People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Yahia Fares University of Médéa

Faculty of Letters and Languages

Department of Foreign Languages

English Section

A Study on Extensive Reading as an Effective Factor for Developing EFL Learners' Vocabulary Growth

A case study of Third year Students at Yahia Fares University of Medea

Thesis Submitted to the Department of English as Partial Fulfilment of the Requirement for the Degree of Master in Linguistics

Presented by

Miss. Sabrina FAHCI

Miss. Sara BOUCHERIT

Supervised by

Mr. Abdelkader KERMEZLI

Academic Year: 2018/2019

Acknowledgement

We really believe that success does not arise from vacuum; willingness, commitment, patience and confidence are the key ingredients needed for achievement.

Foremost, we are deeply grateful to the presence and support of so many persons, who contributed to the realization of this work, and without them, the accomplishment of this thesis could not have been possible.

We would like first to express our profound appreciation and gratitude mainly to our supervisor: Dr. Abdelkader KERMEZLI for his endless support, guidance and motivation. A similar vote of thanks goes to Mr. BOUKHELKHAL, Mr. BOUKHATEM, Mrs. ZIRARI, Mrs. MATIDJI, and Miss. BENKIAR.

Above all, we would like to offer our tremendous indebtedness and warmest gratitude goes to our dear parents for encouraging and understanding us throughout our life.Words can not express our parents ' greatness, who have dedicated their whole lives to reaping the fruits of our achievement.

Last but not least, a Profound thanks go to my dear husband Azzedine for his support, motivation, assistance, inspiration, passion and comprehension to carry on this study. In addition to my little baby Djawed for making me laughing in my stressful moments.

“Thank you all”

Abstract

Extensive Reading has been receiving a great appreciation and recognition over the recent decades, thanks to the various publications showing its merits for both foreign and second language learners. Yet, it is still unexplored in Algeria. This research describes Extensive Reading influence in developing the vocabulary stock in English language that the Algerian students try to achieve. The lack of reading in English prevents the development of vocabulary growth. We, therefore, hypothesize that if students read extensively they would likely develop their vocabulary stock. The objective of delivering this study is to make a clear description of Extensive Reading at Yahia Fares University through conducting two questionnaires as statistical measure of interpreting data that helps us elicit students and teachers' conceptions about the two main variables Extensive Reading and vocabulary growth. At the end, this study revealed that Extensive Reading is an effective way to improve vocabulary stock.

Key Words:

- Extensive Reading
- English Language Learners
- Vocabulary Growth
- Vocabulary Stock

الملخص:

تحظى القراءة المكثفة باعتراف وتقدير كبير على مدار العقود الأخيرة، وذلك بفضل المنشورات المختلفة التي تظهر مزاياها لكل من متعلمي اللغة الأجنبية واللغة الثانية. ومع ذلك فإنه لا يزال غير مألوف في الجزائر. يصف هذا البحث تأثير القراءة المكثفة في تطوير مخزون المفردات باللغة الإنجليزية التي يحاول الطلاب الجزائريون تحقيقها. عدم وجود القراءة باللغة الإنجليزية يمنع تطور نمو المفردات. لذلك ، نفترض أنه إذا قرأ الطلاب على نطاق واسع ، فمن المحتمل أن يطوروا مخزونهم من المفردات. الهدف من تقديم هذه الدراسة هو تقديم وصف واضح للقراءة الموسعة في جامعة يحيى فارس من خلال إجراء استبيانين كمقياس إحصائي لتفسير البيانات التي تساعدنا على استنباط مفاهيم الطلاب والمعلمين حول المتغيرين الرئيسيين ونمو المفردات. في النهاية ، كشفت هذه الدراسة أن القراءة الموسعة هي وسيلة فعالة لتحسين مخزون المفردات.

List of tables

Table 01: Differences between Extensive and Intensive Reading.

Table 02: Teachers' Opinion towards the Importance of the Reading Extensively for EFL Students.

Table 03: Teachers' Opinion towards Vocabulary Growth and Writing Development through Extensive Reading.

Table 04: Teachers' Attitude towards their Students' Extensive Reading.

Table 05: Assessing Students' Vocabulary stock (poor/rich).

Table 06: Teachers' Encouragement for Extensive Reading.

Table 07: Assigning Extensive Reading tasks.

Table 08: The time spend in reading per week.

Table 09: The students' most used material.

Table 10: Choosing between Magazine, Newspaper and Book.

Table 11: Students' Reading Enjoyment**.**

Table 12: Students' Favourite Writer.

Table 13: Student English Reading Enjoyment.

Table 14: The most interesting pieces students ever read.

Table 15: Choices students would like to read if they could easily read in English.

Table 16: Reading in English as a key to other English abilities.

Table 16.1: Students' Opinion toward the Reading Benefits.

List of figures

Figure 01: Teachers' opinion towards the importance of the reading extensively for EFL learners.

Figure 02: Teacher's opinion towards vocabulary growth and writing development through Extensive Reading.

Figure 03: Teachers' attitude towards their students' Extensive Reading

Figure 04: Assessing students' vocabulary stock (poor/rich).

Figure 05: Teachers' encouragement for Extensive Reading.

Figure 06: Assigning Extensive Reading tasks

Figure 07: The time spend in reading per week.

Figure 08: The students' most used material

Figure 09: Choosing between Magazine, Newspaper and Book

Figure 10: Students' reading enjoyment

Figure 11: Students' favourite Writer

Figure 12: Student English reading enjoyment

Figure 13: The most interesting pieces students ever read

Figure 14: Choices students would like to read if they could easily read in English

Figure 15: Reading in English as a key to other English abilities

Figure 15.1: Students' opinion toward the reading benefits

List of Abbreviations

EFL English as a Foreign Language

ELT English Language Teaching

ER Extensive Reading

ESL English as a Second Language

FL Foreign Language

FVR Free Voluntary Reading

IR Intensive Reading

L1 First Language

L2 Second Language

LMD Licence, Master, Doctoral

SURF Silent Uninterrupted Reading for Fun

Table of contents

Dedication…… i
Acknowledgment……..……. ii
Abstract……..…… iii
List of tables……. iv
List of figures ……..…….. v
List of abbreviation……..…… vi
Table of contents……..…….…… vii
General Introduction
Introduction ……... 01
Background of the study 01
Statement of the problem ……...…… 02
Significance of the study ……..…….…. 02
Aim of the study ……..…….. 02
Research question ……. 03
Hypothesis ……... 03
Methodology…….. 03
Sample…….. 04
Structure of the study…… 04
Chapter 1: Literature Review
1.1 Introduction ……..…… 06
1.2 General Background ……..……... 06
1.3 Literature Review……..……..……. 07
1.4 Reading ……..…….. 08
1.4.1 Definition ……..…….. 08
1.4.2 The Importance of Reading……..……. 08

1.4.3 Reading in a Second Language …….....09
1.4.4 Types of Reading……...…….....10
a) Extensive Reading…….....10
b) Intensive Reading…….....11
1.4.5 Reading Strategies…….. ..12
a) Predicting…….. 12
b) Skimming……... 13
c) Scanning……..... 13
d) Inferring ……..... 13
1.5 Extensive Reading ……..... 14
1.5.1 Defining Extensive Reading ……...……..... 14
1.5.2 Extensive Reading basic Principles…….……... 14
1.5.3 Historical Perspective of Extensive Reading……... 15
1.5.4 Theoretical Foundation …….. 15
a) The Input Hypothesis.....16
1.5.5 Extensive Reading Vs Intensive Reading……..... 17
1.5.6 Extensive Reading Benefits ……....…..…….. 19
a) Vocabulary Growth.....……... 19
b) Writing Proficiency Improvement ……...…….. 20
1.5.7 Extensive Reading Programmes……..……...……..... 20
1.6 Vocabulary.....……..…….....21
1.6.1 The importance of Vocabulary for EFL Learners……..... 21
1.6.2 Extensive Reading Influence on Vocabulary Growth…….....22
1.6.3 Vocabulary Growth: a way to a good Academic Writing…… 22
1.7 Conclusion…….....24

Chapter 2: Research Methodology

2.1 Introduction …….....26
2.2 Research Design…….....26
2.3 Research Participants …….....27
2.4 Research Instruments …….....27

2.4.1 Teacher's Questionnaire …….....27
a) Sample…….....27
b) Administration of the Questionnaire…….....28
c) Piloting the Teachers' Questionnaire…….....28
d) Description…….....28
e) Procedure…….....28
2.4.2 Students' Questionnaire…….....28
a) Sample…….....29
b) Administration of the Questionnaire…….....29
c) Piloting the students' Questionnaire…….....29
d) Description …….....29
e) Procedure…….....30

