Milulecky and Jeffries (2007) stated a number of strategies that help to build a good and powerful amount of vocabulary. These strategies are as follows:

2.4.1. Check your knowledge of the Words Used Most Frequently in English

Milulecky and Jeffries (2007) indicated that there is a percentage of words that are used most frequently in the English language than other words. These words are about 2,000 and constitute 80 per cent of the text. Thus, Milulecky and Jeffries regarded that if the reader knows these words, the chance of understanding the written text will be higher for him/her because in the majority of texts, So learners need to take this words and memorize them with their meaning since this way is very effective to enhance their size of vocabulary, and at the same time their comprehension of written material will be good.

2.4.2. Focus on the Words Used in Academic Texts

Milulecky &Jeffries (2007) stated that texts such as textbooks and academic journals contain some words that used frequently in it, regardless of what the subject is because these words used by the writer to illustrate the ideas, he/she cannot use other words since these words are academic in nature there for any formal text contain these words which help the writer to defend and explain the points in an effective way .Therefore, the reader will increase the comprehension of the text effectively if he/she memorized these words (Milulecky &Jeffries, 2007).

2.3.3. Use the Dictionary Effectively

The dictionary is best way for increasing vocabulary because it provide the reader with the word's definition and other information about word like the word's part of speech and how it pronounce (Milulecky &Jeffries, 2007).In addition, Howard (2002) urged on the big role of dictionary, he stated that dictionary is more than a reference book; it is also record of language 'vocabulary (p.22); that is, checking the words using dictionary will expand learners vocabulary, and at the same time their comprehension.

2.4.4. Keep a Vocabulary Notebook

The Learners must precise a notebook for writing any new words or unfamiliar words which may encounter while reading because the notebook is small and enable them to carry it with you in any place they want and check the words that you wrote.But in order to memorize these words for a long time in the memory, learners must revise them from time to time and put them in a context or repeat them by speaking.All these ways help in the retention of other words written in the notebook (Milulecky &Jeffries, 2007).

For organizing the notebook, Milulecky and Jeffries (2007) stated the following steps. Firstly, learners need to decide the way in which they are going to put the words either

alphabetical or categorical way. Secondly, Milulecky and Jeffries (2007) indicated that in the notebook Use two pages. On the left page, you can write the word and its part of speech. Also, you can write the sentence that you found the word in it. In addition, on the right page, you can write the meaning of the word. Finally, Milulecky and Jeffries said that from time to time check if you know the words. Use one hand to cover a page and try to remember the information on the other page.

2.4.5. Use Study Cards

Milulecky and Jeffries (2007) described study cards as a way to make the vocabulary part from long memory by reviewing these cards and test if you can recall them and their meaning instantly whenever you see them. Thus, they considered the study card is a good strategy to improve your list of vocabulary. In order to use this strategy, the learner chooses the words which he/she wants to learn, and write them on this cards with a picture to make it more vivid then memorize from time to time.

2.5. Five Basic Approaches to Vocabulary Instruction

The National Reading Panel's review (2000) identified five basic approaches to vocabulary instruction which that should be used together (cited in Hackman, 2008, p.6).

First, the Explicit Instruction which is specified to the words which is difficult or words that the students do not have a knowledge about it because it is not part student 'experience.

Second, indirect Instruction which is refer to the necessity for student 'exposure to a many reading material.

The third instruction is multimedia Methods in it the teacher need to include things or Medias other than the text like visual stimulus, computer or sign language.

The National Reading Panel's review (2000) added **the fourth is Capacity methods** in which the teacher needs to make reading activity an automatic one.

The last and the fifth one is association Methods in it the teacher need to encourage learners to make a connections between the words that they know and unknown words (The National Reading Panel's review, 2000).

2.6. Types of Links between Vocabulary and Reading Comprehension

Many scholars have indicated that there is a strong relationship between vocabulary and reading comprehension among them Anderson & Freebody (1981) who demonstrated that there are three kinds of the relationship that exist between vocabulary and reading comprehension.

2.6.1. Causal Links Underlying the Vocabulary –Comprehension Relationship

Anderson & Freebody (1981) stated that the knowledge of vocabulary and reading comprehension are interrelated together. They stated that This model state that there is a relationship between vocabulary knowledge and reading comprehension which is if the reader that know a large number of words, he/she will be a good reader. In other words, there is a causal relationship between the knowledge and size of vocabulary and the reader's ability to comprehend a written text (Cited in Nagy, 2005, p.30).

2.6.2. Reciprocal Links between Vocabulary and Reading Comprehension

Here Anderson & Freebody (1981) believed that the causal relationship between vocabulary knowledge and reading comprehension is reciprocal, in other words, it goes in two directions. Therefore, the indicated if the reader has a big size vocabulary this will contribute to be a good reader and comprehend the text. Meanwhile, if learners are good to read this also contributes to having a big size of the vocabulary.

Also ,Anderson, Wilson, & Fielding (1988) identified that the reason behind that is when the reader read many books, and thus learn a lot of new vocabulary (Cited in Nagy, 2005).

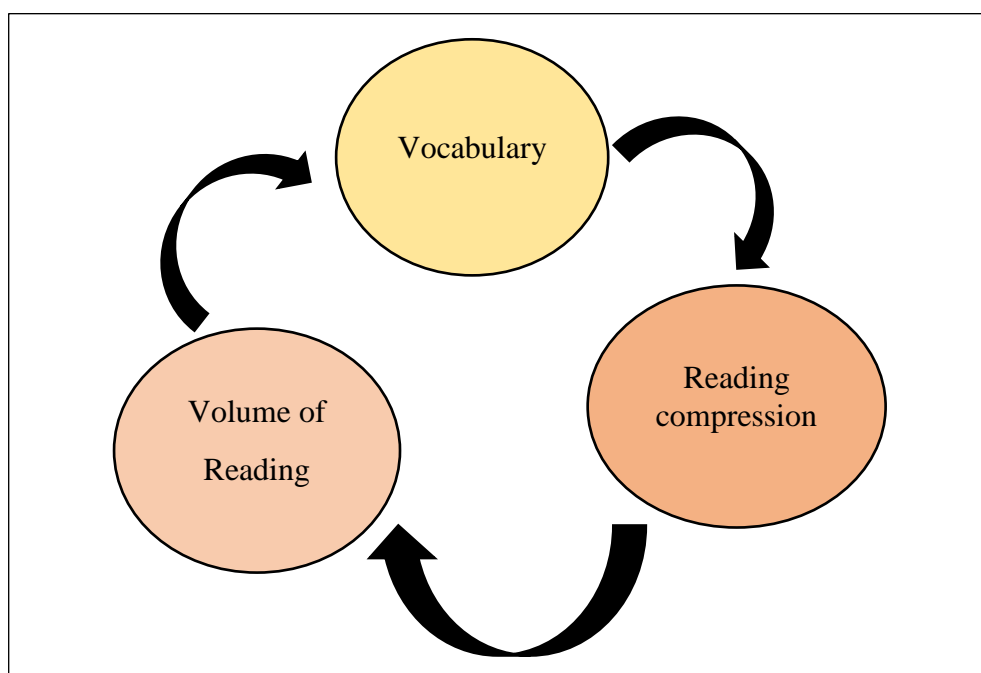


Figure 2.6. A Reciprocal Model of Vocabulary and Reading Comprehension (Anderson & Freebody, 1981) (Cited in Nagy, 2005.p.34).

From the figure we conclude that the volume of reading will increase the learners ‘vocabulary repertoire’, and having a good vocabulary will enhance reading comprehension and this in turn enhance the reading of learners and so on .

2.6.3. Indirect Causal Links between Vocabulary Knowledge and Reading Comprehension

Another links that stated by Anderson & Freebody (1981) is the indirect causal links between Vocabulary Knowledge and Reading Comprehension which indicates that vocabulary knowledge may have an impact on other abilities, and this turns to help in the reading comprehension of the reader .Also, the indirect link requires metalinguistic awareness. Therefore, knowing the vocabulary will contribute in the metalinguistic

awareness, and thus contribute directly or indirectly in the reading comprehension through the contribution of metalinguistic awareness to word recognition .Also, Anderson & Freebody (1981) stated that there is an indirect relationship which requires the vocabulary knowledge ‘impaction on the word recognition.

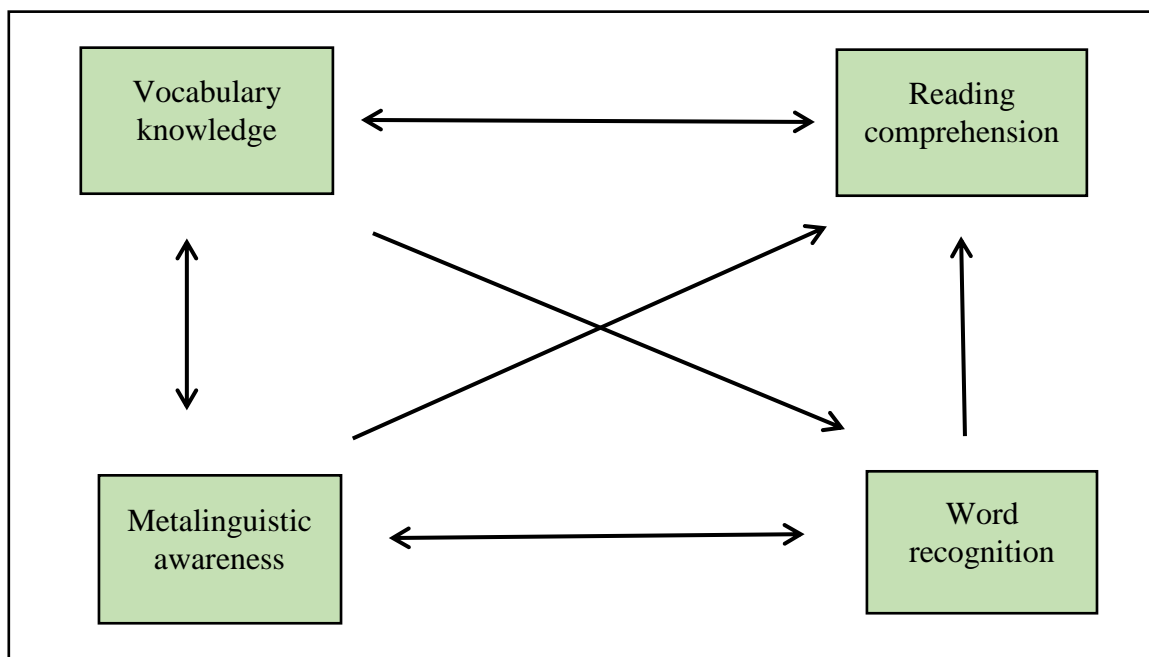


Figure 2.7. Causal links between Metalinguistic Awareness, Vocabulary Knowledge, Word Recognition, and Reading Comprehension (Anderson & Freebody, 1981) (Cited in Nagy, 2005.p.34).

Nagy (2005) illustrated this kind of relationship between the four elements. Vocabulary knowledge contributes to metalinguistic awareness; that is, it is help learners to use the language successfully .Also, Nagy stated that the metalinguistic awareness contributes in word recognition which having a good seize of vocabulary helps in recognizing words easily and rapidly while reading .Moreover, Nagy said that vocabulary also may help in word recognition. Finally, reading comprehension will be enhanced through metalinguistic awareness, the knowledge of vocabulary and word recognition.

2.7. Symptoms of Poor Vocabulary Learning and/or Teaching

Vocabulary plays an important role in the acquisition of the language by enhancing all its aspects. Because of that both learners and teacher pay attention to its learning and teaching nevertheless there are some signs which refer to the bad learning or teaching of vocabulary.

Campillo (1995) stated a number of signs which refer that student has learned or taught vocabulary in a bad way. Firstly, the big problem is the student's inability to recall words which have been taught. Also, the use of vocabulary in an inappropriate situation is a common error. Another error which stated by Campillo is the use of vocabulary in a wrong level of formality like saying "be seated ladies and gentlemen". The further fault is using vocabulary in an idiomatic or meaningless way or using the incorrect form of vocabulary either in grammar, spelling or even pronunciation (Campillo,1995). Therefore, learning vocabulary is more than just memorizing them.

These all signs which refer that students have learned or taught vocabulary in a bad way. Therefore, from the beginning teachers have to teach vocabulary in a way that there is no sign from this.

2.8. Techniques for Teaching New Vocabulary

Gairns and Redman (1986) and also Campillo (1995) indicated a number of ways by which the teacher can convey the meaning of new words in teaching situations. Those are means which are linked by the teacher –centered approach .Therefore, any teacher who cannot use these ways will be unable to teach the vocabulary item .these ways in which can be conveyed are classified into two ways: traditional techniques which are teacher centered approach and student –centered approach.

2.8.1. Traditional Techniques

Traditional techniques which stated by Gairns and Redman (1986) and also Campillo (1995) include three main types which are the visual, verbal and translation techniques for teaching the new vocabulary.

2.8.1.1. Visual Techniques

Gairns and Redman (1986) and also Campillo (1995) demonstrated that in this technique, the teacher can use visuals including flashcards, photographs, blackboard “drawing”, “wallcharts”, and “realia”...etc. Those methods are used in teaching because they are useful to transmit the meaning and teach the concrete vocabulary like places. In addition, they indicated that these methods enable the students to practice anything by using activities and including them such as using a number of pictures to refer to the name of sports like sailing, football, etc., and also they can be used to do a guided dialogue. In the other hand, Gairns and Redman and Campillo stated that the teacher can use in this technique mime and gestures as a way to convey the meaning of something.

2.8.1.2. Verbal Techniques

It includes the use of anything which is related to the language. Here the teacher can use a number of techniques related to the language in order to facilitate the teaching of this new item in an effective way.

2.8.1.2.1. Use of Illustrative Situation (Context)

The teacher uses it when he/she introduce abstract words, Gairns and Redman (1986) and also Campillo (1995) insisted that in order to ensure that students understand these abstract words, the teacher put them in a context or a situation to make student guess their meaning and memorize them by themselves. Therefore, this method is a better and effective

way of learning vocabulary more than just memorizing a list of words because the majority of students will forget their meaning because of the lack of context (Gairns and Redman ,1986) and also (Campillo ,1995)

2.8.1.2.2. Use of Synonyms and Definitions

Gairns and Redman (1986) and also Campillo (1995) noted that the synonyms means two words have the same meaning while definition is statement that illustrate the meaning of a word in few word ,this two used when students cannot understand the meaning of a word ,so they said that the teacher present a synonyms or define this word to convey its meaning .sometimes the definition alone is not sufficient so the teacher can give examples also .An example which was given by them to illustrate this technique ,if the students did not understand the meaning of the word happy ,the teacher gives to the students the synonyms which is glad or a definition of the word such as to feel glad or cherry.

2.8.1.2.3. The Use of Antonyms

This technique is regarded by Gairns and Redman (1986) and also Campillo (1995) also as an aid to convey the meaning of a word, here the student can ask the teacher about the opposite of the unknown or difficult word in order to grasp its meaning. They indicated that the opposite is the antonym of a word even if a person does not the exact meaning of a word, he/she can guess its meaning from the opposite of the word.

2.8.1.2.4. Scales

Gairns and Redman (1986) and also Campillo (1995) stated that if the students have learnt two opposite words which are gradable. Therefore, the teacher can use them to present other words relate to them as an example the two opposite words hot and cold are related to warm and cool. This technique is too effective for learning a huge number of vocabulary in a short time.

2.8.1.2.5. Examples of the Type

Gairns and Redman (1986) and also Campillo (1995) stated that the teacher can explain a type of something by giving an example to it. For example, if the teacher wants students to grasp the meaning of the word which is furniture; thus, the teacher can present an example to it like; chair, table ...etc. The examples are a good way to make students understand

2.8.1.3. Translation

The translation according to Gairns and Redman (1986) and also Campillo (1995) stated that is a useful and good strategy which teacher use for conveying the exact meaning of a new or unknown word for the students because it saves the time which will be spent on an unsuccessful illustration of the vocabulary in English. However, they do not advised to use translation in EFL learner's classrooms because it involves the use of the mother tongue to explain the meaning of the foreign word. Thus, it will effect on the learning of the language for that it must be avoided.

2.8.2. Student-Centered Learning

Nowadays teaching has emphasized the role of students in learning vocabulary by themselves. Therefore, teachers provide them with the necessary strategies to learn new vocabulary which are: asking each other, using a dictionary and making use of context to guess the meaning of the new item (Gairns and Redman ,1986) and also (Campillo ,1995). , these techniques make students depend on themselves.

2.9. Ways to Support Vocabulary Knowledge During Prereading and Post Reading

Allen (2006) stated that while she teaches, she interrupts the student reading only if they found difficult because of new words to them; otherwise, she supports their knowledge of the vocabulary during pre and post reading by using the following ways:

First, Allen (2006) have stated using repeated words in varied contexts, also describe words, supported words with visuals. Furthermore, Allen said that the teacher can connect words to students' lives in order to make them understand effectively. Another way is extending words with anecdotes or Making associations of words with others. Moreover, teachers can give definitions, compared and contrasted. Allen add allowing students to make Questions or give them questions to test them, rephrasing sentences is another good way with giving an analyzation of sentences 'structure .Also another way which is suggested by Allen is providing examples to difficult words, and at the same time giving examples of correct and incorrect usage of these words.

2.10. The Relationship between Vocabulary Knowledge and Reading Comprehension

For a long time, many scholars have agreed that there is a clear connection between reading comprehension and vocabulary knowledge; that is, vocabulary size is an essential factor that can improve student's reading comprehension. To illustrate, Davis (1944, 1968) indicated that "vocabulary knowledge is related to and affects comprehension" (cited in Allen, 2006, p .5). Thus, Vocabulary knowledge is a vital component that has to be regarded by students in order to enhance their reading comprehension. The more vocabulary students have in their mind, their reading will be fluent and thus they will comprehend the written material as Curtis (1987) claims that "students' ability to acquire new knowledge could be affected if they have low vocabulary knowledge" (cited in Engku, Engku, Isarji and Ainan, 2016.p.116); thus, students must enhance their vocabulary.

Barrow, Nakanishi, & Ishino (1999) explained that the four skills of language among them reading are based upon the leaners 'vocabulary knowledge (Cited in Kezhen, 2015).This statement emphasis on the big role of vocabulary knowledge.

Researchers such as Moghadam, Zainal, Ghaderpour (2012) stated that the basic reason behind students' poor comprehension of the text are a lot of unknown words that students encounter while reading. Therefore, the reading comprehension breakdowns which students experience while reading require word recognition and lexical access. Because of that vocabulary regarded as the first predictor for the difficulty of the text.

Different studies conducted about the process of language learning such as Nation ISP (2001), Qian (2002) and Read (200) have indicated that vocabulary knowledge is the key component for improving both of reading ability and reading comprehension; that is, the ability to get new details from the text (Cited in Moghadam, Zainal, Ghaderpour, 2012, p.555).

In addition, other studies have indicated that there is a relationship which exists between vocabulary knowledge and reading comprehension. Also, Zhang and Annual (2008) indicated that vocabulary have an essential role in reading comprehension. Likewise, Garcia (1991) insisted that the small size of vocabulary or the lack of appropriate meaning of the word hinder the students from comprehending the text effectively (Cited in Moghadam, Zainal, Ghaderpour, 2012).

In the end, it is clear that there is interchangeable relationship between reading comprehension and vocabulary knowledge because these two component can enhance each other. From one hand, the more students acquire new vocabulary, they will not face problem while reading, and they can understand what they are reading easily because they developed their reading skill through vocabulary acquisition. From the other hand, students through reading a lot students can enrich their seize of vocabulary.

2.11. Nation's Conceptual Framework of Vocabulary Knowledge

For a long time ago many researchers have explored the nature of vocabulary knowledge through conducting many studies among these studies is the frameworks of vocabulary knowledge which proposed by Nation (2001) that focus on two questions: (a) what is a word? & (b) what is involved in learning a word? .In the table below which was proposed by Nation (2001) indicates that the knowledge of vocabulary is divided into the areas which are the knowledge of form, meaning, and the use of vocabulary. Each one of these areas is subdivided into other areas (Cited in Gu, 2017).

Nation(2001) sated that in the knowledge of the word from ,the learner is required to know the written form of the word ;that is, how it is look like and this is receptive or passive knowledge ,and also how it is spelled ,and it productive or active knowledge. Also, he add that the learner is required to know how the spoken form of the word which mean what does the word sound and it is receptive knowledge, and how words pronounced and it is productive knowledge. In addition, Nation add the knowledge of words parts which means the suffixes and prefixes that learners use in order to change word' meaning for example the knowledge that if he/she add the prefix 'un' to the beginning of word like "unknown", the meaning changes(Cited in Milton, 2009).

In the knowledge of the words 'meaning, Nation (2001) said that the learner is required to know the form and meaning of the word; that is, the meaning that the word refer for, this is receptive knowledge, and the form of the words that can be used to express meaning, So learners must link between the form of the word in Foreign language and its meaning in native language. Also, Nation add the knowledge of concept and reference and association which refer that a word in English can have different meaning or translation in other

languages for example “fat” in English is negative word for describing a person ,but in Nigeria it got a positive meaning (Cited in Milton, 2009).

Table 2.4. Components of vocabulary knowledge (Nation, 2001) (Cited in Gu, 2017, p.46).

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What words parts are needed to express meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and References	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What others words does this word make us think of?
		P	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of word occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use	R	Where, when and how often would we meet this word?
		P	Where, when and how often can we use this word?

Note. R is Receptive, P is Productive.

Finally, from the table above Nation (2001) stated that the last area in word knowledge is the knowledge of language use which is subdivided into three areas. The first, for Nation is the grammatical function in which the learner must recognize the part of speech that the word belongs to and how it should be linked to other words to make the statement true for example, learners must know that the word yellow has an adjective function and its place is before the noun which qualifies like “a yellow door” not “a door yellow”. According to Nation the second sub-area of language use is collocation which are words that collocate with other words, for example, the word do construct phrasal verbs with other preposition and connect different words together. Nation adds the last area which is constraints of use in which learner must know how, when, where this word can be used or found (Cited in Milton, 2009).

In addition, Nation (2001) have divided each of the previous subareas into receptive which is demonstrated in the table with the letter R and productive demonstrated why the letter Perceptive in it learner receive while productive in it learner produce (Cited in Milton, 2009).

2.12. Effective Techniques for Vocabulary Learning

Many kinds of research have been conducted around the most important area in ESL/EFL which is offering effective techniques that can help learners to improve their retention, retrieval and also the learning of the vocabulary item. Among the studies which have been conducted on the effectiveness of techniques such as the keyword method, the peg word method, the loci method, argument mapping, concept mapping and mind mapping by many scholars. These techniques are grouped into two groups Mnemonic and Mapping techniques.

2.12.1. The Mnemonic techniques

Cohen & Aphek (1981) defined them as devices in which learners focus on the use of their cognitive processes. Therefore, these devices help them improve their retention of new vocabulary, and easy their retrieval of these words. Cohen & Aphek (1981) stated that in mnemonic strategies learners tries to create a kind of association between words, and this association is more efficient in vocabulary retention and retrieval than learning words alone without creating any association(cited in Takac,2008).

Takac (2008) stated that although mnemonics plays an important role in the successful learning and retention of vocabulary and also their retrieval. Nevertheless, Takac said that the use mnemonics are based on many factors related to learners such as the time available for learners, their capacity for creating images, proficiency level and their learning style in addition to all cultural and situational element that require them to retrieve vocabulary (Takac, 2008).

2.12.1.1. The Keyword Method

Raugh & Atkinson (1975) regarded it as one mnemonic techniques ‘types, and it very effective and popular strategy for learning vocabulary. Atkinson stated that it contains two steps, in the first step learners tries to create an English word(keyword) which is somehow similar to the word that learners need to learn an associate to it, and it is also called keyword. In the second step, Raugh & Atkinson stated that the learner needs to establish representation or visualization that association between the keyword and the word in the forging language and its definition (cited in Takac, 2008).

To illustrate how to use the keyword a number of scholars gave examples among them Raugh & Atkinson (1975) put a number of examples in the use of mnemonics keywords for learning Russian vocabulary. In the first, this example gave the English learners away in

order to learn the Russian word “zvonok” which mean bell in English since it is pronounced “zvahnok”. Raugh & Atkinson (1975) said that here are learners can create the English keyword which is “oak”. Then create a visualization or representation of the oak which is a fruit in English growing under the bell(Raugh & Atkinson, 1975)

Another example which was stated by Raugh & Atkinson (1975) is the Russian word (zddnie). its meaning is building, and is pronounced like "zdawn-yeh"; thus, learners can put emphasis on the first syllable zdawn. Using the English keyword "dawn" because it is closer to it. Then learners could imagine the pink light of dawn reflected in the windows of a tall building.

2.12.1.2. The Peg Word Method

Bower and Reitman (1972) stated that the peg word method is a facilitating way for learning unrelated words .In it the learner first learn a series of concrete words which called the pegs with an association the first 20 integers an so on .They presented an example of the way of use it are the rhyming pegs "1 is a bun, 2 is a shoe, and 3 is a tree . . . and so on, until the learner reach 20 or more item. In order to learn any new list of items, the learners must visualize a referent between the new words which learners need to memorize with the peg words list (Bower and Reitman, 1972).

Similarly, Amiryousefi and Ketabi (2011) have staed that if learners want to learn a list of words and the first word of this list is "exploration", so its peg can be “John” and after learners now its definition , they can form an image to link the two words with the number in rhythmic way ;that is ,1. “John is doing oil explorations”, then if the second word is "feature", the peg word of it in rhythm pairs is “shoe” ,and then will form another mental image for it.

2.12.1.3. The Loci Method

Lindenberger, Kliegl and Baltes (1992) have stated that the loci method is a method in which the learner must use their imagery, and connect the new words with a location that he is familiar with. Therefore, when learners need to retrieve these words, the location comes directly to their mind (Cited in Zarei, Hasani and Keysan,2013) .

Loci method is regarded as the oldest mnemonic technique. Eysenck (1994) and Mirhassani , Eghtesadei (2007) have stated that in order to use this method ,learners must imagine a familiar place for them as home ,then link each word to a part of this place to remember it easily (Cited in Amiryousefi and Ketabi,2011).

Amiryousefi and Ketabi (2011) to illustrate this method said that if the new vocabulary what learners want to learn memorize are era, artificial, mission, sample, mass, density, disturb, distant, so the suggested familiar place would be the moon and the mental picture is in the robot era. The learners would say that there are some robots with artificial hands and legs, and they are on a mission on the moon. Also, the robots are now are gathering a mass of sample rocks to test their features and density. Nevertheless, no one can disturb them because they are in a distant area.

2.12.2. Mapping Techniques

There are different kinds of mapping of mapping techniques which is used to facilitate the learning of vocabulary.

2.12.2.1. Concept Mapping

Concept maps refer to a label (one or two words), only one concept put in a one node or box .These boxes are linked with lines in order to show the relationship between the words that construct a meaningful statement .Moreover, the concept can be defined as pattern for

events or objects, or a way for recoding events or objects which is designed by a number of label; that is, word in a node (Novak and Canas, 2006).

Furthermore, Novak and Canas (2006) stated that in order to design a concept map learners are required to move hierarchically from the most general inclusive concept in the top to the least general but most specific concept in the bottom of the map. Also, Novak and Canas (2006) insisted that the most effective mind mapping is the one which establishes a good relationship between the words which learners need to learn and memorize, this method helps in retrieving the words easily.

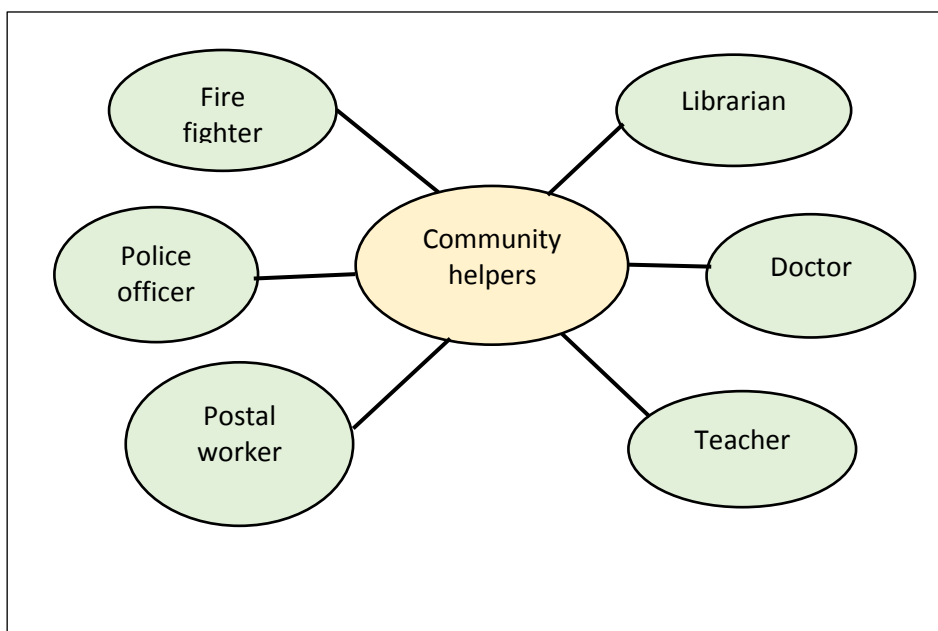


Figure .2.8.Concept map (William &Marry, 2015, p.4)

The above figure shows a concept map ,this map demonstrate all the vocabularies which is related to community helpers ,this word is the central word because of that it is putted inside the middle node ,then it is divided into all words which have relation to it ;that is ;community helpers could be doctors ,police officer .This map is very helpful in learning all words related to specific word .

2.12.2.2. Mind Mapping

Buzan (2006) defined mind maps as graphic, it is a method in network shape for memorization, organization and also prioritization of information. Buzan indicated that the learners uses key or triggers words and images for designing the mind mapping .Mind maps regarded as key to unlock facts, information and at the same time release the huge potential power of learners ‘mind because it triggers their memory.

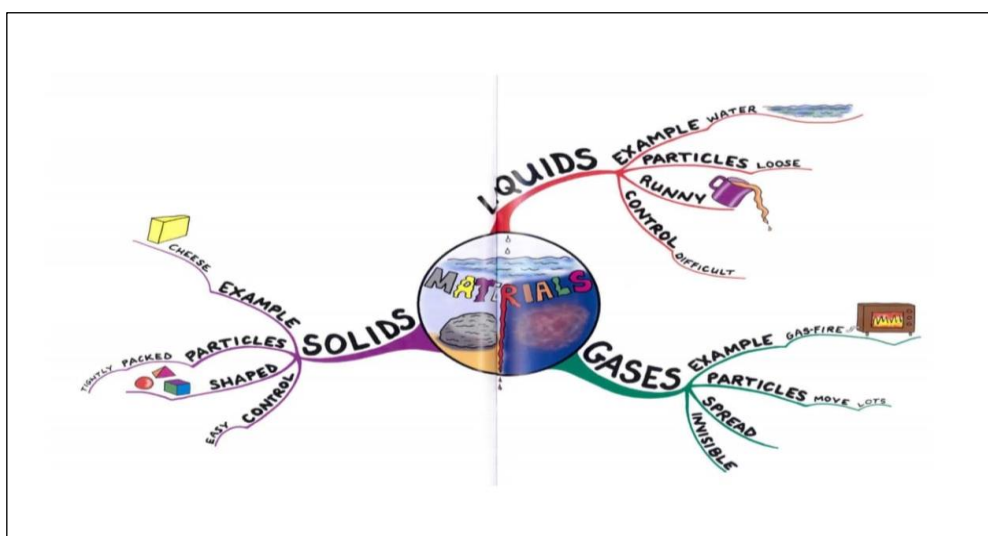


Figure 2.9.A Model of Concept Map Present Materials (Buzan, 2005,p.63)

The figure above demonstrate a sample of mind mapping proposed by Buzan(2005) for teaching types of materials for students ,the materials divided using the map into three element liquids and gases and solids, and each types is further illustrated .

Moreover, Buzan (2006) stated that the secret behind the effectiveness of the mind mapping lies in their dynamic shape, form, the use of images, and also colors. Buzan said that the mind map has got the shape and the form of cells; thus, it is built to encourage learners’ brain to work in a very fast and effective way for memorizing information.

Furthermore, Buzan (2006) stated that mind maps are the core in helping students to in note-taking and making, preparing themselves for writing essays and also for the exams, revising their lessons in smarter way.

Conclusion

As a conclusion, the main focus of the current chapter is to show the effect of the unknown vocabulary on EFL learners reading comprehension; that is, through this chapter the researcher have tried to indicate the relationship between vocabulary and reading comprehension. Vocabulary learning have an important and an indispensable role in acquisition of the language and the development of its four skills especially reading. Therefore, the teaching of vocabulary is no longer abended because both teachers and learners are aware of the effect of vocabulary seize and knowledge on the learners understanding of written material. Thus, this chapter shows the big contribution of teaching vocabulary in enhancing EFL reading comprehension.

The Field Work

Introduction

The current study was conducted to investigate the contribution of teaching vocabulary in enhancing EFL reading comprehension of students of second year LMD. This chapter is devoted to the practical part in which we present and analyse the data obtained through the data gathering tools. To carry out this study, the researcher selected both structured questionnaire and quasi-experiment as data gathering tools to test the hypothesis set in this study. That is, the researcher will use the findings obtained to confirm or disconfirm the hypothesis. Firstly, we start by introducing theoretical background regarding the methodology of this study. Second, we describe, analyze and interpret all the results which is obtained through data gathering tools.

In this chapter, the researcher present two sections .In the first section of this chapter ,we deals with the analysis of students answers in the pre and posttest whereas the second section, we deal with the analysis of the students' questionnaire .Thus, the collected data will help to test the hypothesis .

3.1. Research Methodology: Theoretical Background.

3.1.1. The Research Approach and data collection tools

Firstly, the researcher needs to select the appropriate research approach in order to collect the data needed for conducting the study. There are three approaches which are: quantitative approach, qualitative approach and mixed method approach. Quantitative research approach involves the use of data collection tools which give a form of numerical data (numbers) that can be analysed later on using statistical methods like SPSS, while qualitative research requires the use of data collection procedures which result in non-numerical or open-ended data (words) that can be analysed later on using non-statistical

methods. The third one is the mixed method approach which involves the use of a combination between qualitative and quantitative data collection methods (Dornyei, 2007).

The current study was conducted by using the quantitative research approach which have been chosen according to the study. In this approach the researcher selected to use from it two data collection procedures which are: a quasi-experiment and a questionnaire, they have been used to collect data, and thus to test hypothesis.

3.2. Quasi-Experiment

3.2.1. Population and Sample

The population of the current study is the whole population of second year LMD at the University of Mohamed Kheider Biskra from English department .The population divided into consist of 10 groups and their whole number is 365 students .Out of this population, we selected a sample of 30 students in order to conduct the quasi-experiment .Their selection was not randomly done . The purpose behind selecting this population was because they still new in the field of English language and the majority of them have problems in comprehending the texts.

3.2.2. Description of Quasi-Experiment (T TEST)

Cook and Campbell (1979) defined quasi-experiment as a research that look like experiment research, but it is not true experiment because in it the participants not assigned randomly, and also in it the independent variable is manipulated (Cited in Price, Jhongiani and Chiang, 2013).In addition, the quasi-experiment is in form of pretest, treatment then posttest .That is, the dependent variable is measured before and after treatment.