Chapter 3: Data Analysis

3.1 Introduction …….....32
3.2 Students' Questionnaire……. 32
3.2.1 Analyzing the Results of the Students' Questionnaire…….....32
3.3 Teachers' Questionnaire……....39
3.3.1 Analyzing the Results of the Teachers' Questionnaire…….....39
3.4 Conclusion……....49

Chapter 4: Discussion and Results

4.1 Introduction…….....51
4.2 Discussion…….....51
4.2.1 Students' Questionnaire…….....51
4.2.2 Teachers' Questionnaire …….....52
4.3 Results …….....53
4.4 Pedagogical Implications …….....53
4.5 Recommendation…….....54
4.6 Suggestion for Further Research …….....54
4.7 Limitation of the study…….55

4.8 Conclusion …….....55

General conclusion……..... 57

Appendix …….....58

References…….....62

Introduction

This introductory section gives an overview of the present research study. It opens with supplying some basic details about the background of the study, then the statement of the problem, and the rationale and primary purpose thereof. It proceeds with the hypotheses and the primary research issue that this study seeks to figure out. In brief, this section attempts to create a holistic image of the theme before elaborating the research in the following chapters.

1. Background of the Study

The majority of today's students' attention is being occupied by the issue of how they can acquire the largest amount of vocabulary in a pleasurable way, the reason why they are always looking for effective techniques and approaches. One of the effective techniques suggested by teachers as well as researchers is reading, discussed in many studies and research experiments worldwide.

The ability to read is an important second language skill, and to enhance vocabulary growth, students need to be exposed to language by reading widely, along the lines of what is called Extensive Reading.

The most successful foreign language students are usually those who try to extend their second language learning into out-of-class practice, and Extensive Reading can be classified as a successful out-of-class activity for vocabulary growth. Extensive Reading allows students to get a large amount of English input, and the largest profit students would benefit from is vocabulary growth that arises from reading extensively diverse and informative materials in pleasurable setting such as at home.

Eventually, Extensive Reading plays a major role in vocabulary growth. EFL students must therefore take into account its importance in improving their level of vocabulary, which would be in turn reflected in their writing.

2. Statement of the problem:

One of the major challenges faced by LMD students at Yahia Fares University is vocabulary development. This can be seen by the way they use limited and simple vocabulary. Furthermore, this limited vocabulary use has negatively affected their writing which is the biggest problem teachers are trying to solve. This reason promotes students to think as much as possible about how to develop their vocabulary. The latter is emphasised in many researches that state Extensive Reading as one of the most important aspect to reaching student goals.

Today's LMD system does not offer the necessary attention and concern to reading in the target language, although teachers generally recognize its benefits. Furthermore, the reading of the English students at Yahia Fares University in the target language is restricted to the course requirements. Therefore, the students are not willing to read for pleasure during their leisure time, nor do teachers promote it. Under such cases, reading activities do not go beyond the Intensive Reading level; as a result, the reading input also remains limited.

This study will spotlight the importance of Extensive Reading on vocabulary growth.

3. Significance of the study:

The basic issue of vocabulary has always been a debate for a long time. This research is a description of Yahia Fares University English students' relationship with Extensive Reading. It is an attempt to detect the students' vocabulary stock to prove Extensive Reading significance.

4. **Aim of the study**:

This study aims at detecting Yahia Fares University English students' Vocabulary stock, in addition to students' relationship with Extensive Reading to prove that the absence of the latter is the main reason behind the limited of vocabulary stock. This is

based on the assumption that students gain vocabulary in a comfortable area by reading large quantities of books and other reading materials extensively.

5. Research question:

To what extent can the absence of Extensive Reading effect Yahia Fares Third-year EFL students' vocabulary growth?

6. Hypothesis:

Reading provides students with many opportunities to develop their vocabulary stock as well as language proficiency. Therefore, this study hypothesizes that the main reason behind Third-year Yahia Fares University students' limited vocabulary is Extensive Reading negligence.

7. Methodology:

This study relies primarily on the descriptive method as an aid in analyzing and interpreting the relationship between Extensive Reading and vocabulary development among Yahia Fares EFL students. It is done by designing a questionnaire provided to the whole Third-year English section to demonstrate their relationship with Extensive Reading. In addition to another questionnaire designed to Yahia Fares University English teachers in order to see their opinion about Extensive Reading and whether or not Yahia Fares University students read extensively. All this would be designed to confirm or disconfirm the hypothesis suggested.

8. Population and sampling:

8.1 Population:

This study seeks to investigate the area of Extensive Reading and vocabulary development that implies both English teachers and Third Year English section to be the current study selected population.

8.2 Sampling:

a. Teachers sampling:

Yahia Fares English teachers are concerned with this current investigation to clearly state their insights into Extensive Reading and its big influence on vocabulary development. The objective of selecting our university teachers is to have a credible description according to their teaching carriers of Extensive Reading and the type of vocabulary Third year Yahia Fares University students use in their writings.

b. Students sampling:

Third year English section students are the concerned population of this study during the academic year 2018-2019. The size of the present sample is about seventy (70) students who study English for three years.

9. The Structure of the study:

This present work is composed of four chapters: the first chapter deals with the literature review of the research subject or what is called the theoretical part, the second chapter deals with the research methodology and tools used during the current study, the third chapter is the practical part where data is analyzed and finally the last chapter would be devoted to the discussion of the results.

Chapter one studies two different variables, the first independent variable, is the scope of Extensive Reading starting with the definition of reading in general and its importance, Extensive Reading with its crucial role, its historical perspective and its benefits for EFL students. Whereas the second dependent or outcome variable sheds light on vocabulary development in EFL classes and the techniques students use and rely on to enrich their vocabulary through Extensive Reading. The second chapter is devoted to the methodology used as well as describing the research tools used, including teachers and students' questionnaires. The third chapter provides a detailed analysis of both teachers and students' questionnaires. It helps us also see whether the results corroborate with the hypotheses of this study or not. The last chapter mainly discusses the obtained result of the previously analyzed instruments.

Chapter One:

Literature Review

Chapter One: Review of the Literature

1.1 Introduction:

This chapter provides a comprehensive overview of the literature associated with this research. The coming review of the literature highlights appropriate sub-sets of the primary subject, Extensive Reading and its function in improving vocabulary stock. In the attempt to generate sufficient understanding about these subsets, various relevant SLA publications are revisited. It also offers an overview of the literature relevant to Extensive Reading, such as its underpinning theory, principles and benefits.

1.2 General Background:

Learning a language can be a challenging task, particularly for those who are learning a second or a foreign language. Language in general is often thought of as a vocal process and students usually rely on speaking when learning English as a second or a foreign language. However, language is also visual and reading is also a crucial part of the foreign language learning process.

Reading is considered as an essential and complex language skill that is necessary for everyone. Reading, as any skill, has different types or approaches, among which Extensive Reading. This approach refers to reading books, articles…etc as much as students can, according to their interest and needs in order to acquire knowledge, build their vocabulary and improve their writing style. This type of reading clearly has become more popular in recent years, following years of research detailing their strong effects on language acquisition.

Extensive Reading is an activity that can be carried out by the student on his own outside the classroom. Furthermore, it may be the only way a student can keep contact with English outside the classroom sessions. In addition to that, Krashen (1993) (as cited in Syeda, 2017) mentions that Extensive Reading is the most efficient way through which a student can learn new vocabulary; this provides him with opportunities to develop the students' writing proficiency.

1.3 Review of the Literature:

It is a common belief that learning a language can only occur in a classroom environment. But, learning continues outside the classroom if the students are correctly oriented. The Algerian EFL teachers are not really used to adopting Extensive Reading activities during the class, neglecting the activities that can be held outside the classroom such as, reading books or novels. This might be because they do not want to fall behind the curriculum. For this reason it can be suggested that the university learning process should not be limited only to the classroom activities. On the contrary, students should be encouraged to read English texts or books outside the classroom. Hence, they should be encouraged to read extensively.