This study was conducted using the quasi-experiment in order to investigate the contribution of teaching vocabulary in enhancing EFL reading comprehension. Therefore,

in order to conduct this study ,we selected a group the consist of 30 students from second year LMD in order to do the study with them .We devoted one session in one hour and half for the pretest and another one hour and half for both the treatment and posttest ,that is ;forty five minutes for the treatment , and another forty five minutes for the posttest. This study has been conducted in the following steps:

3.2.2.1. The Pretest

The pretest was done on February 1st, 2019, and we devoted one hour for it .The pretest was administrated for a group of second year LMD who were not assigned randomly. For the form of test; it contained three sections .First, in the beginning of the test we provided a picture and a small passage entitled “Dublin City of space and Grace”, it was written by Maurice Shadbolt .The passage describes the city of Dublin in a perfect way, and it was cited from Readers Digest, (1985, pp.90-92) .Thus, the students were required to read the passage carefully in order to answer the questions flowing it in the two next sections .Second, section two is devoted for reading comprehension work ;that is ,is about five questions of reading comprehension .In it, we tested the comprehension of students about the passage .Therefore, they chosen the right question according to their comprehension of the text . After that, there was a section which is vocabulary work, in it we tested the students ‘vocabulary knowledge related to the text .We provided around twelve difficult words from the text which are unfamiliar to some students, and we asked them to choose the right meaning of the word from four options that we gave .The student were obliged to select the appropriate meaning of the word according to the context. Finally, the scores of pretest is on twenty; actually, distributed ten point given for the reading comprehension, for each question of the five is given two point .While the section of vocabulary knowledge is on ten also .most of the words are given one point if students selected the right option whereas four words are on half point because they are so easy. . **(See the appendix one)**

3.2.2.2. The Treatment

The treatment was done in one session on the 30 March, 2019. In fact, we devoted one session because the nature of this study does not need a lot of treatment sessions. Since our study is about the contribution of teaching vocabulary in enhancing EFL reading comprehension, so we tried to provide a small passage to students to read it. The passage entitled “Meerkats United” and while read it they will face a number of difficult or unfamiliar words for them. These words may affect their comprehension to this passage. Thus, in our treatment, we tried to teach them the meaning of these words and introduced them in the form of a table which is entitled “enrich your word power”. The table is divided into four columns: the first one is the vocabulary which we introduced it to students, the second one is the etymology of the word; that is, the origin of the difficult words. In this column, we tried to teach them the word by giving them its origin. Thus, we did not give them the meaning directly but we made them use their mind to know the words’ meaning. The third column is “guess the right meaning of the words”, in it we provided two options about the meaning of the word. And the students after knowing the words’ etymology, they will choose the right option from them. The fourth and the last column is “guess the right example”, in it the students will choose the right examples of the difficult word among two options. The table contains nine words which we selected from the passage because these words are difficult. Also, this part of the treatment, we distributed ten scores on the columns of “guess the right meaning” and “guess the right example” which they were supposed to answer in order to see if they mastered these words or not. Finally, we choose nine words because the passage contain 96 words, so the percentage of the 9 words is 10%. (See the appendix two).

3.2.2.3. The Posttest

The posttest was on 30 March, 2019. It was on the same day after we gave the treatment. The posttest contained three sections: the first one is a small passage which was entitled "Meerkats United" cited from Reader's Digest which was published on 1986 and written by David Macdonald, we extract the passage from page 58 to 59. Thus, the students were asked to read the passage carefully and understand it. We bolded the words which the students were supposed to find them difficult or unfamiliar and may affect their comprehension to the text. The second section is the section that we used it as a treatment, in it we introduced the words bolded in the passage with their etymology, and we asked the students to select the right meaning and the right example of unknown words among two options which we provided for them. The last section is exactly our posttest, is about question of reading comprehension of the passage. In this section we asked the students five questions about their comprehension of the passage, and the score of this section is ten points; that is two points for each question. (See the appendix two)

3.2.3. Analysis and Interpretation of Scores

This chapter is devoted for the statistical analysis and interpretation of the collected scores from the students in order to compare their scores before and after the treatment in the pre and posttest which is teaching them vocabulary to see whether their comprehension is increased or not. Then, representing them by using graphs and tables. In addition, the statistics which used in this chapter are descriptive and inferential.

3.2.3.1. Statistical Consideration

For the analysis and interpretation of scores which used for comparison between the student achievement in the pre and posttest. Thus, to see if there is a difference between the two tests, the descriptive statistics used which are the mean, the sum, the standard deviation

then we presented them using graphs and tables. We apply statistical formulae and carry out the different computation using the statistical package for social science (SPSS).

The Basic statistics and their formula used for data analysis

- The Formula of The Sum, Standard Deviation and the mean.

ΣX	The sum of the scores
$\bar{X} = \frac{\sum X}{n}$	The Mean: is average of scores and calculated by dividing the sum of the scores by the number of the students (the population).

$SD = \sqrt{\frac{\sum x - \bar{x} ^2}{n}}$	SD : the standard deviation \bar{X} : the mean X : the scores Σ : the sum n : the population
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3.2.3.2. The Pretest and the Posttest

The researcher have used the pretest and the posttest in form of two parts:

1/Reading Comprehension Test :in which the researcher have used different statistics ,and paired t test in order to test the hypothesis which states that teaching vocabulary will enhance EFL reading comprehension .So in this part the researcher will make a comparison between the students 'scores in the pretest and posttest of reading comprehension , in order to see if their scores increased in posttest after introducing the treatment ;thus, the hypothesis will be confirmed .The part of reading comprehension test is on 10 points in both pre and posttest .

2/Vocabulary Knowledge Test: in this test the researcher tried to confirm that the scores of students in reading comprehension is related with the vocabulary knowledge scores; that is, there is a correlational relationship between reading comprehension and vocabulary knowledge .Therefore, when students know a big seize of vocabulary related to the written text, they will comprehend the text easily and vice versa. This part of the test is also on 10 points in both the pretest and posttest.

Table 3.5. Students’ Scores in Pretest and posttest of Reading Comprehension

N	Participants ‘code	Students ‘reading comprehension scores in the pretest	Students ‘reading comprehension scores in the posttest
1	S1	6	10
2	S2	6	10
3	S3	6	10
4	S4	2	10
5	S5	2	8
6	S6	6	8
7	S7	4	10
8	S8	6	8
9	S9	6	10
10	S10	4	10
11	S11	6	10
12	S12	4	10
13	S13	4	10

14	S14	6	6
15	S15	6	8
16	S16	6	8
17	S17	6	10
18	S19	4	10
19	S20	6	8
20	S20	6	8
21	S21	6	8
22	S22	6	10
23	S23	6	10
24	S24	6	10
25	S25	8	10
26	S26	8	6
27	S27	4	8
28	S28	8	10
29	S29	8	8
30	S30	8	10
Sum of Scores Σx		170	272
Mean of scores (\bar{x})		5.67	9.07

The table 5 demonstrates that the students 'scores in reading comprehension pretest has increased significantly more than the scores of the pretest. Therefore, the treatment which is teaching the unfamiliar words related to the text helped to enhance their comprehension to this text. We can see clearly that there is an increase in the scores from both the sum and the mean.

The sum of scores in the pretest is 170 which is less than the sum in the posttest which is 272 .In addition, the mean to the difference in the mean 5.67 in the pretest vs 9.07 in the posttest .Thus , a significant rise in students’ scores because their comprehension enhanced.

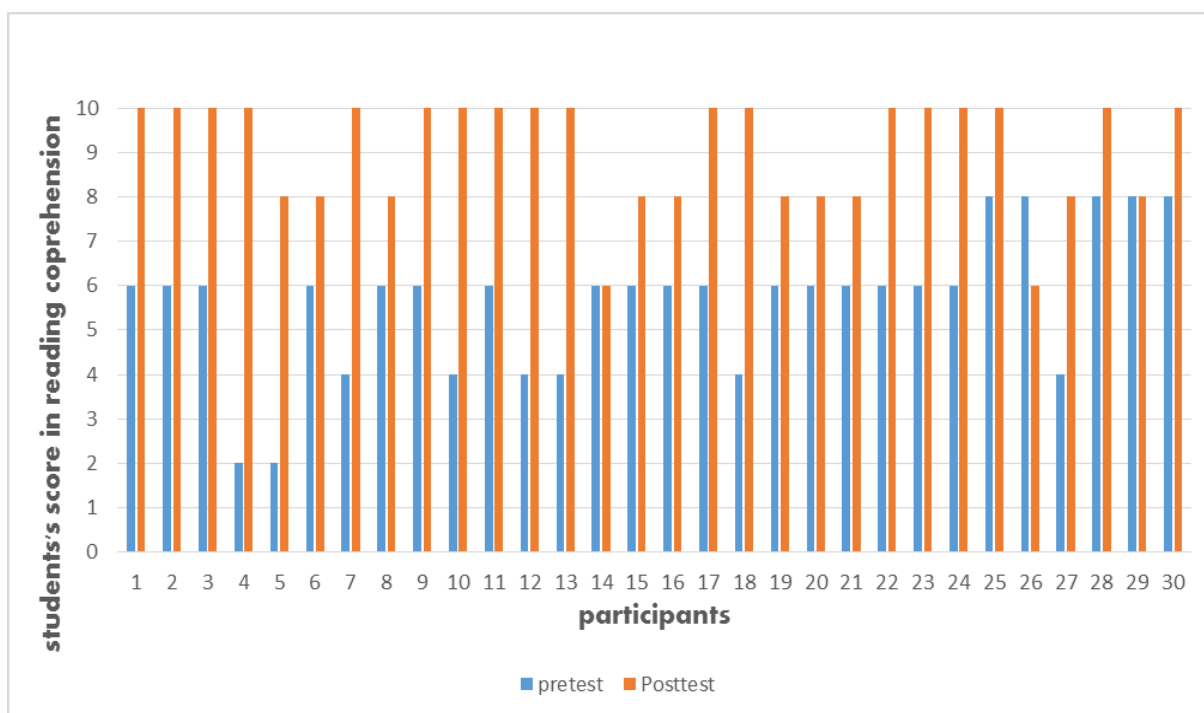


Figure 3.10. Students’ Scores in Pre and Posttest of Reading Comprehension

The graph 10 shows that there is a dramatic increase in students ‘scores in posttest from the pretest; that is, after teaching students the difficult vocabulary which are related to the text. The students’ reading comprehension enhanced, but in the pretest because the unknown words in the text affected their comprehension, their scores has decreased.

Table 3.6.The Difference between the Mean in the Pretest and Posttest

Test	Pretest	Posttest	The Difference
The Mean	5.67	9.07	3.4

The table 6 demonstrates the difference between the pretest and the posttest of reading comprehension. From it we can see that the mean of the posttest is higher than the pretest, and it means that there is an enhancement in students reading comprehension.

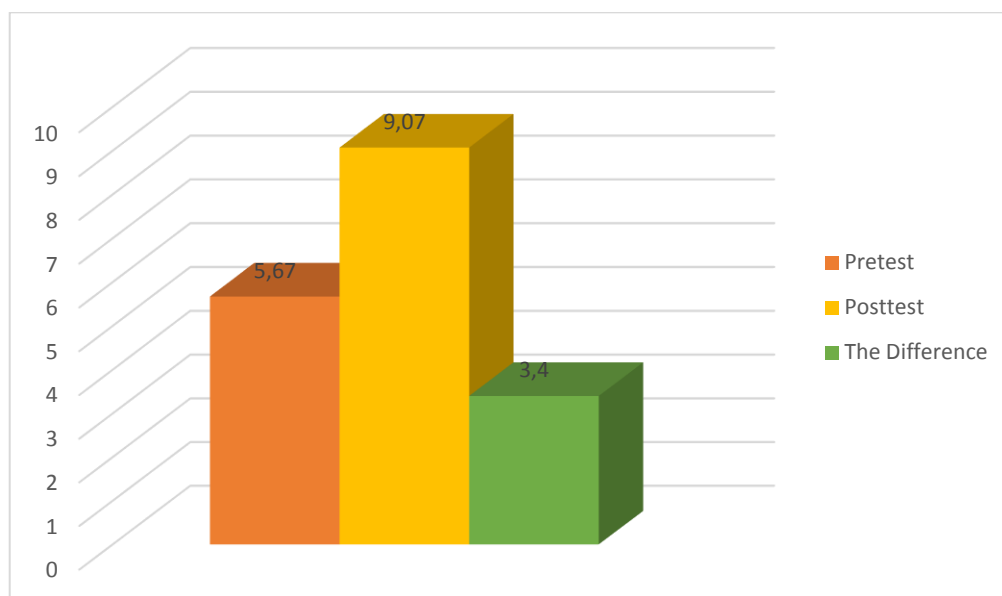


Figure 3.11. The Difference between the Mean in the Pretest and Posttest

From the table 6 and graph 11 which demonstrate that there is a significant difference between the students' scores in the reading comprehension pretest without teaching vocabulary , and the scores of students after presenting the treatment in the posttest which is teaching the vocabulary that are unknown to the students in the text .The difference which have been found assure for us the treatment is effective and the students' reading comprehension enhanced after teaching them the vocabulary .

Table 3.7.Frequency Distribution of Scores of Pretest and Posttest

Scores	Frequency of scores in the pretest	Frequency of scores in the posttest
2	2	
4	6	
6	17	2
8	5	10
10		18
The Sum of Frequency	30	30

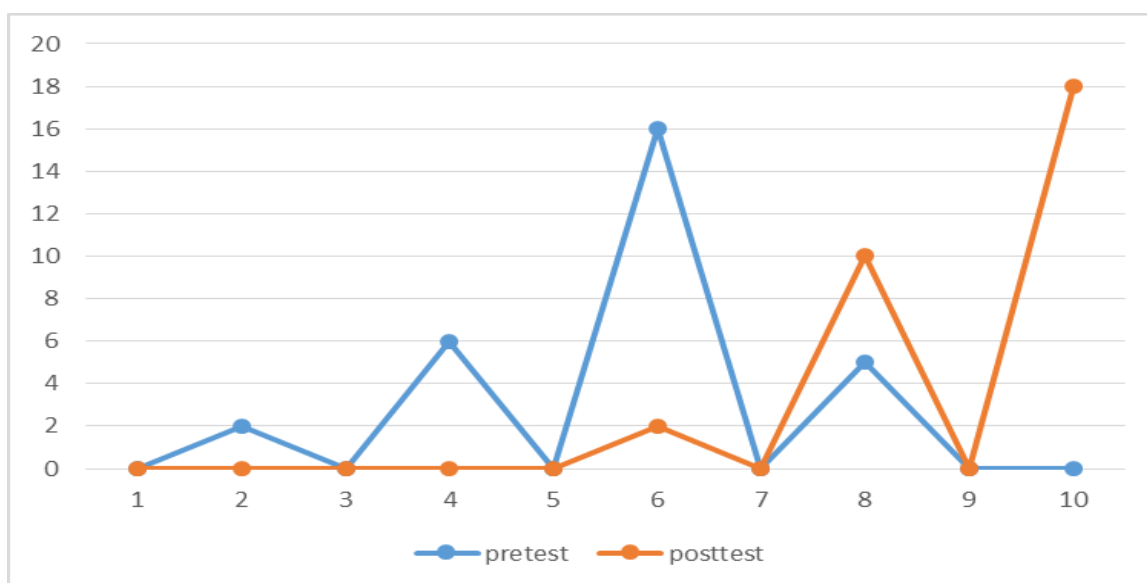


Figure 3.12.Frequency Scores of the Pretest and Posttest.

Frequency Distribution of Scores refers to the number of times a score appeared in the data set of scores in both the pretest and posttest of reading comprehension .Therefore, it can help us to see the scores which are repeated during the test.

Both table 7 and graph 12 represents the scores of students in pretest and posttest of reading comprehension .Since the test consisted of five, two points for each question and the total is ten points for this test. The researcher observed the following:

In the pretest the scores of students range from 2 to 8 points, and no student gained the full mark which is 10 points. Also, the score which most of students gained in the pretest is 6 which 17 of students gained this score because they answered rightly on three questions, so this score is “the highest score frequency”. Only 2 students gained the lowest score 2 because they answered right on one question of reading comprehension. Therefore, two students gained a score less than the average .In addition, five students gained the score 8.

In the posttest the highest score frequency and at the same time the highest average is 10 because eighteen students gained this score. Also, the lowest score frequency is 6 because only two students gained this score. The medium score frequency is 8 since ten students reached this score. The scores which no students gained are 2 and 4.