Previous studies have highlighted the importance of out-of-classroom activities as playing a great role in the learning process. It is of much importance to integrate classroom-based learning with out-of-classroom learning since both have their own particular contributions to make to the learning process. David Nunan claimed that:

> « Beyond the classroom, learners have opportunities for authentic input, comprehensible input as it is called, but also authentic output, opportunities to get closer to the kind of language that we use for authentic communication because that is in fact what they are going to be doing with the language that they are learning. »*(David, N. p.3)*

In terms of language teaching, Extensive Reading was seen as one of the four types of reading (skimming, scanning, and intensive reading). In addition to that, Extensive Reading is proved to be as an excellent way to improve vocabulary stock. Krashen (1989) (as cited in Syeda, 2017) suggests that learners are able to acquire new vocabulary through maximum use of "comprehensible input" through Extensive Reading. This in turn will surely improve the writing style of university students as they use a varied amount of vocabulary. This chapter contains the elements in question relate to the benefits of reading extensively and how effective it is in developing students' vocabulary stock. In addition, it also facilitated the descriptive completion of the research.

1.4 Reading:

1.4.1 Definition:

Reading is said to be the key to knowledge, which enriches people minds with new information and experience. Being able to read is always seen as an essential measurement in language learning. Reading involves a mental process that allows the readers to convert writings into meanings. The term "Reading" has been defined by many scholars. It is usually defined as "Reading is the process of reviewing and interpreting information encoded in language from the medium of print" Urquhart & Weir (1998, p.22) (as cited in Rekibi, k.2016)

According to Rumelhart (1994) reading comprehension is an interactive process that takes place between a reader and a text. This means that throughout the reading process, the reader is the first important factor, he should be able to relate the new information to his current knowledge. In the second factor, text, students read a verity of materials in which each type of text has its own features. The interaction between the reader and the text must result in comprehension.

Carrel (1985.p.145) (as cited in Soraya, 2017) claims that "reading is getting meaning from printed or written message", therefore, the reader has to decipher the message as well as interpret the meaning of the passage.

Usually, readers use all of the background knowledge, vocabulary, grammar as well as other strategies to comprehend a text properly. "Reading is an act of communication in which information is transferred from a transmitter to receiver "(Smith, 1973, p 2) (as cited in Mehiri, 2015). From this view we can deduce that what is really important is the ability to decode the writer's message.

1.4.2 The Importance of Reading:

Every foreign language teacher should make use of the four skills in order to teach a second language: listening, speaking, reading and writing. Reading performs the most essential role in various levels of EFL learners, such as elementary, intermediate, and advanced. Actually, speaking a foreign language is important in the first stage, but learning a foreign language entirely depends on improving reading skills. "Many

scholars affirm that reading is by far the most important skill of the four skills. This is basically because students' academic success or failure largely depends on their ability to read and comprehend." (Abebech Gutema Murra, 2005)

The reading skill enables foreign language learners to engage in the world around them. It is important since it encourages students to think and learn a diverse range of materials.

Reading is a fundamental skill. When students read, they gain fresh vocabulary that facilitates the understanding of reading, they also enhance their capacity to write, and that is why the more learners read the better they write. Therefore, Students should promote the reading habit, since they are without doubt very faithful friend of the reader.

Several researchers stress the importance of reading for vocabulary growth. Fengning (1994: 39) asserts that one of the goals of reading classes is to expand the vocabulary stock of readers and to acquire vocabulary through reading. In fact, traditionally, vocabulary teaching used to be completely ignored in the language acquisition theories. It was in the 1970s that interest in vocabulary actually began.

Although Reading is an individual activity, the development of fundamental reading abilities needs instruction. That is why teaching reading skills are very important.

1.4.3 Reading in a Second Language:

A language can be taught in many ways. Reading is one way that appeals to many people. Reading is an important part of second language learning. It exposes students to phrases, grammar, and new vocabulary even at a slow pace; this is why it can be said that students reading English books can become more fluent than students who don't. Since reading provides students with a broad spectrum of vocabulary and grammar, this will feed their brains with linguistic constructions.

"Where there is little reading there will be little language learning… the student who wants to learn English will have to read himself into knowledge of it unless he can move into an English environment." *(Bright and McGregor, 1970: 52)(As cited in Mart, Ç. T.2012.p 91)*

The quotation below highlights the significance of reading particularly for EFL students where Reading must be considered as one of the most important English language skills from which a reader attempts to comprehend what the author intends to convey and how he wishes to create his stance apparent to the public.

The best way to improve one's knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it.
Nuttall (1982:168, cited in Yu, 1993)

(As cited in Willy A.et al.1999:182)

What Nuttall tried to say in the previous statement is that, the key to improve foreign language knowledge is first by living among its native speakers, directly after, comes reading extensively.

1.4.4 Types of Reading:

The ability to read in second or foreign language classrooms has become a priority. Hence; reading instructions are important elements that English educators must be conscious of during their teaching career. This can only be accomplished by training students on how to handle a given text and explaining to them the various steps needed for effective reading. To make the reading task simple, teachers should supply their students with the various types of reading including:

a) Extensive Reading:

Richards & Schmidt (2002: 193–194, as cited in Bamford &Day 2004:01) consider Extensive Reading as:

> "Extensive Reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading." *(Richards & Schmidt.2002.p193-194)*

The quotation above shows the advantages that Extensive Reading gives to students' English vocabulary and this can typically be realized by reading a sufficient amount of useful resources.

Horst, Cobb and Meara (1998) assert that by reading extensively, students could "Enrich their knowledge of the words they already know, increase lexical access speed, build network linkages between words, and…a few words will be acquired" (p. 221, as cited in Brown, R., Waring, R., & Donkaewbua, S. 2008).

Extensive Reading may be in or out of the classroom, and students are free to read books of their own selection. We can claim that Extensive Reading is a facultative reading in which students read pleasant items that do not include text from university.

Extensive Reading involves students to read items that are well beyond their language skills; they also need to read rapidly with a high degree of understanding and without using the dictionary.

Day and Bamford (2004.p.1) state that by reading extensively "students are encouraged to stop reading if their materials are not interesting or if it is too difficult" This assumes that students must be prepared to select texts that they can read readily and confidently.

b) Intensive Reading:

"Intensive Reading involves learners reading in detail with specific learning aims and tasks. It can be compared with Extensive Reading, which involves learners reading texts for enjoyment and to develop general reading skills" (British council, n.d.)

Intensive Reading can be defined as a slow and careful reading where students focus on small detail. Throughout this mode of reading the students will obtain an understanding of the text, then they will be required to create a critical perspective;

hence, they will be able to express their views on the material, the reasons, the words used, the message, the purpose and the text form.

Intensive Reading is a challenging and less pleasant activity, requiring students to concentrate on the language rather than on the message since it focuses on details and analysis.

1.4.5 Reading Strategies:

Many EFL students experience many challenges, particularly in the reading comprehension of written documents. Most of them are capable of understanding every word and even every sentence, but unfortunately, the meaning of the text as a whole is not accomplished. This is the reason why many researchers believe that most of these learners lack the reading strategies that enable them overcome their reading issues and reach comprehension when reading, among which we can list:

a) Predicting:

It is a key technique that readers must use to attain comprehension when reading. "Prediction strategy involves thinking about what might be coming next in the text. It is applied by effective readers; that is, they use pictures, headings and text as well as personal experience to make predictions before they begin to read" Magiliano(1993, as cited in Rouai,S. 2014).Predicting therefore includes looking ahead while reading and anticipating in the text data and occurrences.

Researchers agree that prediction relates to the use and combination of previous knowledge about the given topic with the new content in the text, that is, readers use what they already know and link it to the fresh one. Predicting is therefore a very efficient method for promoting the activation of students ' previous knowledge which in turn plays a very significant part in the reading process.

b) Skimming:

Skimming is the most helpful method that readers use to create a fast evaluation. Grellet(1999) defined it as "a general idea about the content of printed materials through reading the text quickly, that is, in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading"(As cited in Rouai,S. 2014) Skimming is therefore one of the methods requiring readers to read rapidly in order to get an overview of a section's overall concept or gist.

c) Scanning:

Another helpful device to speed up one's reading is scanning. Another helpful device to speed up one's reading is scanning. To scan means to read in a quick way so as to look for specific information. Scanning requires a more focused glance into the text. Specific data such as names, dates and numbers can be scanned to avoid unimportant or insignificant information. It includes passing your eyes down the page rapidly and looking for particular words and sentences.

Specific data such as names, dates and numbers can be scanned to avoid unimportant or insignificant information. It includes passing your eyes down the page rapidly and looking for particular words and sentences.

Scanning, according to Grellet, relates to "quickly going through a text to find a particular piece of information" (1981. P.4 as cited in Ghilani, N.2015). In other words, scanning is a quick glance over a text to check for the information needed or to decide whether a passage is suitable for a specified aim or not.

d) Inferring:

An inference is a result reached by linking previous knowledge or established information with a new one if the meaning is not clear in the text. Often referred to as "reading between lines" It is a strategy that enables the reader to travel beyond the literal message and assume what is not expressly indicated in the text. It may require predictions, conclusions and interpretations that are not verified or dismissed.

1.5 Extensive Reading

1.5.1 Defining Extensive Reading

Extensive Reading is receiving attention as an efficient way through which a student can learn new vocabulary (Krashen, 1993). However, Hedge (2000) Points out that "There have been conflicting definitions of Extensive Reading" (p.202).

This form of reading is referred to as free reading or pleasure reading; Hafiz and Tudor define it as " the reading of large amounts of material in the second language (L2) over time for personal pleasure or interest." (1989, p.4) , while Carrell and Carson (1997, 49-50) state that "Extensive Reading involves rapid reading of large quantities of materials or longer readings for general understanding, with the focus generally on the meaning of what is being read than on the language". (Cited in Renandya, W.A.,& Jacobs, G. M. 2002). Extensive Reading is a positive reinforcement that encourages reading of comprehensible texts, for pleasure, as well as, developing language skills. According to Krashen (2004) "reading for pleasure [Extensive Reading] is the major source of our reading competence, our vocabulary and our ability to handle complex grammatical constructions". Richards & Schmidt state that " Extensive Reading is intended to develop good reading habits, to build up knowledge of vocabulary." (Cited in Yamashita 2013, p.248)

1.5.2 Extensive Reading basic Principles

Several researches have defined Extensive Reading on the basis of the following principles that students have to rely on:

- Self-selection of materials.
- Choosing easy materials.
- Reading large amounts of printed materials.
- A Variety and Different Materials.
- Reading individually.
- Reading at a faster rate rather than slower rate.

- Reading in the sake of pleasure.
- Teachers as readers, to motivate student, and as guide. (Bamford, Day 2004:3)

1.5.3 Extensive Reading' Historical Perspective:

According to Day and Bamford (1998), Palmer, a pioneer of Extensive Reading (ER), singles out the term "Extensive Reading" to qualify it as "plentiful reading". Another Extensive Reading pioneer and methodologist in English Language Teaching (ELT), Micheal WEST, refers to Extesive Reading as "supplementary reading". Both Palmer and West distinguish Extensive Reading (ER) from Intensive Reading (IR)

In 1929, Coleman distinguished Extensive Reading from Intensive Reading in terms of translating words during the reading, reading silently, and the amount of reading. About fifty years later, Broughton endorsed the importance of Extensive Reading in L2 programs. In 1982, Nuttall assumes that after living among native speakers, Extensive Reading comes as a second best way to knowledge improvement of a foreign language. Since 1984, several contributions have been done by Krashen. He shows the importance of Extensive Reading in both improving writing competence and communicative language competence as a bridge to academic language competence. Additionally, the finding of a study conducted by Elley (1996), with both students and teachers in 32 educational systems, indicated that programs focusing on student's voluntary reading are more beneficial than those focusing on Intensive Reading. Moreover, Dupre's research (1997) supported the idea that students acquire language more by Extensive Reading than by grammar instruction. Nuttal(1998), as well, agreed on the positive influence of research of Extensive Reading programs in terms of motivation, attitude, vocabulary, spelling , and linguistic competence.(cited in Renandya, W. A., & Jacobs, G. M. 2002).

1.5.4 Theoretical Foundation

Extensive Reading is not really a new concept; it was supported by several researchers who linked their findings to many theoretical frameworks, such as, Richard Day, Vygotsky and Krashen. The principle behind Extensive Reading is simple: We learn

language through understanding messages, that is, by comprehending what people are saying to us and understanding what we are reading. This is a belief shared by a range of theoreticians; it was however Stephen Krashen who first formalized this belief into a theory known as the 'input hypothesis' and which he eventually called it the 'comprehension hypothesis'.

a) The Input Hypothesis:

The input hypothesis was first implemented by Krashen (1982; 1985), who also labelled it ' Comprehension Hypothesis ' (2004). Krashen called this theory the natural approach for teaching English. According to this theory, the teacher must ensure that sufficient feedback is provided to the students so as to be comprehensible to them.

Krashen(1983:32) Attempts to more formally state the hypothesis as follows:

> "An acquirer can move from a stage i (where i is the acquirer's level of competence) to a stage i + 1 (where i + 1 is the stage immediately following i along some natural order) by understanding language t + 1"
>
> *(As cited in Gulay.n d)*

Through the quotation above, Krashen used the formula I + 1 to describe the goal of language acquisition. The formula i refer to the learners' current competence and 1 referring to the learners' next level. So, to shift from i to 1 the learner must receive input that is comprehensible to him or her (as cited in Morano, 2004, p. 229)

Krashen (1989) argued that the most efficient way for students to acquire fresh vocabulary and improve their capacity to spell is by exposing big quantities of "comprehensible input" through extensive reading. Because free reading of resources is also a low-anxiety activity to learners, Krashen claims that such reading activities are the most effective means by which a student can gain fresh vocabulary (Krashen 1989). Based on Krashen's input theory, students are subjected constantly to new words, sentences, constructions, and speech elements that make the students form ideas about the significance and use of new elements

1.5.5 Extensive Reading Vs Intensive Reading

Extensive Reading and Intensive Reading are approaches that are used in learning L2. Although both of these two main reading styles teach reading, they carry out different aims.

Many educational researches, which have been conducted to distinguish the two reading forms, stated clearly that Extensive Reading means reading easy and large written materials for pleasure with the aim of getting global understanding of the texts. However Intensive Reading means reading shorter texts to extract specific information (Grellet, 1981). It refers to difficult materials that require slow and careful reading with concentration on each item. Palmer (1921/1964, p.111) states that Extensive Reading is reading many books with concentration on the meaning of the text in contrast to Intensive Reading which encourages students to "take a text, study it line by line, referring at every moment to our dictionary and our grammar, analyzing, translating, and retaining every expression that it contains" (Cited in Day & Bamford 1998, p.5).

Students, who read extensively, have freedom to select books that attract their interest. They read them in a relaxed way, for entertainment independently from the teachers and without using the dictionary. However students who read intensively are not free because they must read teachers' choice material. The following table summarizes the common differences that distinguish between Extensive and Intensive Reading.

Types of reading	Intensive reading	Extensive reading
Class goal	Read accurately	Read fluently
Reading purpose	Study	Get information Enjoy
Focus	Words Pronunciation	Meaning
Material	Teachers chooses Often difficult	Students chooses Easy
Amount	Not much	A lot
Speed	Slower	Faster
Method	Must finish Use dictionary	Stop if you do not like it No dictionary

Table 1: Differences between Extensive and Intensive Reading (Day and Bamford, 1998, as cited in Ewert, 2014, p.04)

As seen in Table 1, while Intensive Reading goal is accuracy, Extensive Reading focuses on fluency. Another important point is that Intensive Reading purpose is reading only, whereas Extensive Reading aim is getting information as much as enjoying it. Intensive Reading as mentioned in the table below focuses on words and punctuation, but Extensive Reading focuses primarily on meaning. When it comes to materials, Intensive Reading is usually dependent on the teachers' choice in which difficult materials are selected, yet in Extensive Reading students are free to choose

whatever they want to read. Finally, Intensive Reading requires students to finish their reading as well as using their dictionaries which is totally different from Extensive Reading requirements.

Extensive and Intensive Readings are two important types of reading; Extensive Reading allows students to process language faster and improves their speed and fluency of reading. While Intensive Reading refers to the careful reading of the material with the goal of complete and detailed understanding.

1.5.6 Extensive Reading Benefits

Several researchers have stressed the benefits of Extensive Reading. Grabe (2009), Huang & Liou (2007) state that Extensive Reading has many benefits, including the improvement of fluency, reading ability, vocabulary growth, writing and grammar

a) Vocabulary Growth

Research on L1 reading shows that vocabulary knowledge and reading comprehension are closely related to each other. This relationship is reciprocal. Vocabulary knowledge can help reading, and reading can contribute to vocabulary growth. (Nation, 2001, p.144)

A case study on the learning of spelling, meaning, and grammar was led by Pigada and Schmitt in 2006 for one month of Extensive Reading. The research found out that 65% of the target words were enhanced on at least one of these word knowledge types, for a pickup rate of about 1 of every 1.5 words tested. Another study has conducted by Horst in 2005, found that the participants learned over half of the uncommon words they obverse in their Extensive Reading. Furthermore, Al-Homoud and Schmitt (2009) found that in a ten-week course of Extensive Reading, Saudi learners increased their vocabulary at the 2,000, 3,000, and 5,000 frequency levels, as well as improving their reading speed and attitudes towards reading. These indicate that Extensive Reading is considered as a way into vocabulary growth.

b) Writing Proficiency Improvement:

While Extensive Reading is one way of maximizing the growth of vocabulary, it is possible to help students utilize that amount of vocabulary more effectively. Krashen (1993) declares that one of the positive consequences of pleasure reading is improving writing style. He states that "reading is the only way we become good readers, develop a good writing style" (1993, p.23). Grabe declares that wide reading or Extensive Reading has a role in improving language students' writing ability. These two aspects have a strong relation where a student moves from no or little amount of knowledge to receptive mastery (from Extensive Reading) to productive mastery (writing).