Table 3.8.Frequency of the Pretest, the Mean, and the Standard Deviation of the Pretest

Pretest			
Score "Xpre"	Frequency "F"	Frequency Score Fx	Square of Frequency Score
2	2	4	16
4	6	24	576
6	17	102	10404
8	5	40	1600
10	0	0	0
Sum of "F"	30	$\Sigma Fx=170$	$\Sigma Fx^2=3232$

Table 3.9.Frequency of the Pretest, the Mean, the Standard Deviation of the Posttest

posttest			
Score "Xpre"	Frequency "F"	Frequency Score Fx	Square of Frequency Score
2	0	0	0
4	0	0	0
6	2	12	144
8	10	80	6400
10	18	180	32400
Sum of "F"	30	$\Sigma Fx=272$	$\Sigma Fx^2=38944$

Table 3.10. Comparison between the Standard Deviation of Mean of Pretest and Posttest

	Pretest	Posttest	The difference
Std. Deviation	1.583	1.258	0.003

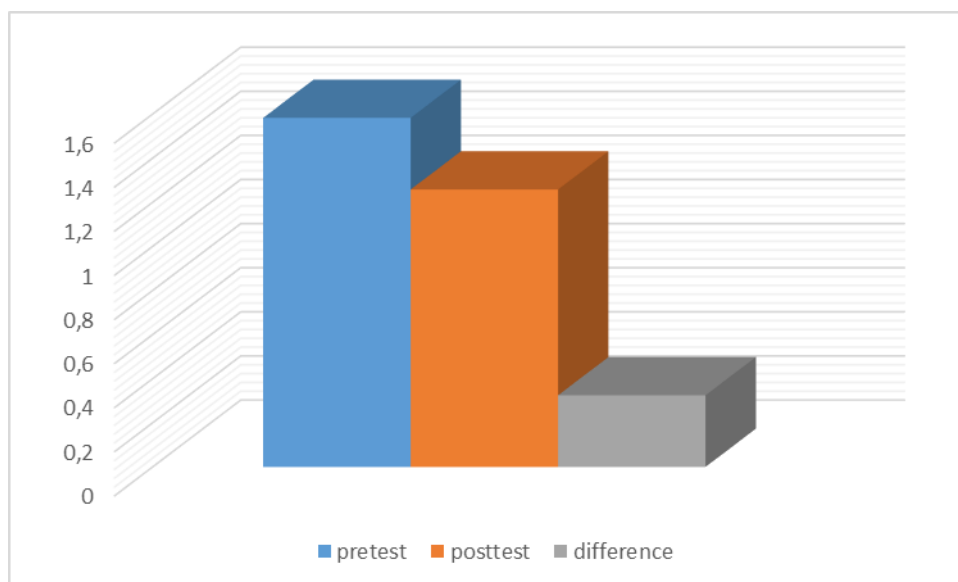


Figure 3.13. Comparison between the Standard Deviation of Mean of Pretest and Posttest

The above statistics is all for are set for the comparison between the pretest and posttest of reading comprehension .The next tables are for the comparison of both vocabulary knowledge and reading comprehension of the pretest and posttest.

The table above indicates that the mean of vocabulary knowledge and reading comprehension is low .This is because students have faced a lot of unknown vocabulary in the text because of that they obtained low scores in reading comprehension test .Whereas, in the posttest , the mean and the increased significantly this is because the students knew most of the unknown vocabulary which may affects their reading comprehension after teaching them their meaning in the treatment ,so students achieved high scores in the posttest

Table 3.11. A Comparison between Paired Sample Statistics of Scores of Pretest and Posttest of Reading Comprehension and Vocabulary Knowledge

Paired Samples Statistics						
			Mean	N	Std. Deviation	Std. Error Mean
Pair1	Reading	Comprehension	5,67	30	1,583	,289
	pretset .					
	Vocabulary	knowledge	4.0833	30	1.62991	.29758
	pretest					
Pair 2	Reading	comprehension	9,07	30	1,258	,230
	posttest					
	vocabulary	knowledge	8.5667	30	1.04000	.18988
	posttest					

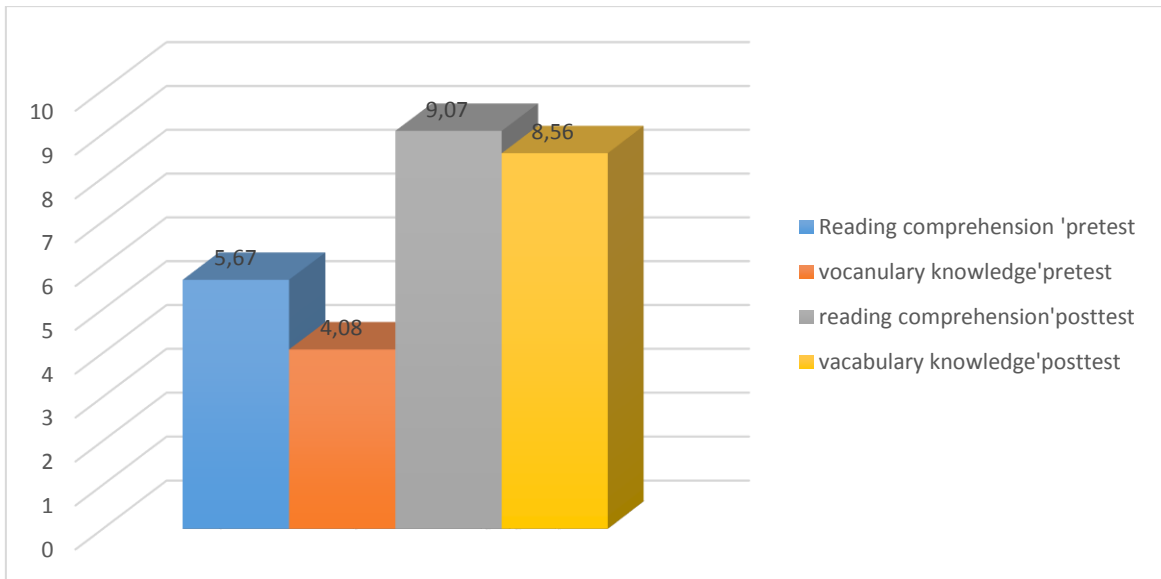


Figure 3.14. A Comparison between Paired Sample Statistics of Scores of Pretest and Posttest of Reading Comprehension and Vocabulary Knowledge

The table above indicates that the mean of vocabulary knowledge and reading comprehension is low. This is because students have faced a lot of unknown vocabulary in the text because of that they obtained low scores in reading comprehension test. Whereas, in the posttest, the mean and the increased significantly this is because the students knew most of the unknown vocabulary which may affect their reading comprehension after teaching them their meaning in the treatment, so students achieved high scores in the posttest.

Table 3.12. A Comparison between the Different Statistics of Scores of Pretest and Posttest of Reading Comprehension and Vocabulary Knowledge

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Reading comprehension pretest	30	2	8	5,67	,289	1,583
vocabulary knowledge pretest	30	1.50	7.50	4.0833	.29758	1.62991
Reading comprehension posttest	30	6	10	9,07	,230	1,258
vocabulary knowledge posttest	30	6.00	10.00	8.5667	.18988	1.04000
Valid N (listwise)	30					

The table 12 shows that there is a significant relationship between vocabulary knowledge and reading comprehension because when students obtained low scores in vocabulary test ,their scores in reading comprehension test decreased .Therefore, the unknown words in the text affect their reading comprehension of the text ,this is viewed in the pretest. But when students obtained a high scores in in reading comprehension pretest because of teaching them the unknown vocabulary which may affects their reading comprehension of the text before answering the posttest; thus, their scores increased significantly because they understand the text well by knowing the meaning of the unknown words .This indicates that good reading comprehension is related to vocabulary knowledge.

3.2.3.3. T-test Calculation

In the calculation of the T-test it is necessary to calculate the T-ration which indicates for us the direction of the difference between the means (Chelli, 2017).The following statistics needed for the calculation of the T-test:

$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}$	<p>$\sum D$: Sum of the differences</p> <p>$\sum D^2$: Sum of the squared differences</p> <p>N : The population</p> <p>t: The T-ration</p>
---	---

Moreover, the calculation of the standard deviation (SD) is important because is indicate for us the distance of the score from the mean. So if the SD is small the scores will be close to the mean and vice versa.

$SD = \sqrt{\frac{\sum x - \bar{x} ^2}{n}}$	<p>SD : the standard deviation</p> <p>\bar{x} : the mean</p> <p>X : the scores</p> <p>Σ : the sum</p> <p>n : the population</p>
--	--

In addition to the standard error of the mean (SE) which is calculated by dividing the mean on the root of the sample. It helps us to know if a sample represent the population because usually the mean of sample differ from the population, and this difference is the SE.

$SE = \frac{\sigma}{\sqrt{n}}$	<p>= SD :standard deviation</p> <p>n :the sample</p>
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In order to calculate all this statistics, the researcher used the SPSS which presented a number of tables contain these calculations which are:

Table 3.13.A Comparison between the Mean and the Standard Deviation of Scores of Pretest and Posttest

Descriptive Statistics			
	N	Mean	Std. Deviation
students' scores in reading comprehension pretest	30	5,67	1,583
students' scores in reading comprehension posttest	30	9,07	1,258
Valid N (listwise)	30		

The table 13 represents different statistics that are calculated in order to compare between the pretest and the posttest.

Table 3.14.The Standard Error of Mean of Pretest and Posttest

Test	N	Std. Error of Mean
Pretest	30	,289
Posttest	30	,230

The table 14 demonstrates the standard error of mean of the pretest and posttest. From this table we can see that standard error of mean of pretest (0, 289) is bigger than the posttest (0, 230).

Table 3.15. Paired Samples Statistics of Pretest and Posttest

Paired Samples Statistics						
		Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	students 'scores in reading comprehension pretest	5,67	30	1,583	,289	
	students 'scores in reading comprehension posttest	9,07	30	1,258	,230	

Table 3.16. Paired Samples Test Differences

Paired Samples Statistics					
Paired Differences					
Paired statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest – posttest	-3.400	30	2.175	,397

The table 16 shows the difference between the mean , the standard deviation and the standard error of the mean for both the pretest and the posttest .The difference between the mean is (-3.400),while the difference between the standard deviation is (2.175) ,and the standard error of the mean is (0.397).

Table 3.17. Paired Samples Test Differences.

Paired Sample Test							
		Paired Differences					
		95% Confidence Interval of the Difference			T	df	Sig. (2-tailed)
		Lower	Upper				
Pair 1	Posttest - pretest	-4.212	-2.588	8,562	29	,000	

After calculating **the t-ratio** which is (8,562), we need to calculate “the degree of freedom (df)”.

- **The Degree of Freedom**

Is obtained 29 using SPSS, but we can calculate it by hand using this formula.

$$df = N (\text{number of pairs}) - 1$$

$$df = 30 - 1 = 29.$$

- **The Decision of the Significance Alpha α Level**

In order to determine which hypothesis to accept and which to reject whether the null or the alternative hypothesis, we must select the level α . Thus, the most used α value is 0.05 which is 5% for one tailed hypothesis.

- **Finding the critical value**

this value is important for accepting or rejecting the hypothesis, and in order to find it we can use the table of the t distribution of critical values. Therefore, for obtaining this value from the table both the degree of freedom and alpha value will be used.

For this study, $t = 8,562$, $df = 29$, α value = 0.05. From t distribution table **the critical value** corresponding these values is **1.699**.

3.2.3.4. Hypothesis Testing and Discussion of the Results

For testing the hypothesis, and decide which one to accept or reject the following steps must be followed:

1/Writing the null and alternative hypothesis:

$$H_0: \bar{X}_{\text{posttest}} = \bar{X}_{\text{Pretest}}$$

This is the null hypothesis in it the mean of the pretest is equal to the mean of the posttest .Therefore, there is no significant difference between the mean of the group in the pretest before introducing the treatment, and the mean of the group in posttest after introducing the treatment.

$$H_1: \bar{X}_{\text{posttest}} \neq \bar{X}_{\text{pretest}}$$

This is the alternative hypothesis in it the mean of the pretest is not equal to the mean of the posttest .Therefore, there is significant difference between the mean of the group in the pretest before introducing the treatment, and the mean of the group in posttest after introducing the treatment.

2/Determine if it is one or Two Tailed

Because the mean of the posttest is bigger than pretest so the testing hypothesis are:

$$H_0: \bar{X}_{\text{posttest}} = \bar{X}_{\text{Pretest}}$$
$$H_1: \bar{X}_{\text{posttest}} > \bar{X}_{\text{pretest}}$$

3/ specifying the different statistics

Alpha level: $\alpha = 0.05$.

The calculated $t = 8.562$.

The degree of freedom: $df = 29$.

The observed critical $t = 1.669$.

In addition to the p value which is obtained from the column labeled Sig. (2-tailed) in the table 9, so **p value is, 000**.

3/ Decide which hypothesis to accept or reject

The decision rule is given by the rule: **if $p > \alpha$** , the researcher should accept the null hypothesis H_0 and reject the alternative H_1 . But if **$p < \alpha$** , the researcher reject the null hypothesis and accept the alternative one. In this study the **$p = ,000$** and it is **$< \alpha (0.05)$** thus the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, the null hypothesis H_0 of the study which says that teaching vocabulary will not enhance reading comprehension is rejected while the alternative hypothesis H_1 which assert that teaching vocabulary will enhance reading comprehension is accepted. Thus, the students' scores increased in the posttest because of the treatment; that is, 95% due to teaching vocabulary and only 5% due to chance.

Another way for deciding which hypothesis to accept or reject is the comparison between the t calculated and t critical from the table of t distribution of critical values. Thus, there is **t calculated $>$ t critical; that is, $8,562 > 1,699$** , so reject H_0 and accept H_1 at $p < 0.05$.

Discussion of Quasi-Experiment results

From the findings we can conclude that the alternative hypothesis is true since it has been confirmed after testing the hypothesis, so there is a contribution which vocabulary play in enhancing EFL reading comprehension. While the null hypothesis has been rejected which stated that there is no contribution in teaching vocabulary in enhancing EFL reading comprehension.

3.3. The Analysis of Students' Questionnaire

3.3.1. Sample

The Respondents of the current questionnaire are 30 students who were selected randomly from the whole population of second year LMD students of English departments at Mohamed Kheider University at Biskra, during the academic year 2018/2019. This sample of 30 students are divided into 28 females and 2 males.

3.3.2. Administration of the Questionnaire

The questionnaire was administrated to 30 students who were chosen from second year LMD students of English departments at Mohamed Kheider University at Biskra. The researcher was distributed the questionnaire to students to be filled in 8 May 2019, and provided them with detailed instructions about the way of answering the questionnaire, and explanation of the difficult points that they faced.

3.3.3. Description of the Questionnaire

The questionnaire has meant for collecting the necessary data of students' attitudes and opinions toward the contribution of teaching vocabulary in enhancing EFL reading comprehension .The questionnaire consist of 22 questions arranged from general to specific in order to make student get general idea about the topic .Moreover, most of the questions

are close-ended questions which require the students to choose between yes or no , or selecting one option or more from multiple choice questions ,the use of close ended question in order to get specific answers from the students .

The questionnaire was designed in form of four sections each section intended to collect different information. The first section concerned with getting general information about the students, the section two concerned with obtaining an overview about reading .The third section is for reading comprehension while the last section is for around teaching vocabulary.

Section One: General Information

This section includes four questions which are set to get general idea about the students.

Section Two: An Overview of Reading

This section contain six questions that are used to get an idea about the students' attitude toward reading.

Section Three: Reading Comprehension

This section contain five questions which are putted to know the students level of comprehension, the strategies that help them to comprehend the text, and also the factors that affect their comprehension.

Section Four: Teaching Vocabulary

This section contain seven questions which the researcher used to know what students do when they encounter difficult words while reading, their strategies to increase their vocabulary repertoire. And what they do to memorize new words without forgetting them

3.3.4. Analysis of Questionnaire ‘Results

Section One: General Information

1. Specify your gender please

Table 3.18.The Distribution of Students’ Gender

Options	Respondents	Percentage %
Male	2	7%
Female	28	93%
Total	30	100%

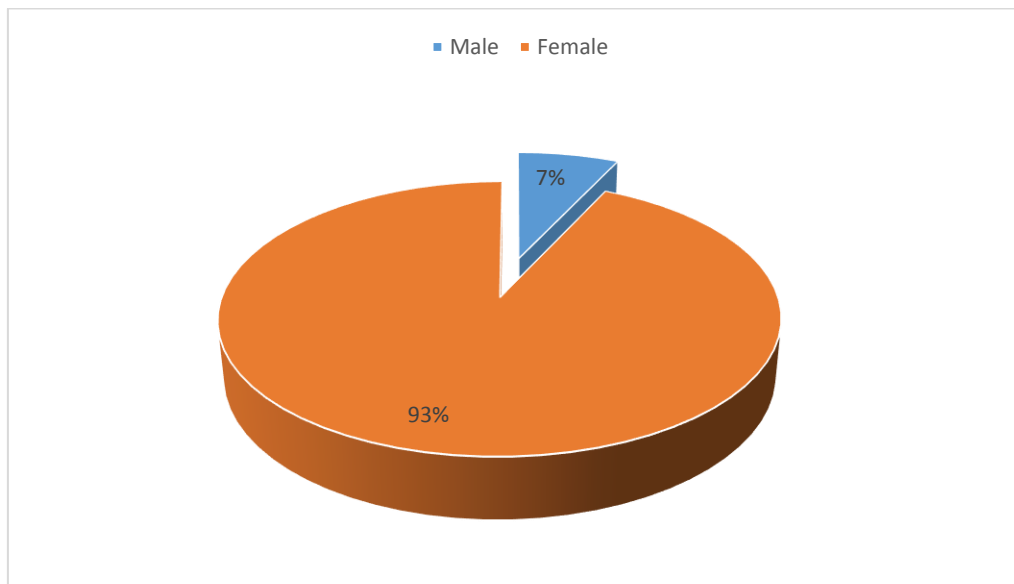


Figure 3.15. The Distribution of Students’ Gender

Both the table 18 and figure 15 indicate that out of 30 participants in this study (93%) from them are female and only (7%) are male students .The fact that the highest percentage of participants is for female is because female are more interested in studying foreign languages and also interested in reading what is related to the language to enhance their knowledge more than male.

2: How do you consider your level in English?