1.5.7 Extensive Reading Programmes:

Although Extensive Reading is considered to be successful that can help EFL students, it cannot be applied randomly, and it needs planning. Thus, several Extensive Reading programmes have been developed such as Drop Everything and Read (DEAR), Free Voluntary Reading (FVR), and Silent Uninterrupted Reading for Fun (SURF). All these programmes have a common goal: reading a large amount of written materials to improve their reading ability and fluency.

Even though the variation of Extensive Reading programmes that are valid for learners to be more positive about reading, to improve their overall comprehension skills, and provide a wider passive and active vocabulary (Davies, 1995), teachers at Yahia Fares University claim that Extensive Reading is not implemented since it is not included in the curricula.

Grabe (2009, p.312),when he answers "the question why is Extensive Reading ignored?", says that there are many reasons why Extensive Reading is not implemented in the English curricula. Among them, the amount of money that needed in Extensive Reading programme and, teachers prefer to teach their students grammatical rules and structures rather than wasting time in Extensive Reading activity based on, as he says, their vision of "teachers teaching something to student."

1.6Vocabulary:

One of the key outcomes of Extensive Reading is to enrich the student' vocabulary and increase their ability to recognize words. In addition, Extensive Reading can assist EFL students to increase their vocabulary which in turn affects the way they write. Several research studies have consistently presented empirical proof for the acquisition and development of vocabulary through extensive reading including Nation, 1988; Day et al, 199; Krashen, 1993; Cho & Krashen, 1994; Day & Bamford, 1998; Nation & Wang, 1999 to cite only a few instances.

Vocabulary acquisition studies have shown that developing vocabulary through Extensive Reading is not only feasible, but is definitely the means by English readers acquire most of their vocabulary (Saragi et al, 1978).

1.6.1 The Importance of Vocabulary for EFL Learners:

Vocabulary knowledge is seen as an important instrument for second-language students since a limited second-language vocabulary prevents communication progress.

As Nation mentions, the relationship between vocabulary knowledge and language use is further viewed as complementary: vocabulary knowledge allows language use and, vice versa, language use leads to greater knowledge of vocabulary. (As cited in Mofareh, A.2015)

Learning vocabulary plays a crucial role in learning the language skills (i.e. listening, speaking, reading and writing) especially in learning English as a second language (ESL) and English as a foreign language (EFL).

Furthermore, Rivers and Nunan (1991) assert that the acquisition of sufficient vocabulary is necessary for the successful use of the second language because, without vocabulary, we will not be able to use the previously learned structures and functions for comprehensible communication. (As cited in Mofareh, A.2015)

In Oxford (1990) vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings” (As cited in Mofareh, A.2015)

Vocabulary is a key component in determining how successfully a student can communicate. In order to communicate effectively, students must overcome the lack of vocabulary knowledge.

The knowledge of word meanings and the capacity to effectively access that knowledge are considered to be the most important factors in all of reading and listening comprehension as well as speaking and writing fluency.

1.6.2 Extensive Reading Influence on Vocabulary Growth:

Extensive Reading can lead to an increase in the range of the learner's vocabulary. Krashen (2003) declared that in language education, free voluntary reading is the most powerful learning tool. It helps to improve language skills and enhances vocabulary size (As cited in Syeda, A. 2017).

Along with Extensive Reading, the students usually read with amusement and pleasure. Hence it promotes EFL students to avoid and ignore challenging and inappropriate materials. Vocabulary is an indication of strength since it allows students to receive and perceive, that is why we can assume that vocabulary development is purely linked to reading and the more you read the greatest vocabulary you get.

1.6.3 Vocabulary Growth: a Way to a Good Academic Writing

In some respects the capacity to write properly depends on possessing appropriate vocabulary. Once the student is able to decode words, he or she might even be prepared to determine accurate interpretations of unfamiliar terms by merely examining the context in which those terms are used. However, throughout the writing process, the student does not have the privilege of evaluating the context in which a term is used; he or she creates the context. Thus, the writer should be prepared to spontaneously remember terms that are not only recognized by sight, but that are grasped well enough to be used properly.

“A rich vocabulary allows a writer to get a richness of thought onto paper. However, the writer’s real pleasure comes not from using an exotic word but from using the right word” (Fletcher, 1993) (As cited in Yonek, L. M. 2009).

“Researchers have also explored the role of vocabulary in three main aspects of Students’ writing performance: (a) shaping teachers’ perceptions of writing quality; (b) Predicting students’ overall writing performance, and (c) enhancing the quality of Students’ written compositions” (Papadopoulou, 2007,p.35) (As cited in Essays, UK. 2018).

In order for students to achieve successful writing texts, they must have large word stock. There are actually distinct sorts of writings, each of which calls for certain kind of lexical items. Hedge (2005) outlines the following six classifications:

- Personal writing: This writing is for oneself and it includes various types of aide, memories, as well as diaries and journals
- Study writing: This writing is for academic or educational purposes and includes all those tasks that students perform, either writing notes or summaries for themselves or writing essays, reports, reviews which are read and often assessed by teachers.
- Public writing which is writing as a member of the general public to organization or institutions. There are actually conventions to follow in this type of writing. It includes such activities as writing letters of inquiry, application complaint and form filling of various kinds. This type of writing is also described as functional writing.
- Creative writing which can include poems, stories, drama, all of what can be for oneself or shared with others. This type of writing is often practiced at primary and lower secondary education as it helps students to build self-esteem.
- Social writing: This writing establishes and maintains social relationships with family and friends. For example, personal letters, invitations, congratulations, condolences and personal e-mails.
- Institutional writing which is related to professional roles. For example, agendas, minutes, reports and memos.

(As cited in Abdelrahim, A., & Ahmed, J, E.2017)

1.7 Conclusion:

To sum up**,** the current study seeks to offer a systematic overview of the educational framework, with a close regard to third-year English students Extensive Reading. It has attempted to address the large area of Extensive Reading, emphasizing its vital role in vocabulary improvement. The efficacy of Extensive Reading obviously occurs when EFL learners have adequate background knowledge that permit them comprehend the content whatever the context is. The work also tended to focus on the way vocabulary can be taught and evolved within Extensive Reading as it has been constantly indicated by a large number of research that reading is highly connected to vocabulary.

Chapter Two: Research Methodology

CHAPTER 2: RESEARCH METHODOLOGY

2.1 Introduction

After finishing the first chapter, which is the opening to the next one, a research methodology is required to attain the research study's objectives. It provides a definite idea about which methods and tools the researchers have employed and the legitimacy of the researcher's entire attempts.

This study attempts to provide a description of Extensive Reading status among Third-year Yahia Fares University English students. This chapter is devoted to illustrate the research design, the research method, the research participants, instrumentation used to collect data and the procedures.

2.2 Research Design

Writing a research paper is a process that requires the researcher to adopt a specified methodology. This study is constructed on a quantitative base and adopted a descriptive research method to clarify the basis for a profound understanding of the research problem and provide accurate outcomes.

Wade (2011) defines quantitative methods as "dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships" (Wade.R.2011.p88). It is mainly used to "to answer questions on relationships within measurable variables with an intention to explain, predict and control phenomena" (Leedy.1993. as cited in Wade.2011.p88). In this type of research, data is collected and analyzed quantitatively to a better understanding of the research problem as well as to confirm or disconfirm the hypothesis put forth. We have chosen to use the descriptive quantitative method since it enables a "straight descriptive summary of the informational contents of data organized in a way that best fits the data (Sandelowski, p. 338-339, 2000)." (As cited in Waite, T.2017.p47) therefore it helps us build a description of third-year students' Extensive Reading and Vocabulary Knowledge status.

2.3 Research Participants

The informants involved in this study consist of two third-year groups at the Department of Foreign Languages, section of English at Yahia Fares University, Medea during the academic year 2018-2019. Seventy students, including males and females, were required to complete a Reading and You questionnaire. The participants were selected by a purposeful sampling based on the fact that they spend three years learning English and are more exposed to the language then the others.

2.4 Research Instruments

Considerable aspects need to be carried out in scientific research, one of which is the selection and application of the suitable tools used to gather data for research evaluation.

To better understand the status under study, two questionnaires for both teachers and students are used as an instrument for the aim of the study.

2.4.1 Teacher's Questionnaire

a) The Sample

Discussing such research topic cannot be achieved without administering a questionnaire to the most acknowledgeable and professional teachers. In addition, it is necessary to acknowledge the teachers' opinions and attitudes towards the relevance of Extensive Reading in improving the students' vocabulary.

The questionnaire was given to fifteen teachers who have a carrier in teaching English at least more than 03 years but unfortunately only nine were interested. As we know English language teachers do not teach one module but they teach various modules at the same time and this gives a great help. Their answers, suggestions, perspectives were reliable according to their direct contact with their students 'level in vocabulary.

b) Administration of the Questionnaire

A ten-question questionnaire was administered to EFL teachers throughout the academic year 2018-2019 at Yahia Fares University of Medea and was delivered exactly to nine interested teachers who teach separate modules to third year English students in the English Department. The questions were as simple and clear as to be answered easily.

c) Piloting the Teachers' Questionnaire

It should be indicated that the questionnaire was piloted with nine teachers prior to its administration and no adjustments are included since all respondents answered without any ambiguities.

d) Description of the Questionnaire

The teachers ' questionnaire (see appendix 01) consists of eleven questions ; which are in turn split into two parts ; the first part deals with the background knowledge of the teacher's experience with Extensive Reading, while the second part deals with questions about the aim of the current study from the teachers' perspective.

e) Procedure:

In this questionnaire teachers are asked to answer 10 important questions. In the first 3 questions teachers are supposed to supply us with their background information on Extensive Reading, whereas in the rest of the questions they are asked to provide us with some information concerning the relationship between Third-year English students and Extensive Reading and if this latter can influence their Vocabulary improvement or not.

2.4.2 Students' Questionnaire

a) The Sample

Questionnaires are appropriate tools to gather the needed information, due to the fact that they allow students express their attitudes and opinions towards the research topic in a comfortable way. In this study we selected Third-year LMD students at Yahia

Fares University of Medea during the academic year 2018-2019 to be the sample of this research in order to diagnose their distinct views on Extensive Reading and vocabulary development. The selection was based on the fact that they spend three years learning English and are very much exposed to language with its distinct modules.

b) Administration of the Questionnaire

This questionnaire is administered to Third-year LMD students. It is delivered in April during the academic year 2018-2019 at Yahia Fares University in Medea to 70 English learners from the English department. The questionnaire was answered at the same day it was handed, and the number of students suites the sample of this research. Volunteers are as concerned in the research subject as it addresses their global challenge being EFL students.

c) Piloting of the Questionnaire

It should be mentioned that the questionnaire was piloted prior to its administration, resulting in small modifications in the questionnaire, and question number 6 was removed because it was thought to be inappropriate and inaccurate.

d) Description of the Questionnaire

Reading and You (see appendix 02) is a questionnaire contributed by Ken Schimdt, an associate professor at Tohoku Fukushi University of Japan. His aim by writing such a questionnaire is described as follows “To help students examine their general reading habits and attitudes, as well as their feelings about reading in the new language; to give teachers insights into students’ reading preferences and their attitudes toward reading in the second or foreign language for enjoyment and learning” (Bamford, J & Day, and R.2004.p10). This means that Reading and You questionnaire is a helpful instrument for both students and teachers as it introduces them to the Extensive Reading world, mainly student’ feeling, reflection, and past experience with reading.

Third-year students of English as a foreign language are asked to answer 10 questions. Throughout the questionnaire an obvious combination of open-ended and closed-ended questions were used at the same time.

The objective behind developing such a questionnaire for EFL students is to discover students' perceptions, beliefs, thoughts and even their recommendations about the research topic to be put into account since we seek to acknowledge students ' awareness on Extensive Reading in the English language.

e) Procedure:

Throughout the questionnaire students are asked to answer 10 questions divided into open-ended and closed-ended questions used at the same time. In the closed-ended questions, students are supposed to tick the appropriate answer from a series of options that are supplied with. Whereas in the open-ended ones the aim was to know students' own answers where they have the chance to answer freely according to their point of view, and attitudes.

Chapter Three:

Data Analysis

Chapter 3: Data Analysis

3.1 Introduction:

This study addresses the importance of Extensive Reading in enhancing EFL students' vocabulary growth. In order to fulfil our study, we design this chapter to present and analyze the data obtained through the investigation of the current research. Since our study is mainly descriptive, we try first to prove that Third-year English student lack vocabulary through Teacher questionnaire. Then, the Reading and You questionnaire is set in order to prove that the students do not practice enough Extensive Reading which is shown previously to be an important factor for Vocabulary growth

3.2 Section One: Teachers' Questionnaire

The three-first questions are all about the teachers' background knowledge of the topic and their personal views on Extensive Reading, those which we found unnecessary to include in the upcoming analysis.

3.2.1 Analyzing the Results of the Teachers' Questionnaire

Q4: Do you think that Extensive Reading is beneficial for your students? Yes/No If yes how?

Yes	No	Total
9	0	9
100%	0%	100%

Table 02: Teachers' opinion towards the importance of Reading Extensively for EFL student.

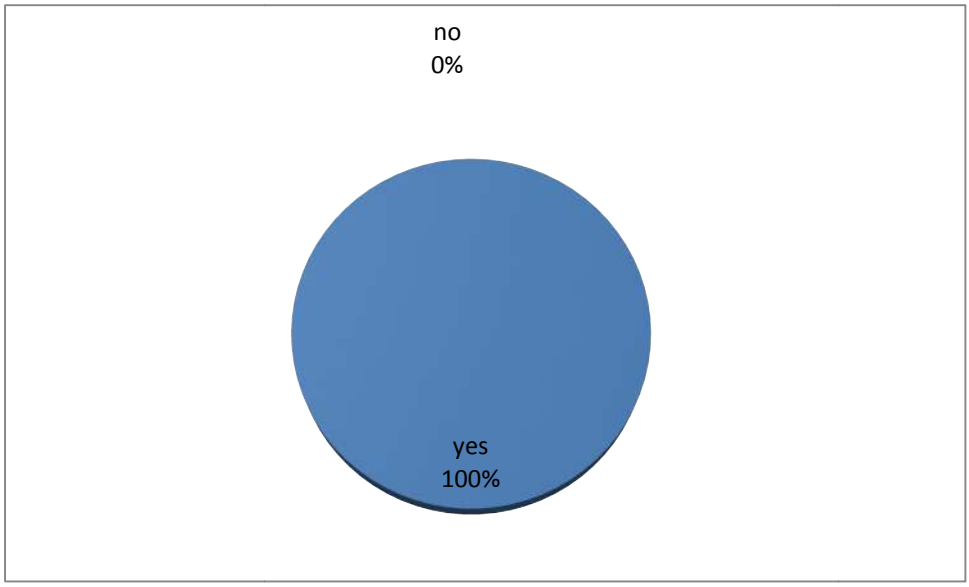


Figure 01: Teachers' Opinion towards the Importance of Reading Extensively Skill for EFL Students.

Throughout the first question, all teachers (100%) believe that Extensive Reading is beneficial for Third-year EFL students.

If "yes" explain how?

Teachers state that Extensive Reading:

- Improves the students' reading skills.
- Enriches their vocabulary repertoire necessary for the development of their four skills.
- Helps students in grasping knowledge and improving their vocabulary and fluency level.
- Develops the sense of autonomous learning which an unavoidable quality of effective language learners is.

Q5: Do you think that if students' vocabulary stock is developed through Extensive Reading, so their writing will? Why?