Table 3.19.The Student 'Level in English

Options	Respondents	Percentage
Very good	7	23%
Good	9	30%
Average	14	30%
Poor	0	0%
Total	30	100%

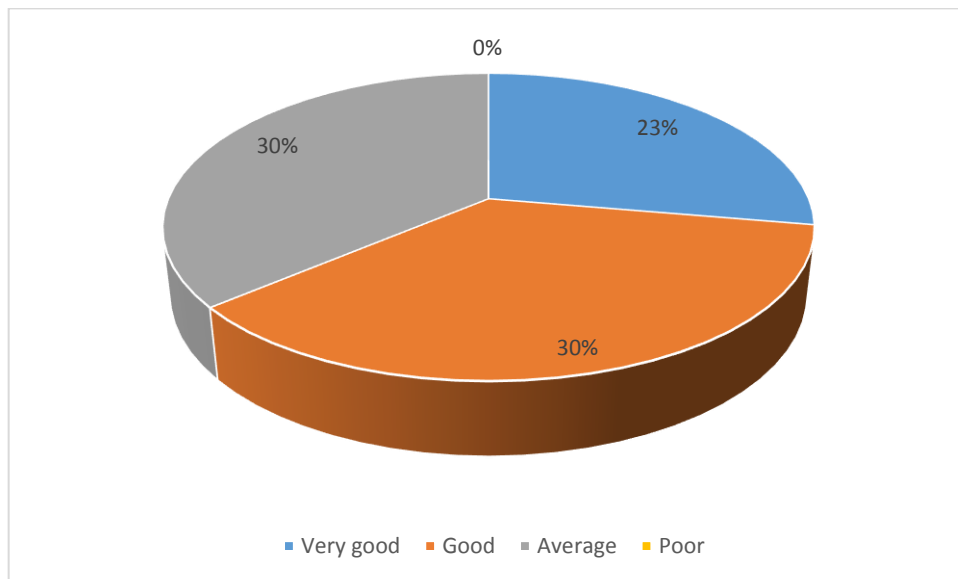


Figure 3.16.The Student 'Level in English

It seems from the table 19 that the majority of students (47%) consider that their level of English is average, (30%) saw that their English is good, while (23%) considered it very good but no one said that they have poor English.

3. What is your favorite hobby?

Table 3.20.The favorite Hobby for the Participants

Options	Respondents	Percentage
Reading	14	47 %
Writing	2	7 %
Listening to (music,ect)	13	43 %
other	1	3 %
Total	30	100 %

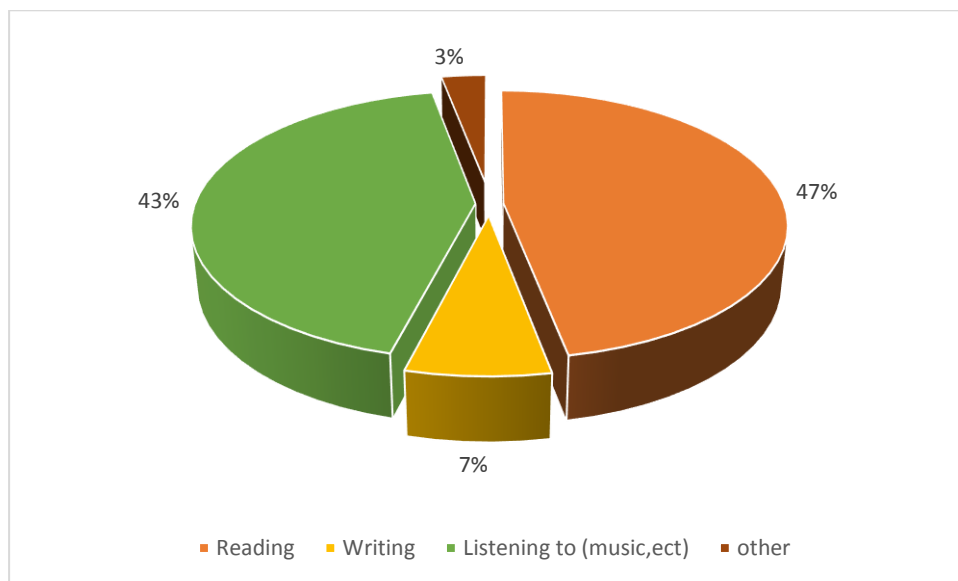


Figure 3.17. The Favorite Hobby for the Participants

The results of the table shows that most of students (47 %) like reading this means that reading is an important skill for EFL learners, (43 %) like listening to music which is the second highest rate after reading, while only 2 persons (7 %) like writing, and one person did not select anything because this person like other hobbies like drawing and watching movies.

4. Reading in a foreign language (say English) is:

Table 3.21.The Different Views about Reading in English

Options	Respondents	Percentage
Interesting	22	73 %
Only if it is related to syllabus	4	13 %
Boring	2	7 %
Only if to be included in the test	2	7 %
Total	30	100 %

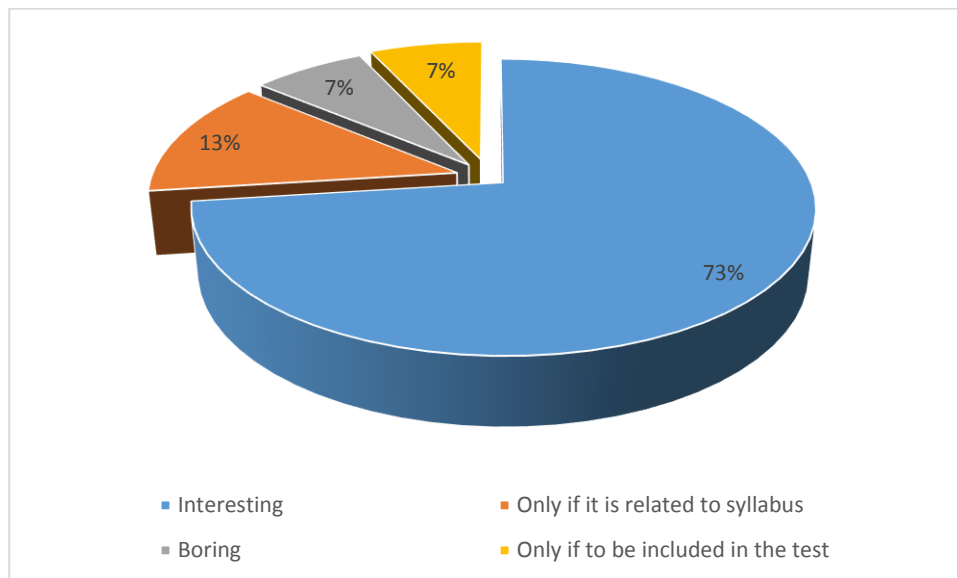


Figure 3.18.The Different Views about Reading in English

The results in the table above reveal that the majority of participants (73%) saw reading in English interesting, (13%) read only if the reading is related to their syllabus which means that they do not like reading, but they read because they are obliged .Only 2 participants that

is (7 %) consider reading in English a boring subject, and only 2 participants read because they are afraid to be included in the test.

Section Two: An Overview of Reading

5. Do you like to read in English?

Table 3.22. Students ‘Attitude toward Reading in English

Options	Respondents	Percentage
A lot	11	36 %
A little	16	53%
Only reading related to lectures	3	10 %
Total	30	100 %

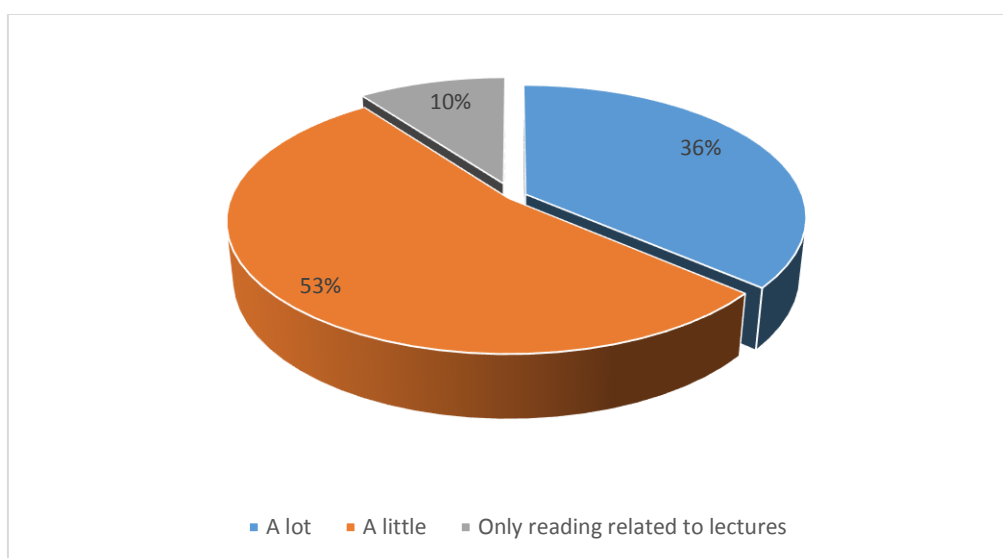


Figure 3.19. Students ‘Attitude toward Reading in English

According to the results which displayed in the table 22 , the majority of students making up (53%) out of (100%) like to read little this is because reading is a way for enhancing their

vocabulary ,and success in study whereas (36%) prefer to read a lot, and this refer that reading is interesting for them .However, 3 students making up (10%) read only when it is related to lectures probably because they do not have enough time or they do not like reading at all .

6. How often do you read in English?

Table 3.23.Times of Reading by Students

Options	Respondents	Percentage
Frequently	3	10 %
Sometimes	20	67 %
Rarely	7	23 %
Total	30	100 %

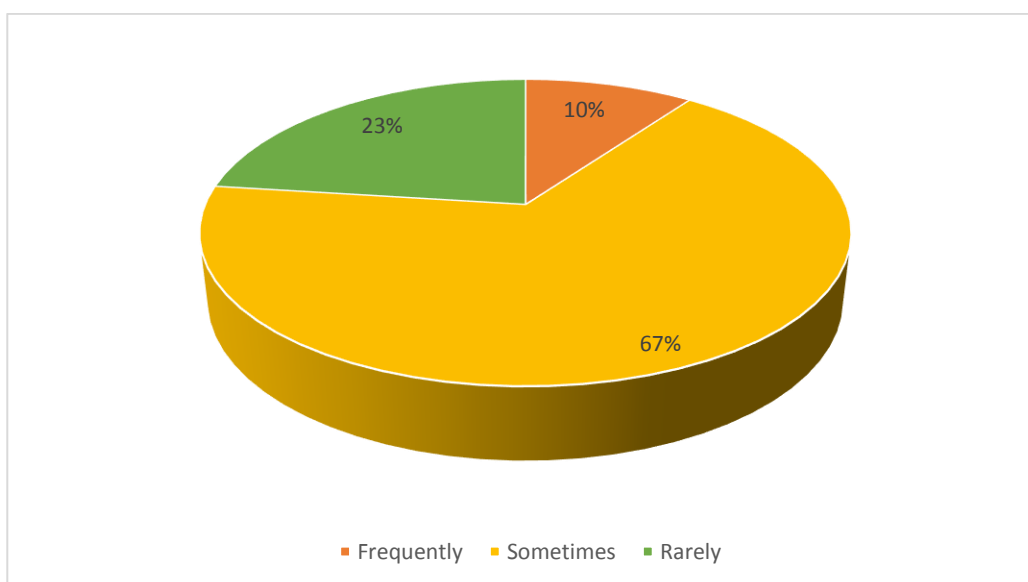


Figure 3.20. Times of Reading by Students

The finding in the table 23 shows that the highest percentage of students (67 %) said that they read sometimes this refer that they are interested in reading for studying or other

purposes. But 3 students making up (10%) read frequently while 7 students (23%) rarely to read, they said because reading in English not interest and they do not have time.

7.In which language do you like to read most?

Table 3.24.The Students’ Preferable Language of Reading

Options	Respondents	Percentage
Arabic	11	37%
French	1	3%
English	14	47%
All	4	13%
Total	30	100 %

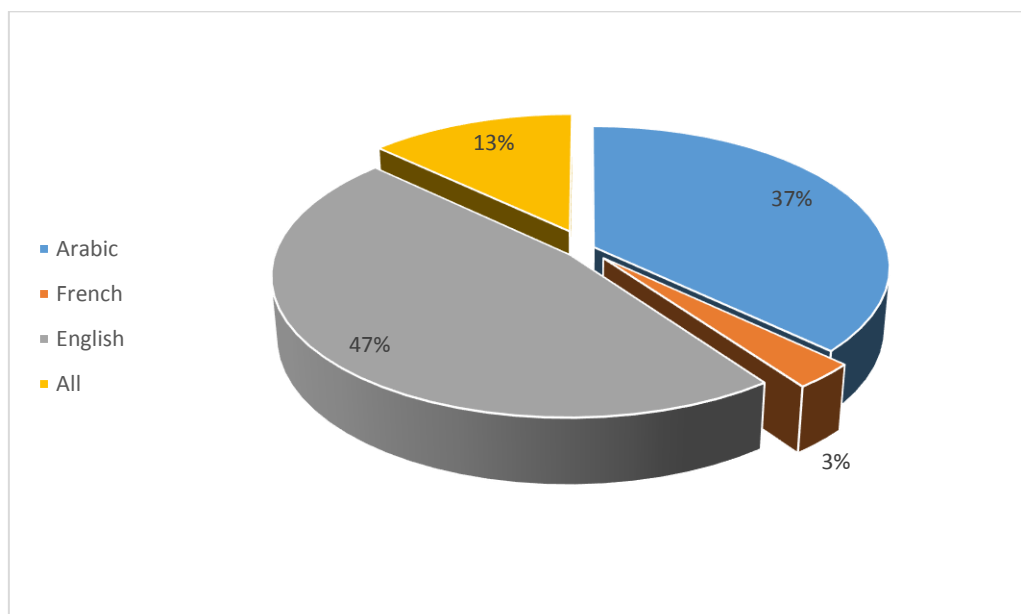


Figure 3.21. The Students’ Preferable Language of Reading

According to the results shown in the table 24, students are mostly prefer to in English language with (47 %) and this good for EFL learners, While 11 of students with the

percentage (37%) likes to read in Arabic usually because it is their native language and easily understood, but only one student (3%) prefer to read in French .Finally, 4 students making up (13%) said that they like to read with the three different languages.

8: How often does your teacher give you tasks that require reading in the classroom?

Table 3.25. Students ‘Attitude toward Teacher’s Method of Teaching

Options	Respondents	Percentage
Frequently	4	13 %
Occasionally	23	77 %
Not at all	3	10%
Total	30	100 %

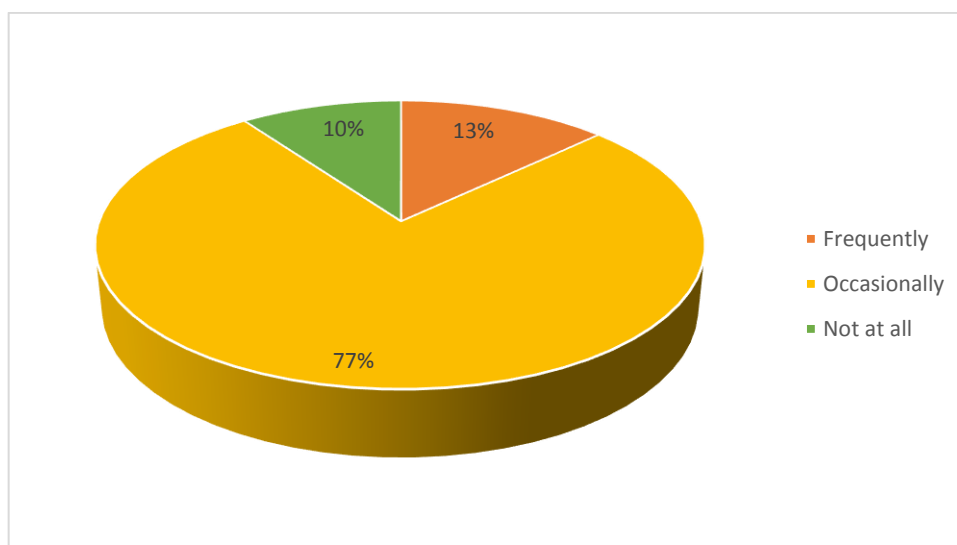


Figure 3.22. Students ‘Attitude toward Teacher’s Method of Teaching

From the table 25 above, we notice that most of students 23 respondents making up (77 %) claimed that their teachers gives them tasks that require reading occasionally because they there are many activities that require reading and refer to the importance of reading,

others 4 respondents making up (13 %) said frequently . the least percentage (10%) which consist of three respondent claimed that their teachers do not give them tasks that require reading at all because there is no time also reading neglected sometimes.

9. What kind of texts do you prefer to read in English?

Table 3.26.Students ‘Favorite Kinds of Texts

Options	Number of responses	Percent of responses	Percent of Cases
Books	10	23%	36%
Newspapers	4	9%	14%
Magazines	3	7%	11%
Short stories	20	47%	71%
Poems	6	14%	21%
Total	43	100%	153%

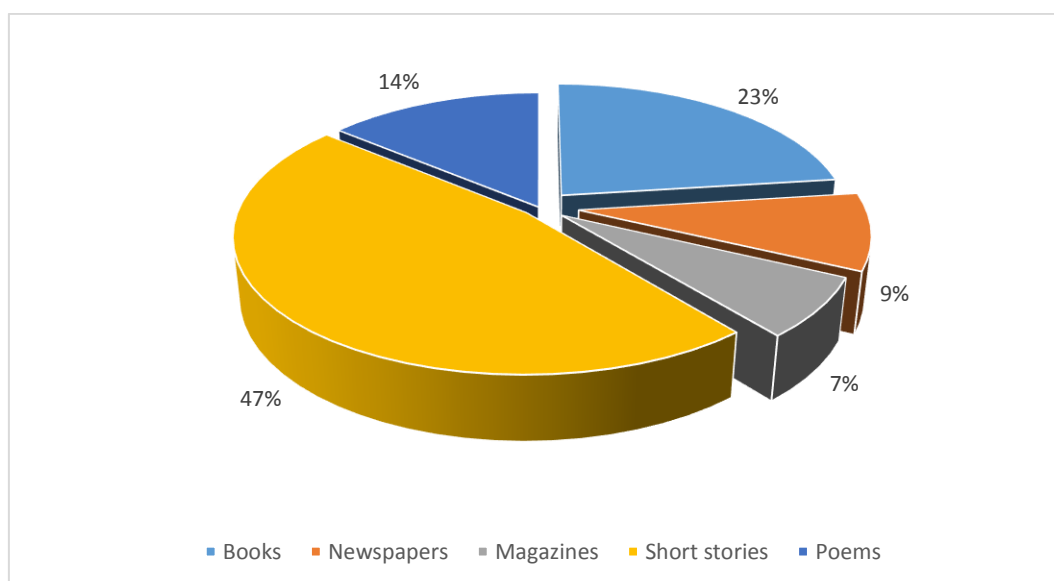


Figure 3.23.Students ‘Favorite Kinds of Texts

The finding in the table 26 shows that (47%) of the participants prefer to read short stories and (14%) prefer to read poems ,the selection of poems and short stories because they are short and at the same time funny .The second kind of reading which selected by participant is book with (23%) , the book is preferred due to its benefits which means that students use it as a source of information and learning .Moreover, (9%) said that they prefer to read newspapers , and (7%) prefer read magazine to know what is happening in the daily life .However , others did not select anything of what is mention above because they prefer other texts like articles for their short and to entertain .