Yes	No	Total
8	1	9
89%	11%	100%

Table 03: Teacher's Opinion on Vocabulary Growth and Writing Development through Extensive Reading

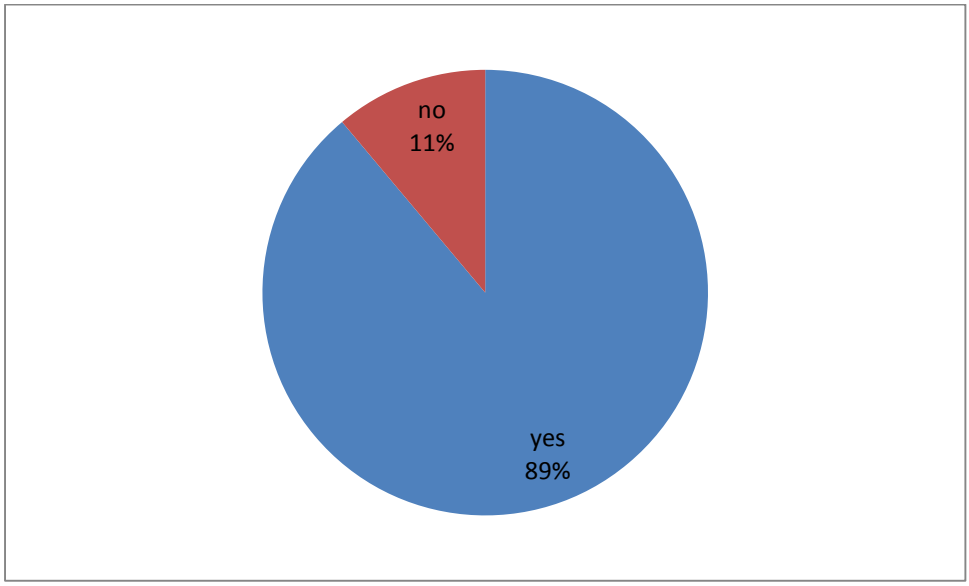


Figure 02: Teacher's Opinion on Vocabulary Growth and Writing Development through Extensive Reading

It is obvious from the chart below that the majority of teachers with (89 %) agree that the use of appropriate vocabulary and diction is necessary in any successful piece of writing. Hence, vocabulary development enhances writing proficiency. However, one of the teachers disagrees, due to the fact that writing is not only a combination of words, but of structure and other important elements better learnt within Intensive Reading. Through Extensive Reading, writing proficiency would automatically be developed since we read language not just words.

Q6: Do you think your students practice Extensive Reading? Yes/ no how did you notice?

Yes	No	Total
1	8	9
11%	89%	100%

Table 04: Teachers' Attitude towards their Students' Extensive Reading

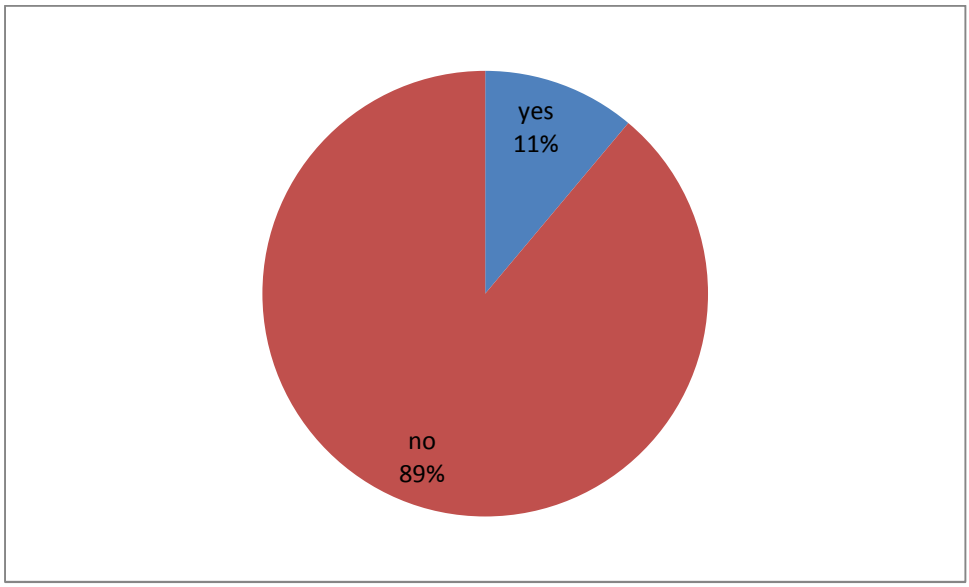


Figure 03: Teachers' attitude towards their students' Extensive Reading

As the chart shows, most teachers notice that the overwhelming majority of their students do not practice Extensive Reading. Except for the literature module teacher who usually supply them with books to read as part of their homework. But still, they have some troubles finishing the book. Teachers can easily recognize this through their weaknesses in reading being mirrored in their inability of topics discussion in class, poor vocabulary, and ineffective usage of language, along with their inability to analyze and synthesize things. However, for the few students who practice Extensive

Reading, teachers can differentiate them via their writing progress in which they use advanced terms referring to technical, medical and scientific fields. The latter indicates extending the reading quality.

Q7: How do you find their vocabulary? Poor or rich? Why do you think is that?

Poor	Rich	Total
9	0	9
100%	0%	100%

Table 05: Assessing students' vocabulary stock (poor/rich)

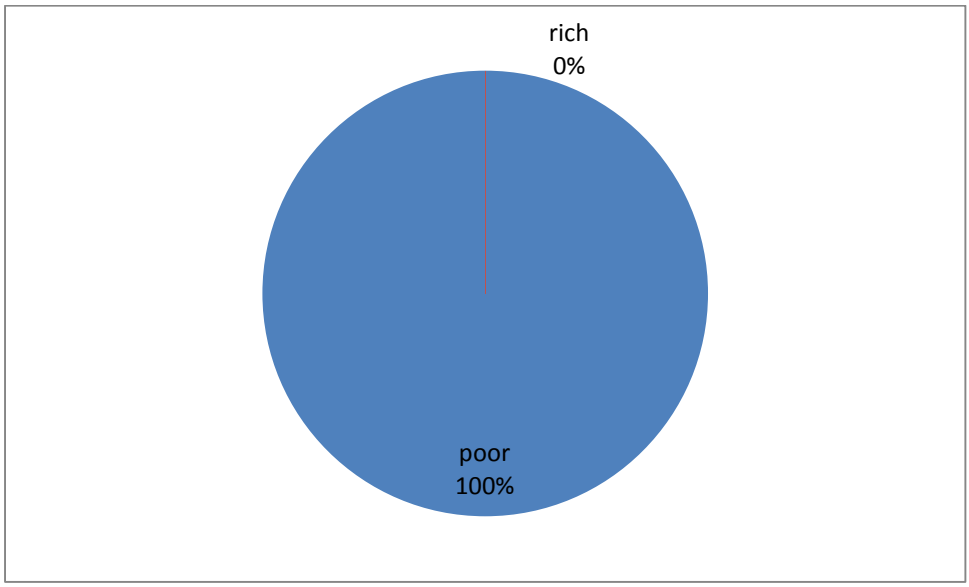


Figure 04: Assessing students' vocabulary stock (poor/rich)

The chart above indicates that all teachers agree (9), far as the majority are concerned, that EFL students at Yahia Fares University are suffering from a poor vocabulary due to the lack of Extensive Reading spirit, self motivation, and getting used to a sedentary study-life.

Q8: Do you encourage your students to practice Extensive Reading?

Yes	No	Total
9	0	9
100%	0%	100%

Table 06: Teachers' Eencouragement for Extensive Reading.

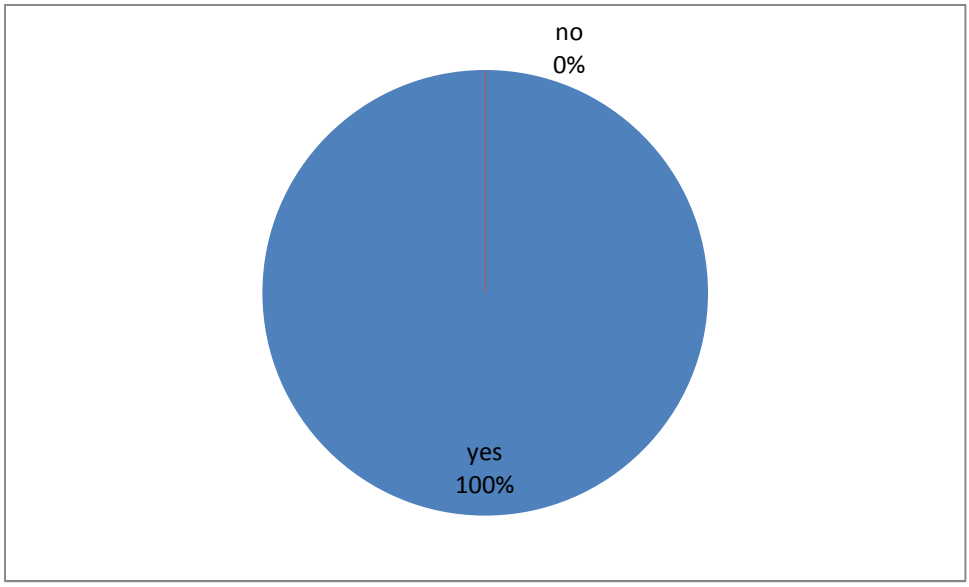


Figure 05: Teachers' Encouragement for Extensive Reading.