10. Why do you read at all?

Table 3.27. Students’ Purpose of Reading

Options	Number of responses	Percent of responses	Percent of Cases
Enrich your vocabulary repertoire	19	37%	63%
For pleasure	9	17%	30%
Enhancing other aspect of the language (grammar, spelling)	7	13%	23 %
To get new information and ideas	17	33%	57%
Total	52	100 %	173%

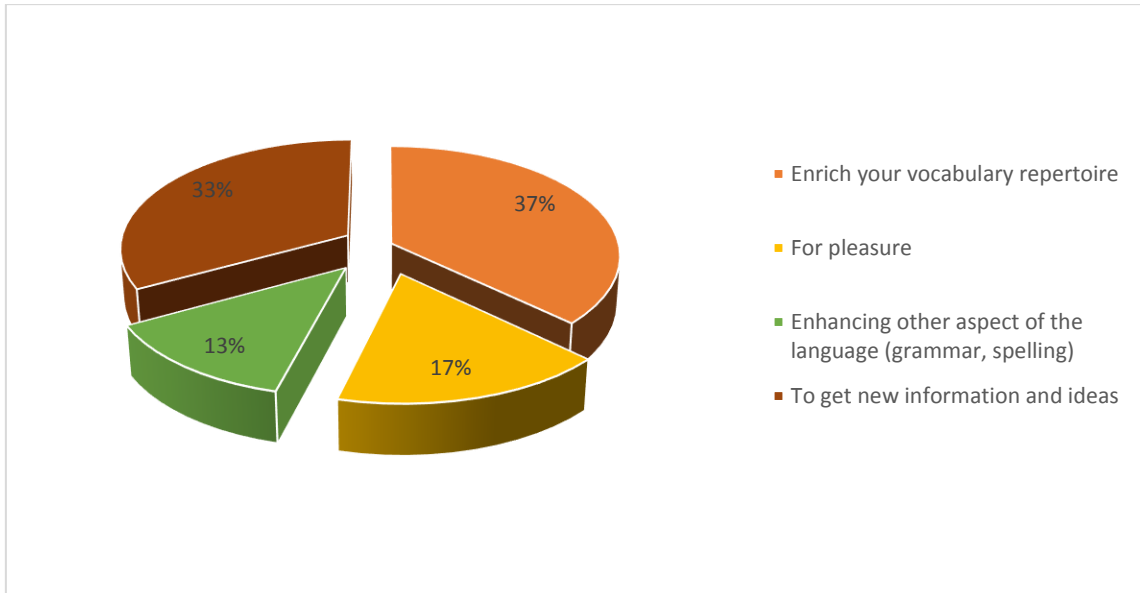


Figure 3.24. Students' Purpose of Reading

According to the table 27, 19 (37%) said that they read in order to enrich their vocabulary repertoire, 17 forming (33%) of students said they read to get new information and ideas .Whereas 9 (17%) of students read for pleasure, and 7(13%) read for enhancing the different aspects of the language.

Section Three: Reading Comprehension

11. How do you consider your comprehension of a written material?

Table 3.28. Students' Comprehension of Written Materials

Options	Respondents	Percentage
Very good	2	7 %
Good	18	60 %
Average	9	30%
Poor	1	3 %
Total	30	100 %

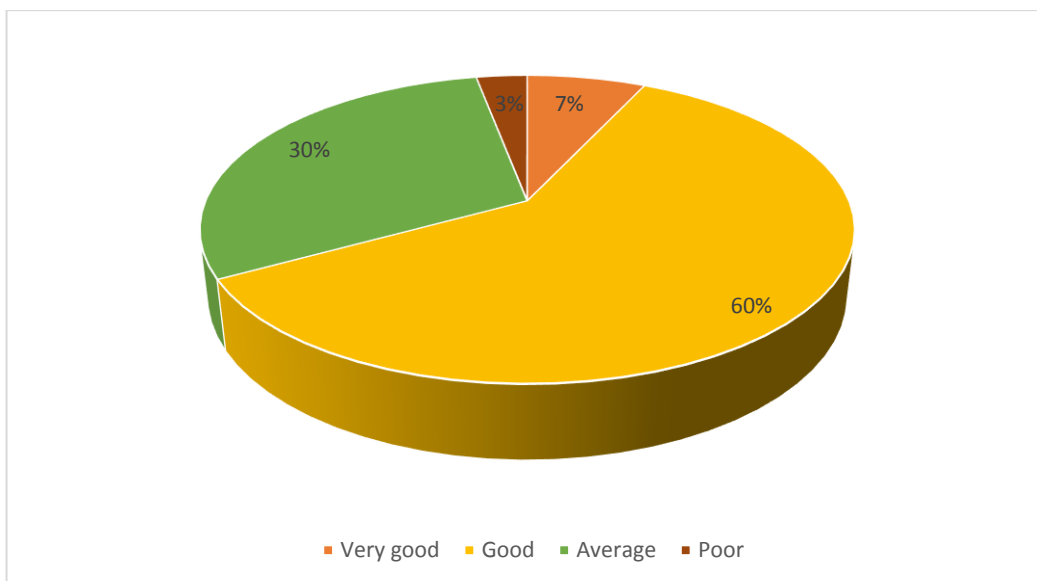


Figure 3.25. Students' Comprehension of Written Materials

From the table 28 above , we remark that the majority of students 18 (60%) said that their comprehension of written texts is good ,and also 2(7%) said that their comprehension is very good .This indicates that these students do not have any problems while reading .However , other 9(30%) of students said that their comprehension of written text is average and only 1 students (3%) said that his/her comprehension is poor ,this refer that they have problems in reading mainly due to the difficult vocabulary which they face during reading and affect their comprehension.

12. Which pace helps you to comprehend the text?

Table 3.29.Students' Pace of Reading

Options	Respondents	Percentage
Reading slowly	28	94 %
Reading rapidly	2	7 %
Total	30	100 %

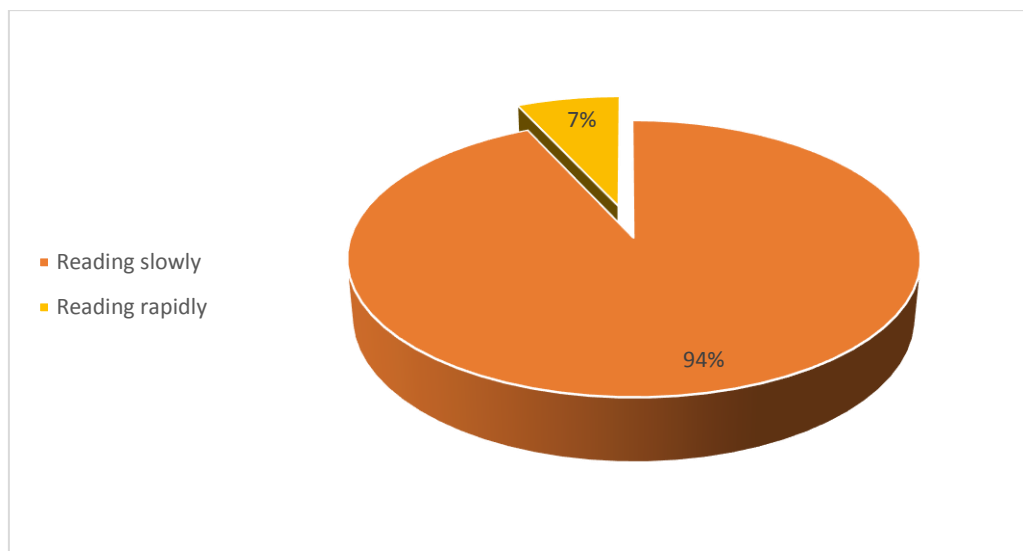


Figure 3.26. Students' Pace of Reading

The results in the table 29 shows that the highest proportion of students (94%) said that they comprehend the text well when they read it slowly .Reading in a silent way help to concentrate on what is written .However, only 2 students with 7 percent said that reading rapidly helps them to comprehend the text may be because they can easily understand the text from first time.

13. Which rate does help you to comprehend the text?

Table 3.30. Students' Rate of Reading

Options	Respondents	Percentage
Reading aloud	12	40%
Reading silently	18	60%
Total	30	100 %

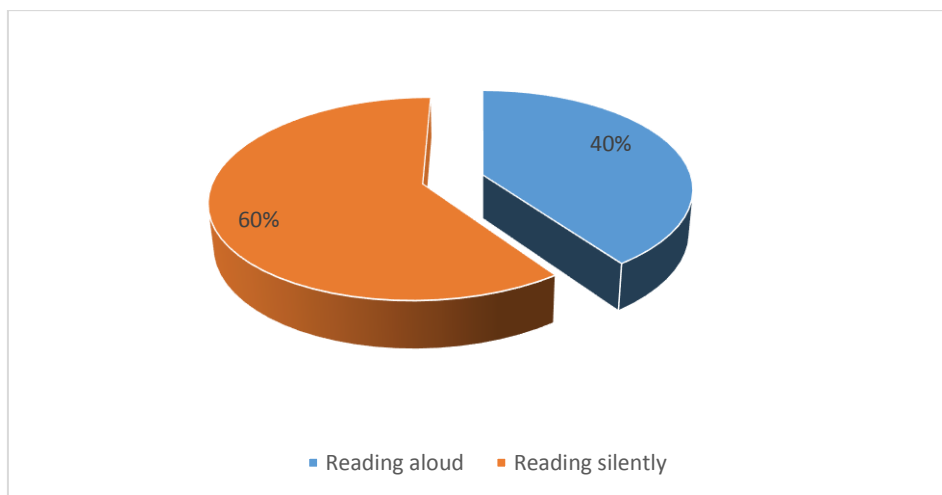


Figure 3.27. Students' Rate of Reading

The results shows that (60%) of students said that reading silently helps them to comprehend the text because it helps them to focus more on the information; whereas, 40 percent of them said that reading aloud helps them to understand the text may be because reading aloud enable the information to enter rapidly in the memory .

14. While reading, what is the first factor that affects your comprehension of the text?

Table 3.31. Factor Affects students' Reading Comprehension

Options	Respondents	Percentage
Unknown vocabulary	17	57 %
Limited background knowledge about the text	1	3 %
Biography of the writer is not included	0	0%
Environment conditions (noise)	2	7%
Complexity of the text	7	23 %
Lack of interest and motivation	3	10%
Total	30	100 %

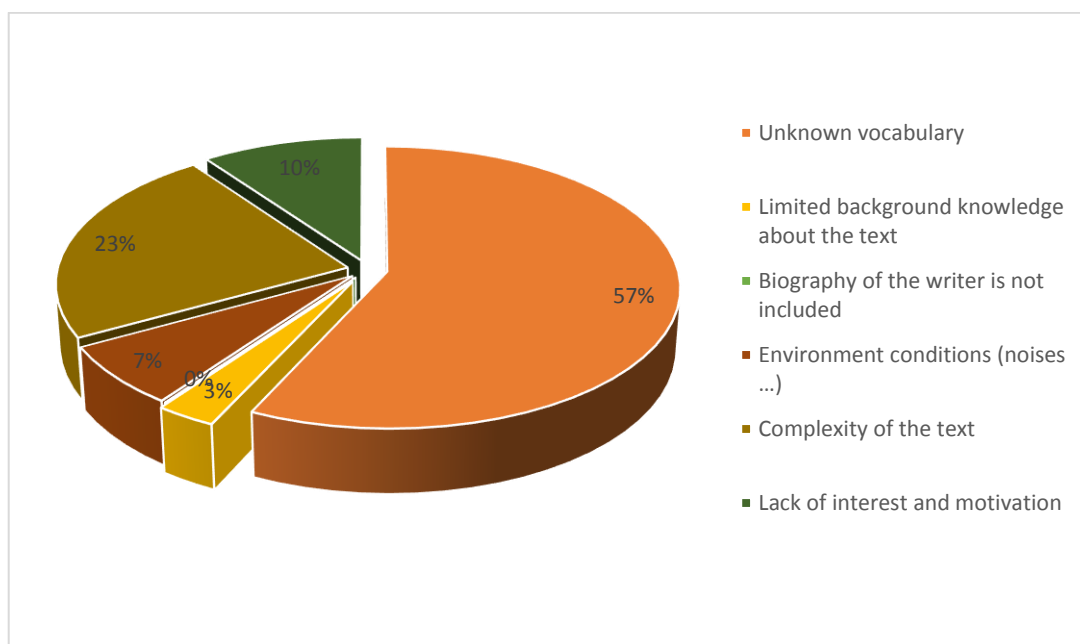


Figure 3.28. Factor Affects students' Reading Comprehension

As it is mentioned above, the results indicates that the highest percent of participants (57%) said that the first factor that effect on their comprehension of the text is unknown vocabulary .When the students face difficult vocabulary or words which are unfamiliar to them this obstruct their comprehension of the written text .Moreover, the second highest percent of students (23 %) said that complexity of the text is the most factor that prevent them to understand the text. Then (10%) of the participants claimed that Lack of interest and motivation is the factor hinder their comprehension, (7%) of them supposed that environment conditions (noises ...) is the first reason of their poor understanding. Finally, the least percent of participants with (3%) regarded limited background knowledge about the text the block of the comprehension. Nevertheless, no one of the participants viewed that when biography of the writer is not included it may construct a reason for preventing their comprehension.

15. Do you understand more when the theme of the text is?

Table 3.32.Students' Language of Understanding

Options	Respondents	Percentage
Known in L1 (Arabic)	19	63%
Known in L2 (English)	11	37%
Total	30	100 %

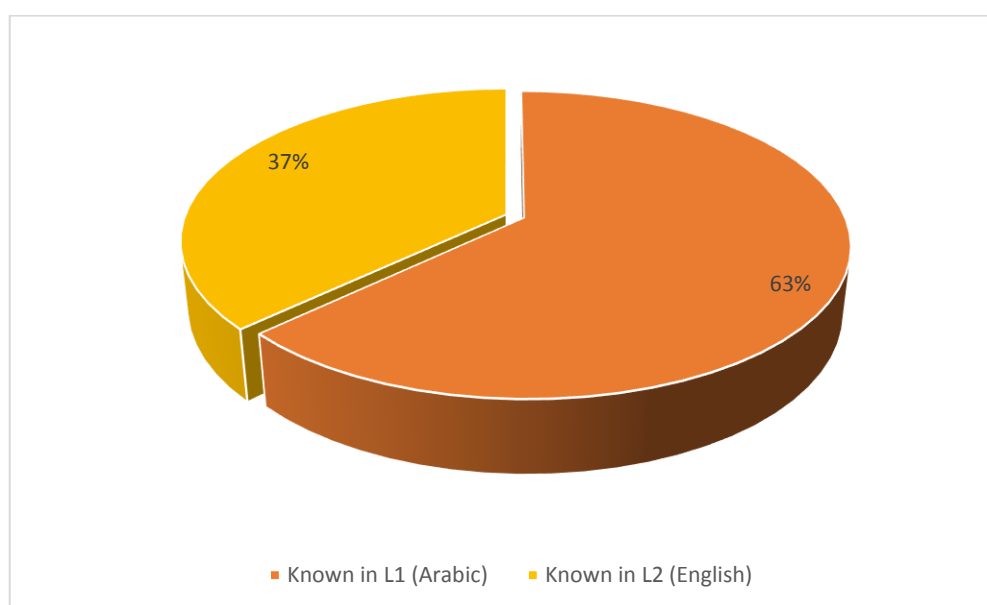


Figure 3.29. Students' Language of Understanding

The majority of students with 63 percent claimed that they understand more when the theme of the text is known in L1 (Arabic) because it is their native language and enable them to understand easily, other said it makes us feel that we have a background knowledge about the text. On the contrary, (37%) claimed that when the theme is known in L2 (English) this helps them to understand more since sometimes what is written in Arabic do not refer to the same ideas in English because of the different cultures.

Section Four: Teaching Vocabulary

16. When you encounter difficult words during reading, do you feel more at ease when?

Table 3.33.Students’ Technique for Solving Unknown Word Problems

Options	Respondents	Percentage
The teacher explains “problematic or unknown” words	6	20 %
Use the dictionary to look up for the meaning of the difficult words	13	43 %
guess the meaning of the unknown words from the context	11	30%
Ask peer for the meaning	0	0 %
Total	30	100 %

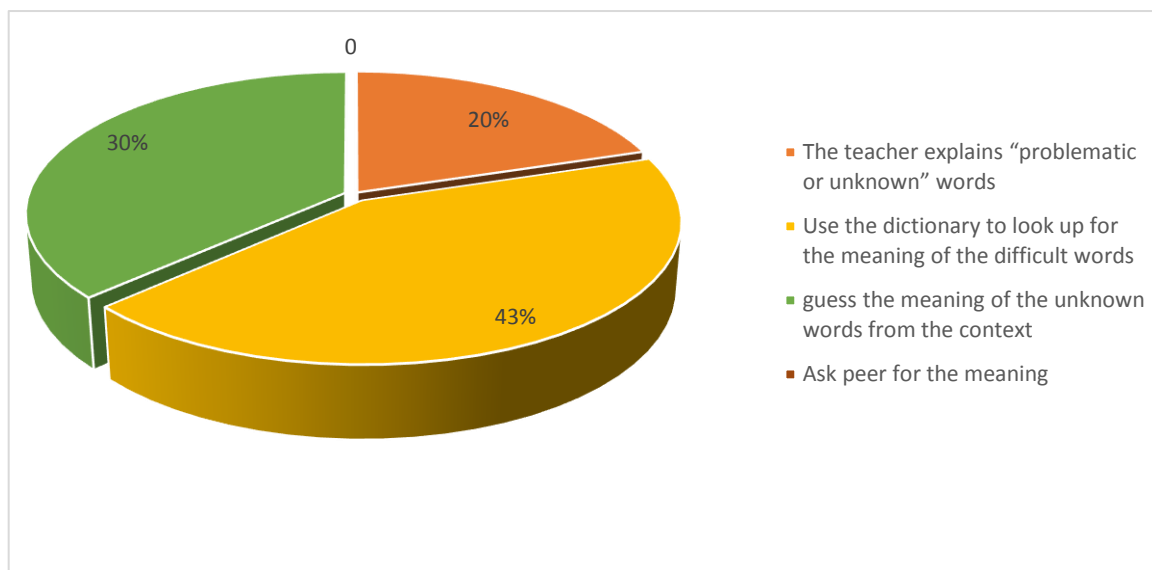


Figure 3.30. Students’ Technique for Solving Unknown Word Problems

The results which is displayed in the table 33 shows that most of students (43%) said that when they encounter difficult words, they prefer to use the dictionary in order to look up for the meaning of these words. Dictionary is used because it is an easy way to look for words 'meaning. In contrast (30%) of students prefer to guess the meaning of the unknown words from the context because it is a way for consuming time also some words 'meaning differ if students check them in the dictionary; thus, guessing them from the context is the right way .Besides only 6 students making up 20% said that they prefer the teacher to explain the unknown words because the teacher is the most right source that enable students to remember these words otherwise they will be forget. Rather no one from the participants prefer to ask peer for the meaning of the difficult words, and this refer that they are shy to ask for help.

17. Do you use the dictionary to look up for the meaning of unfamiliar word?

Table 3.34.Students' Use of Dictionary

Options	Respondents	Percentage
Yes	28	93%
No	2	7%
Total	30	100 %

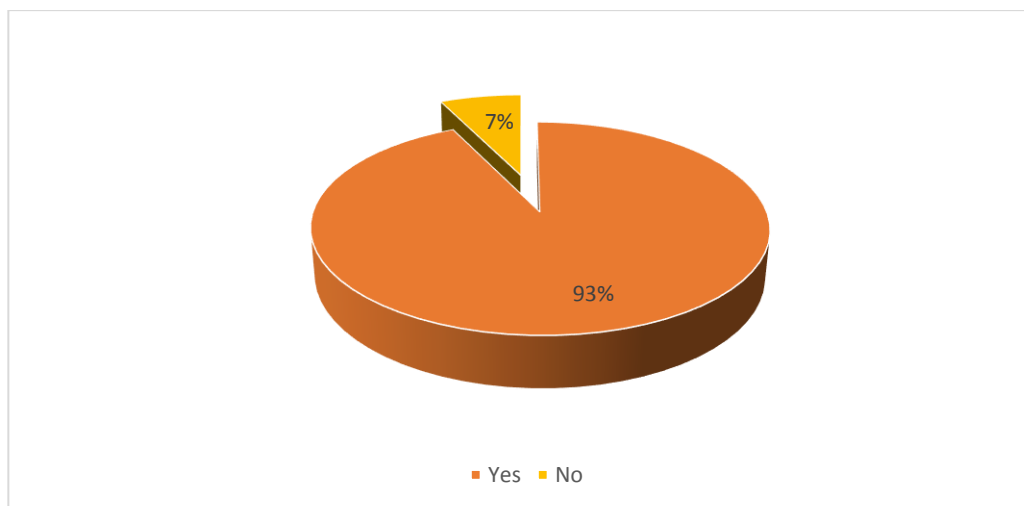


Figure 3.31. Students’ Use of Dictionary

The table indicates that the majority of participants (93%) use the dictionary to look up for the meaning of unfamiliar words .However, only 2 students (7%) do not use it.

18. If no, why not?

The students who said that they do not use the dictionary to look up for the meaning of unfamiliar words said that using the dictionary will interrupt their comprehension so they prefer guess the meaning of words from the context because it is a way that consume time , and gives the exact meaning of words .

19. If yes, which type of dictionaries do you prefer to use most?

Table 3.35. Dictionaries ‘Types that Students Use

Options	Respondents	Percentage
An English dictionary	15	55%
An Arabic-English dictionary	13	46%
An English-French dictionary	0	0%
Total	28	100 %

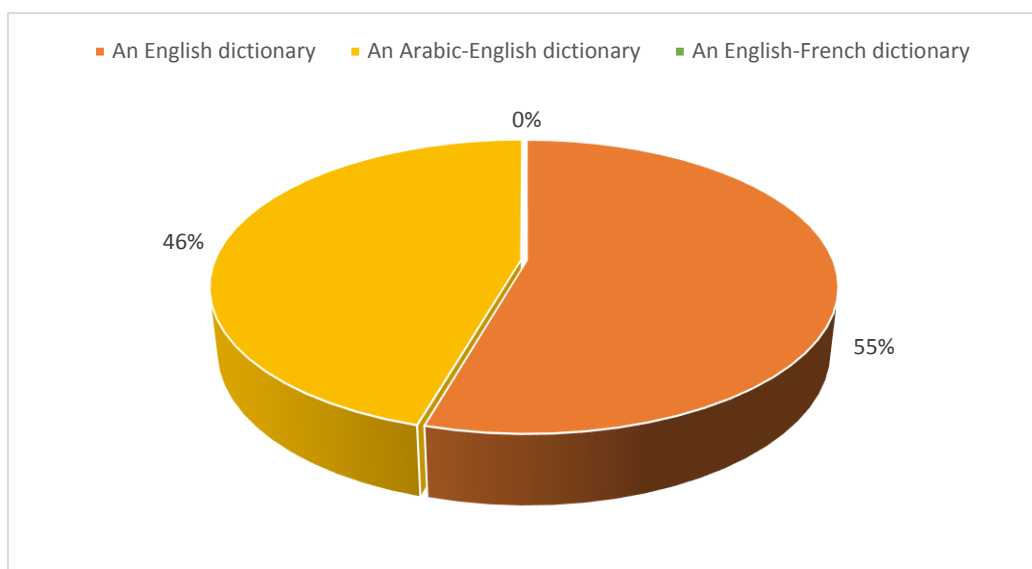


Figure 3.32. Dictionaries ‘Types that Students Use

The table above shows that (55%) of the students from the whole sample rely on the use of English-English dictionary to look up for words ‘meaning because for them it is a good way for obtaining the exact meaning of the words from their original source. In addition,(46%) of students depend on using Arabic-English dictionary because using their native language will help them to understand the words and save it in their mind . However, no one choose the use of an English-French dictionary may be because using French will not help them to understand the words.

20. Which technique do you prefer your teacher to use in order to teach you unknown vocabulary?

Table 3.36. Students' Preferred Teaching Technique

Options	Respondents	Percentage
Visual Techniques	13	43%
Use of Synonyms	6	20%
Definitions	3	10%
Contrast and Opposite	1	3%
Exemples of the Type	7	23%
Translation to native language	0	0%
Total	30	100 %

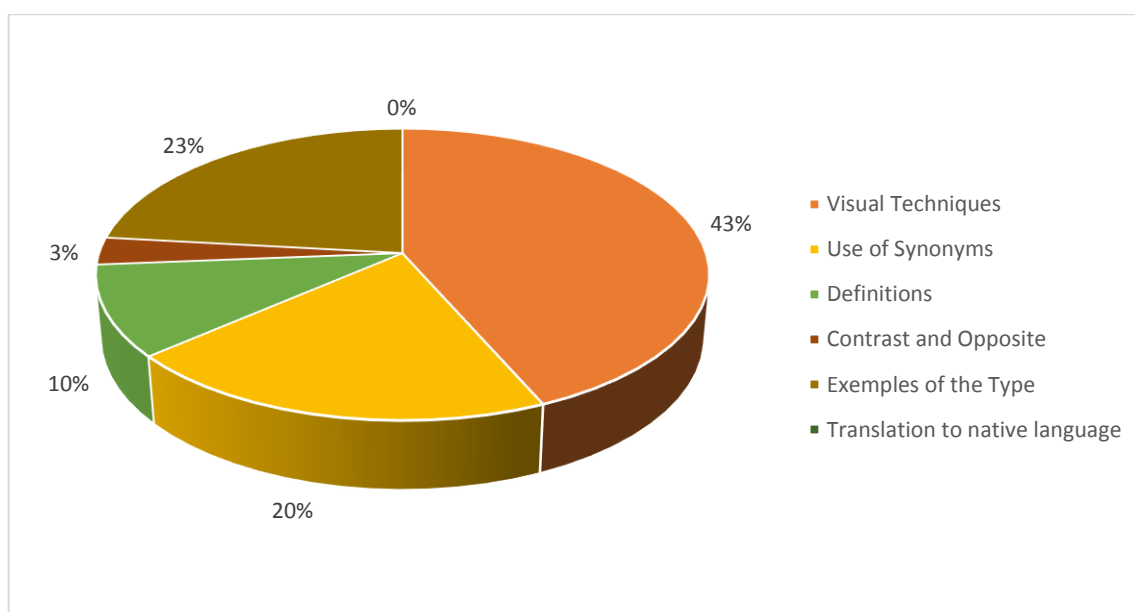


Figure 3.33. Students' Preferred Teaching Technique

The table reveals that 43 percent of students wants their teachers to use visual techniques in order to teach them the meaning of new words, this is because they are visual learners and this techniques helps them to memorize and also to remember the meaning of the words easily. While (23%) of students wants their teachers to use examples of the type of the word because giving examples of the difficult words make it easy to know their meaning and memorize for long time. (20%) prefer the use of synonyms since giving different synonyms to the word will enrich the vocabulary repertoire of students .only 10 percent of students likes the use definition because for them the explanation of the word make easy to remember .Finally, the least percentage of students chosen the contrast and opposite ,but no one from the students selected the translation of the word into their native language ,and this is good to learn the foreign language perfectly without the effect of the mother tongue .

21. Which strategy do you use to build your vocabulary repertoire?

Table 3.37.Students’ Strategy for Building their Vocabulary Repertoire

Options	Respondents	Percentage
Check your knowledge of the words used most frequently in English	12	40%
Focus on the words used in academic texts	3	10%
Use the dictionary effectively	11	37%
Keep a vocabulary notebook	4	13%
Total	30	100 %

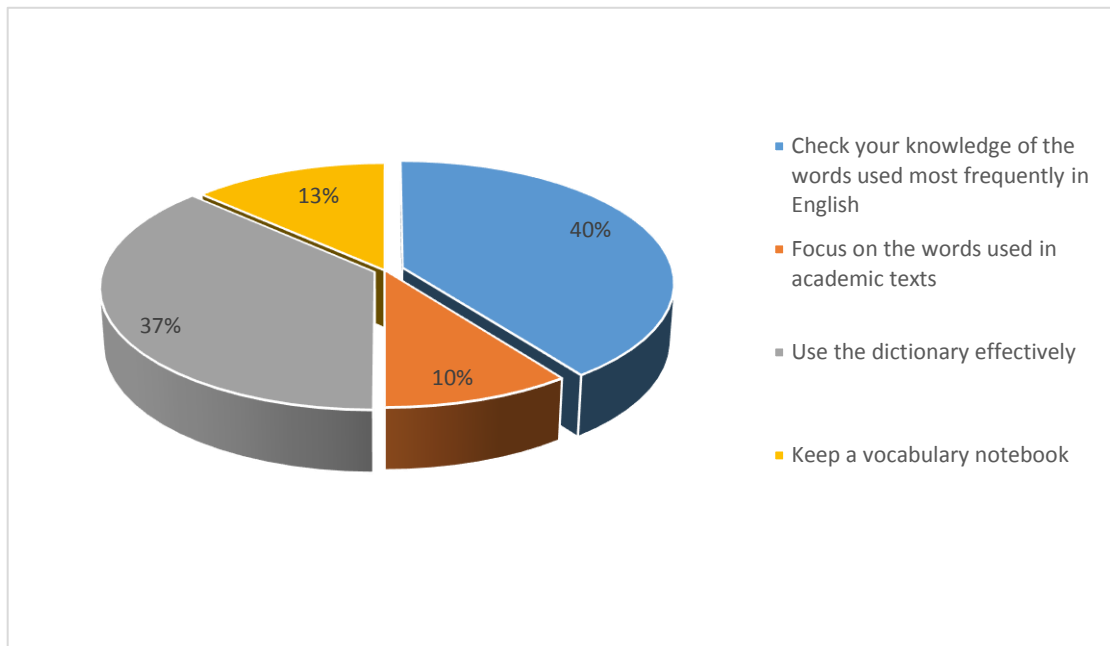


Figure 3.34. Students' Strategy for Building their Vocabulary Repertoire

The results in the table indicates that the majority of students check their knowledge of the words used frequently in English in order to enhance their vocabulary repertoire, while 37% of them use the dictionary effectively, (13%) keep a notebook for writing any new words which they may encounter while reading or learning .A few students with (10%) said they prefer to focus on the words used in academic texts to build good seize of vocabulary.

22. It is said “either you use or lose it”. In order not to forget a word, what strategy do you use?

Table 3.38. Students ‘Strategy for Memorizing Vocabulary

Options	Respondents	Percentage
Keep a check list	8	27%
Keep repeat the word until you remember it	5	17%
Keep using it in an appropriate context	17	56%
Total	30	100 %

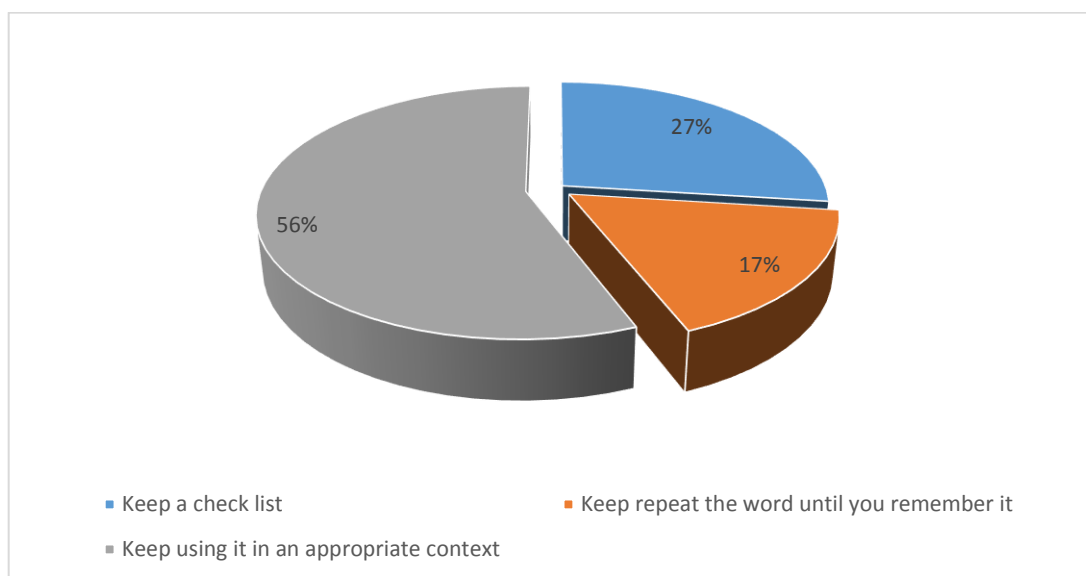


Figure 3.35. Students ‘Strategy for Memorizing Vocabulary

The table above demonstrate that (56%) of students from the whole sample (100%) said that they keep using the new vocabulary in appropriate context in order to memorize it and not forget it at all. Then (27%) have chosen keeping a check list to not forget any word

because the check list is easy to hold and use. However, only (17%) of students keep repeat the word until they remember it.

3.5. Discussion of the Questionnaire's Results

The analysis of students' questionnaire demonstrate that the majority of EFL students encounter problems in comprehending the written text because of the unknown vocabulary which they face during reading ,so they strongly regard teaching them the meaning of these unknown vocabulary as a solution for enhancing their reading comprehension .

According to the obtained results, most of students show a positive attitude towards reading .They prefer to read because it is an important skill which enriches their vocabulary repertoire, and at the same time helps them to extract information necessary for their study. Although students read but most of them do not understand what they are reading .The results show that students have problem in understanding because of the unknown vocabulary which they encounter while reading .Therefore, as a solution students prefer their teachers to explain this problematic or unknown words for them .while others choose other solutions like using dictionary or the context to look up for words meaning.

Moreover form the analysis of results, it is clear that knowing words meaning is an important key for good reading comprehension; that is ,students should be aware of words meaning to understand the text .For that reason, students give a high interest to vocabulary ,they prefer their teachers to use visual aids or giving them synonyms for teaching them words meaning .Also, for building their vocabulary repertoire ,students check their knowledge of words used frequently in English .In addition students are interested in memorizing the new words thus they use notebook and context for keeping words in their memory .Finally ,this is all the outcomes extracted from analysis of the questionnaire .

Conclusion

According to the results obtained from the analysis of data collected using two different data collection instruments which are students' questionnaire and quasi--experiment ,it can be deduced that there is a strong relationship between vocabulary knowledge and reading comprehension .First , the results of students' questionnaire which was analysed and interpreted in a descriptive way have affirmed that for the majority of students ,the first factor that affects their reading comprehension is the unknown vocabulary which they face while reading a text .Second ,the results of the quasi-experiment which was analysed using descriptive and also inferential statistics have affirmed the alternative hypothesis which indicates that teaching vocabulary enhance reading comprehension ,and at the same time rejected the null hypothesis .Therefore ,all the results obtained from this investigation revealed and affirmed that vocabulary teaching contribute in enhancing EFL reading comprehension .

General Conclusion

Reading is one of the important four skills for learning of English language .However, most of EFL learners face problems in understanding what they are reading, the major cause for their poor reading comprehension is the unknown words which they encounter while reading .Thus, the current study was an attempt to investigate the contribution of teaching vocabulary in enhancing EFL reading comprehension .Consequently, investigating the relationship between vocabulary knowledge and reading comprehension.

This research is made up from three chapters. The first and the second chapters are constituent of the theoretical part .Moreover, the study began with the first chapter which provides a general information about the terms reading and reading comprehension by presenting their definition, importance, components ,and other aspects is related to them .In

addition, the second chapter present information related to teaching vocabulary ,and different aspects related to it .While the third and the last chapter is devoted for the practical part or the field work which consists from the analysis and the interpretation of the different data collected through two data collection tools which are the students 'questionnaire and the quasi-experiment carried out at English department of Biskra university with a sample of second year LMD students in order to answer the research questions and test the suggested the hypothesis set in current study .

In conclusion, the results obtained from the analysis of both students 'questionnaire and the quasi-experiment revealed an important point that there is relationship between vocabulary knowledge and reading comprehension because students read to increase their vocabulary and reading comprehension depend on vocabulary repertoire .Therefore, the results helped to confirm the alternative hypothesis which states that teaching vocabulary enhance reading comprehension of EFL students if it is handled with care by teachers; nevertheless, the null hypothesis rejected.

Limitation of Study

During the conduction of the current study which focuses on investigating the contribution of teaching vocabulary in enhancing EFL learners reading comprehension, the researcher has encountered a number of constraints and limitations which have affected the conduction of this study. The major limitation is the absence of the students because of the manifestation this lead to delay the fulfilment of the treatment and posttest at the right time. Also, another limitation is on the administration of questionnaire the researcher was supposed to distribute it to fifty students, but due to the absence of students, only thirty students could be reached. Finally, the third limitation is lack of time.

Suggestions and Recommendations

On the basis of the results and the data obtained in this study, the researcher tried to suggest some recommendations as following:

Suggestions for Teachers

- Since reading is an important skill for learning English language and acquiring a good amount of new vocabulary, and also enhancing students 'reading comprehension .Thus ,teachers must give their students with an opportunity for reading by providing them with more tasks and activities that require reading in the classroom, and motivate them to read outside the classroom.
- Since vocabulary is the major factor that affects students' reading comprehension .Therefore, teacher must precise time for explaining all the problematic or unknown words related to the text for the students to help them understand.
- Teachers must give a big attention for vocabulary, and teach it for students by using different techniques because each students have different learning style that help him/her to learn the new words and memorize them for a long time.
- Teachers must be aware that teaching vocabulary will enhance students reading comprehension.
- Teachers must use from time to time strategies that enhance students' vocabulary.

Suggestions for Learners

- Learners must be aware of the reading 'importance in enhancing their vocabulary and reading comprehension thus they needs to read a lot.

- Learners must use different techniques for increasing their vocabulary repertoire like checking their knowledge to the words that is used mostly in English or using the dictionary effectively.
- Learners must use different strategies for keeping the new vocabulary in their minds like using a note book or keep using the words in context to not forget it.

Finally, the suggested recommendations can help both teachers and EFL learner's .Moreover, further researches can be conducted to investigate the effect of using other techniques in enhancing EFL learners reading comprehension.

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Appendices

Appendix One: The Pretest

Please read the following passage carefully, then answer the question.

DUBLIN

City OF Space and Grace

By Maurice Shadbolt



Here is Georgian elegance and leafy vista, solemn history and rip-roaring Irish welcome.

Understand this, an Irish friend told me *emphatically*, Dublin is human size. Other cities get on the top of you .we keep on the top of Dublin. “And indeed to visitors Dublin seems an amiable overgrown village, certainly the homeliest and the most *hospitable* of Europe’s capitals, as well as one of the most architecturally elegant.

The enlightened men who developed Dublin in the eighteenth century, when it was the second city in the British Empire, shaped it to human scale; there is little *monumental*, nothing *overwhelming* .even the grandest public buildings are *tactfully* placed , never bulkily *proliferating* : the splendid *domes* and classical facades of the Custom House and the four

courts , for example, seem *contrived* to enrich the reflections of the peat-dark Liffey as it ambles past traffic-crowded *quays* into Dublin bay .

Elsewhere, exploiting the harmonious colors of the *brickwork*; red, brown, orange, yellow, grey .those Georgian architects wove the natural beauty surrounding Dublin into their urban tapestry. Vivid green landscapes seep through the sub-urbs almost to the city's center. Wide streets and *leafy* residential squares frame vistas of hilltop, sky, river and canal.

Few cities in the world have been so filled with clean air, sea light, and greenery .The industrial revolution left *bucolic* Ireland relatively un-spoiled, and Dublin was delivered into the twentieth century a city of space and grace, where a good walk could take a citizen into wild Celtic hills, or on to Dublin bay's 25 miles of beaches.

(From reader's digest)

(Shadbolt, 1985, pp.90-92)

1/Reading comprehension work

A/ How the 18th c architects did developed Dublin?

- | | | | |
|----------------------------|-----------------------|---------------------|-----------------------|
| A. To be overgrown village | <input type="radio"/> | C. as homeliest | <input type="radio"/> |
| B. To human seize | <input type="radio"/> | D. to be hospitable | <input type="radio"/> |

B/ How are the colors of the tiles formed?

- | | | | |
|-------------------------|-----------------------|----------------------|-----------------------|
| 1. In heterogeneous way | <input type="radio"/> | 3. In homogenous way | <input type="radio"/> |
| 2. In attractive way | <input type="radio"/> | 4. In relaxing way | <input type="radio"/> |

C/ Dublin got its beauty and charm from?

- | | | | |
|----------------|-----------------------|------------------------|-----------------------|
| A. Four courts | <input type="radio"/> | C. Georgian architects | <input type="radio"/> |
|----------------|-----------------------|------------------------|-----------------------|

B. Splendid domes

D. classical facades

D/On what purpose the domes and classical facades of custom house and four courts are designed?

1. To be architecturally elegant 3.to enrich the reflection of peat-dark

2. For human seize 4.to ambles traffic-crowded quays

E/ Because of the industrial revolution bucolic Ireland left?

1. Cruel 3. Immaculate

2. Vicious 4. Untainted

2/ vocabulary work

Circle the correct meaning of the underlined word

(Note: choose the right meaning of the word according to its position in the text)

A/there is a little **monumental**

1. Sculpture 3.memorial

2. huge 4.tower

B/ nothing overwhelming

1. vast 3.flooding

2. Enormous 4.leafy

C/ even the grandest public buildings are **tactfully** placed

1. Delicately 3.respectfully

2. Decorously

4. accurately

D/ never bulkily **proliferating**

1. Multiply

3. Increase rapidly

2. Decrease rapidly

4. exaggerate

E/The splendid **domes**

1. Cupola

3. rotunda

2. Vault

4. high roof

F/Seem **contrived**

1. Constructed

3. created

2. Planned

4. designed

G/ an Irish friend told me **emphatically**

1. Definitely

3. Positively

2. Totally

4. Fully

H/ it ambles past traffic-crowded **quays** into Dublin bay

1. Platform

3. Ship

2. Moor

4. Dock

I/The most **hospitable** of Europe's capitals

1. Warm

3. Neighborly

2. Welcoming

4. Kind

J/ exploiting the harmonious colors of the **brickwork**

1. Cinder block

3. Clay

2. Building

4. Tile

K/ and **leafy** residential squares

1. Green

3. High

2. Foliate

4. Comfortable

L/ The industrial revolution left **bucolic** Ireland relatively un-spoiled

1. Rural

3. Agriculture

2. Country

4. Agrarian

(Google Traduction, n. d)

(Oxford Learner's Dictionaries, 2018)

Appendix Two: The Posttest with Lesson Plan



Meerkats United

BY David Macdonald

No mythical beast, this creature is real .It's a grey **meerkat**, one of the sociable **mammals** on the earth and one of the most **pugnacious**. and share their food .They attack their enemies together, **ganging up** would be competitors like **brawling** bands of **buccaneers** .

The meerkat is a member of the same family as **mongoose** .Also known as sticktails, grey meerkats inhabit the Kalahari Desert in southern Africa where conditions are so **unremittingly** harsh that they must **band** together to survive .

Together the meerkats **forage** and hunt, guard one another from **predators** ,baby-sit

(Macdonald, 1986, pp.58-59)

Enrich your word power

Vocabulary	Etymology (the origin of the word)	Guess the right meaning	Guess the right example
mammals	From the Latin mamma “breast”	a/any female animal that gives birth and feeds her baby from her own body. b/any animal that gives eggs .	a. humans, dogs, dolphins...ect. b. birds ,fish ,crocodiles .
pugnacious	From “pugnacity” or Latin “pugnacis”,genitive of pugnax or pugnare “combative,love of fighting with fists”.	a. animals that argue or fight using force. “aggressive or violent” b. animals that does not use force . “Peaceful animals”.	a. cats, dolphins. b. tigers, meerkats.
unremittingly	From unremitting “never stops”	a. in a way that becomes big or less . b. in a way that does not change .	a. the news on the TV are unremittingly hot . b. the meerkets’ age is unremittingly decreasing.
band	From old English bend “bond, chain by which something is bound “.	a. in a group b. isolated	a. the meerkats create a band to protect each other . b. the bats lives alone.
forage	From fuerre “hay, straw, fooder”(modern frensh feurre).	a. go to places to search and eat eat food like grass . b. eat meat .	a. horses are foraging for food . b. fishes forage in the water .
predators	From Latin praedator “plunderer”, from praedari “to rob”.	a. all animals that kills and hunts other animals . b. animals that does not hunt other animals .	a. tiger b. fish
ganging up	From old English gang.	a.to be united as a group against other animals. b.to be with other animals .	a. tigers gang up on meerkats . b. meerkats gang up on tigers .

brawling	To brawl from braulen “quarrel”.	a .to act in a calm way . b. to fight in noise way .	a. cats like to brawl . b. some peoples likes to brawl in the streets.
buccaneers	From French boucanier “a pirate, a curer of wild meats”.	a.steal from others. b. give to others .	a. Pirates are Buccaneers. b .cats are buccaneers .

(Online Etymology Dictionary, n.d)

(Cambridge Online Dictionary ,n.d)

Reading Comprehension Questions:

Please circle the letter of the right answer

1/to which class does the meerkat belong?

A) Mammals

C) Amphibians

B) Reptiles

D) Birds

2/are the meerkats calm animals?

A) Yes

B) No

3/to which family does the meerkat belong?

A) Mammals

B) mongoose

4/what do mammals must do in order to survive in the harsh conditions?

A) Live individually

B)make a group

5/predators are for the mammals:

A) Allies

B)enemies

Appendix Three: The Student's Questionnaire

A Questionnaire for Second Year LMD Students

Fellow Students,

You are kindly invited to answer the following questionnaire, which will help to collect the information needed for the completion of a Master thesis. The latter is undertaken to identify the contribution of teaching vocabulary in enhancing EFL learners' reading comprehension. This research will be based on your responses. Please, tick (√) the appropriate answer and make complete statements whenever it is necessary. Be sure that your responses will be kept confidential and it will be used only for the intended aim of the study.

Thank you for your time and collaboration.

Section One: General Information

Q1. Specify your gender please:

a. Female

b. Male

Q2. How do you consider your English?

a. Very good

b. Good

c. Average

d. Poor

Q3. What is your favorite hobby?

a. Reading

b. Writing

c. Listening to (music, etc)

d. other

Q4. Reading in a foreign language (say English) is:

- a. Interesting
- b. Only if it is related to the syllabus
- c. Boring
- d. Only if to be included in the test

Section Two: An Overview of Reading

Q5. Do you like to read in English?

- a. A lot
- b. A little
- c. Only reading related to lectures

Why?

Q6. How often do you read in English?

- a. Frequently
- b. Sometimes
- c. Rarely

Justify your answers please

Q7. In which language do you like to read most?

- a. Arabic
- b. French
- c. English
- d. All

Q8. How often does your teacher give you tasks that require reading in the classroom?

- a. Frequently
- b. Occasionally
- c. Not at all

Why it is so? Or provide a justification

.....

Q9. What kinds of text do you prefer to read in English? (You can choose more than one option)

- a. Books
- b. Newspapers
- c. Magazines
- d. Short stories
- e. poems
- f. others

Why?

.....

Q10. Why do you read at all? (You can choose more than one option)

- a. Enrich your vocabulary repertoire
- b. For pleasure
- c. Enhancing other aspect of the language (grammar, spelling)
- d. To get new information and ideas
- e. Others

Section Three: Reading Comprehension

Q11. How do you consider your comprehension of a written material?

- a. Very good
- b. Good
- c. Average
- d. Poor

Why?.....

Q12. Which pace helps you to comprehend the text?

- a. Reading slowly
- b. Reading rapidly

Q13. Which rate does help you to comprehend the text?

a. Reading aloud

b. Reading silently

Q14. While reading, what is the first factor that affects your comprehension of the text?

a. Unknown vocabulary

b. Limited background knowledge about the text

c. Biography of the writer is not included

d. Environment conditions (noises ...)

e. Complexity of the text

f. Lack of interest and motivation

Others

Q15. Do you understand more when the theme of the text is?

a. Known in L1 (Arabic)

b. Known in L2 (English)

Explain

Section Four: Teaching Vocabulary

Q16. When you encounter difficult words during reading, do you feel more at ease when?

a. The teacher explains “problematic or unknown” words

b. Use the dictionary to look up for the meaning of the difficult words

c. guess the meaning of the unknown words from the context

d. Ask peer for the meaning

e. other

Q17. Do you use the dictionary to look up for the meaning of unfamiliar word?

a. Yes

b. No

Q18. If no, why not?

Q19. If yes, which type of dictionaries do you prefer to use most?

- a. An English dictionary
- b. An Arabic-English dictionary
- c. An English-French dictionary

Justify you answer

.....

Q20. Which technique do you prefer your teacher to use in order to teach you unknown vocabulary?

- a. Visual Techniques (flashcards, photographs, drawing...)
- b. Use of Synonyms
- c. Definitions
- c. Contrast and Opposite
- e. Examples of the Type
- f. Translation to native language

Why?

.....

Q21. Which strategy do you use to build your vocabulary repertoire?

- a. Check your knowledge of the words used most frequently in English
- b. Focus on the words used in academic texts
- c. Use the dictionary effectively
- d. Keep a vocabulary notebook

Q22. It is said “either you use it or lose it”. In order not to forget a word, what strategy do you use?

a. Keep a check list.

b. Keep repeat the word until you remember it.

c. Keep using it in an appropriate context.

Thank you for your cooperation

الملخص

يواجه معظم طلاب اللغة الإنجليزية صعوبات في فهم النصوص المكتوبة بسبب الكلمات غير المعروفة التي قد يواجهونها أثناء القراءة. لهذا السبب ، تهدف الدراسة الحالية إلى التحقيق في مساهمة تدريس المفردات في تعزيز فهم القراءة لمتعلمي اللغة الإنجليزية كلغة أجنبية. وبالتالي ، افترض الباحث أنه إذا تعهد معلموا اللغة الإنجليزية بتدريس مفردات اللغة في السياق ، فإن فهم القراءة لدى طلاب اللغة الإنجليزية سوف يزيد بشكل كبير. لذلك ، من أجل اختبار الفرضية المقترحة ، استخدم الباحث أداتين بحثيتين هما الدراسة شبه التجريبية واستبيان الطلاب من أجل جمع بيانات حول فهم القراءة للمتعلمين. أولاً ، تم توزيع استبيان الطلاب على عينة مكونة من 30 طالبًا تم اختيارهم عشوائيًا من السنة الثانية ليسانس و اجابو عليه في اقسامهم ، بينما التجربة شبه التجريبية تمت توزيعها وانجازها مع 30 طالبًا لم يتم اختيارهم بشكل عشوائي . تم تحليل ووصف النتائج التي تم الحصول عليها من الدراسة الحالية من اجل اختبار صحة الفرضية المقترحة . بالإضافة إلى ذلك ، أثبتت النتائج التي تم الحصول عليها أن تدريس المفردات سيعزز من فهم متعلمي اللغة الإنجليزية كلغة أجنبية. في الختام ، من خلال النتائج التي تم الحصول عليها ، أكدت الأبحاث الفرضية البديلة التي تنص على أن تدريس المفردات يساهم في تعزيز فهم متعلمي اللغة الإنجليزية كلغة أجنبية ورفض الفرضية الصفرية التي تنص على العكس .

الكلمات المفتاحية: تعليم الكلمات , معرفة الكلمات , فهم القراءة.