The answers collected reveal that all teachers (9) encourage their students reading outside the classroom especially during their free time, since it represents the key development to vocabulary stock as well as other language elements.

Q 9: Do you assign Extensive Reading tasks? For what objective?

Yes	No	Total
3	6	9
33%	67%	100%

Table 07: Assessing Extensive Reading tasks

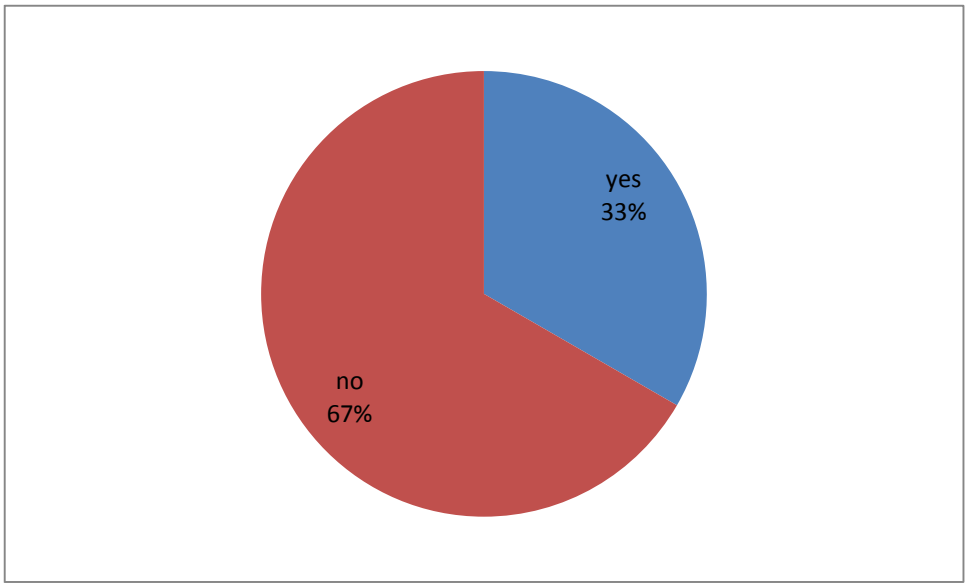


Figure 06: Assessing Extensive Reading Tasks

Question 9 demonstrates that the majority of teachers representing (76%) do not assign Extensive Reading tasks. This was justified as being not part of the curriculum. While the remaining (33%) assert that they assign Extensive Reading activities for the sake of learning and enjoying.

Q10: How would you summarize the results/findings after these tasks were achieved?

For the 3 teachers who assign Extensive Reading activities, reconcile that not all students practicing Extensive Reading achieve the required results. Instead, improving a language skill requires serious-minded students with a will. Yet unfortunately, the majorities were procrastinators and lazy ones. However, the minority have resulted outstanding feedback after accomplishing the given tasks. Their essays therefore remain always good to excellent.

3.2 Section two: Students' Questionnaire

3.2.1 Analyzing the Results of the Students' Questionnaire

Q1. How much time per week do you spend reading?

Zero Hour	From 1 hour to 3 hours	From 4 hours to 6 hours	From 7 hours and more	Total
21	28	11	10	70
30%	40%	16%	14%	100%

Table 08: The time spend in reading per week.

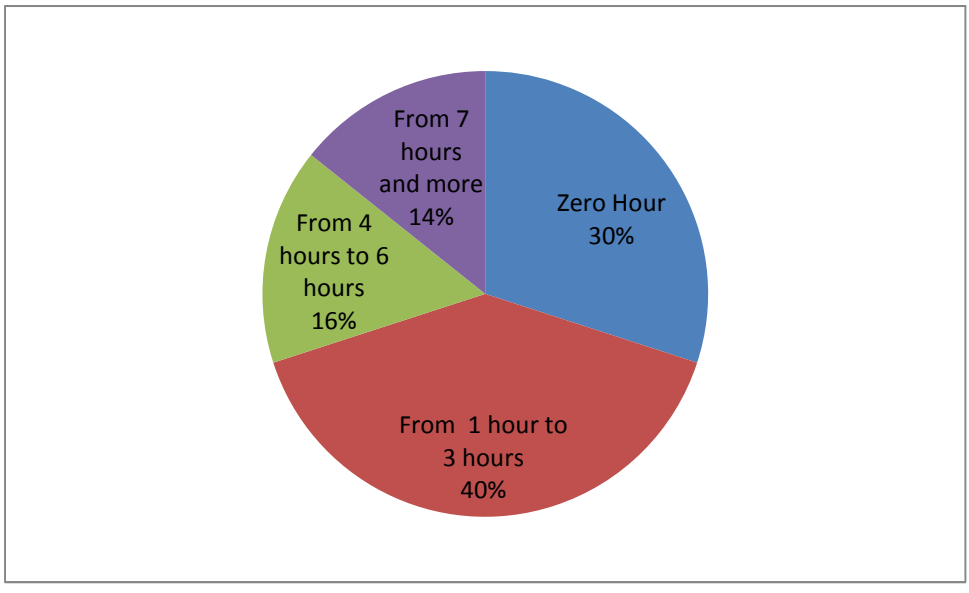


Figure 07: The time spend in reading per week.

As the table shows, the majority of the participants (31) who refers to 40% spend one hour reading which is normally not sufficient, whereas the other 58% are divided into three other answers, about 30% state that they do not ever read or against reading, about 16% state that they take from 4 to 6 hours reading, and only 14% state that they take from 7 hours and more.

Q2. What kind of things do you usually read?

Books	News paper/ Magazines	Articles	Others	Total
25	11	10	3	49
51%	23%	20%	6%	100%

Table 09: The students' most used material

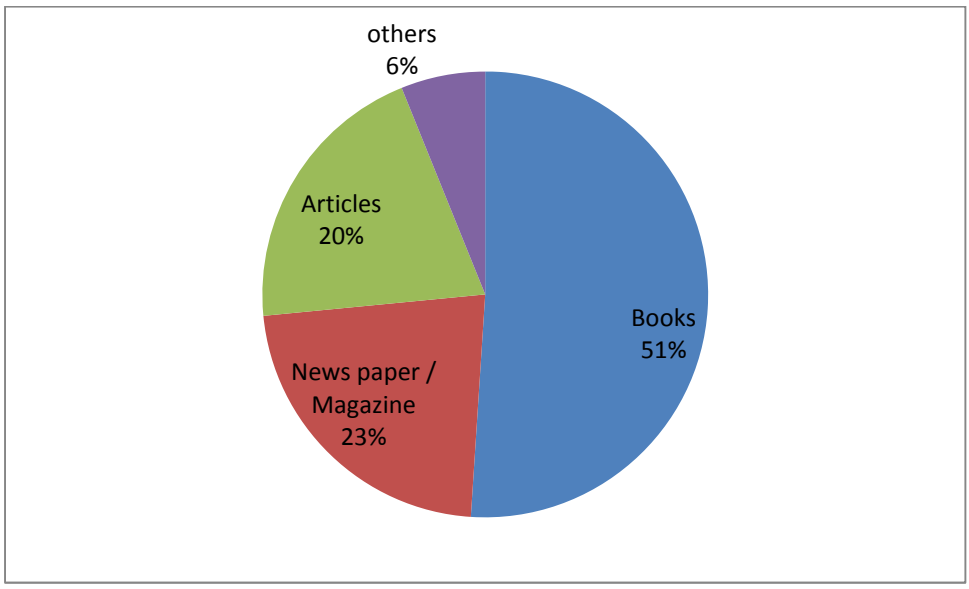


Figure 08: The students' Most Used Material

Books appeared first in the participants' choices 51 percent includes 25 participants reveal more than the remaining in reading English books, while 23 percent (11 participants) consider newspapers as well as magazines to be their sources of reading in English. Articles came third; only 20 percent which includes 04 students choose it to be their favourite reading material. The rest 6 percent representing the 3 learners used other none- mentioned materials.

Q3. What is your favourite: Magazine/ Newspaper/ Book?

Magazine	Newspaper	Book	Total
5	6	38	49
10%	12%	78%	100%

Table 10: Choosing between Magazine, Newspaper and Book

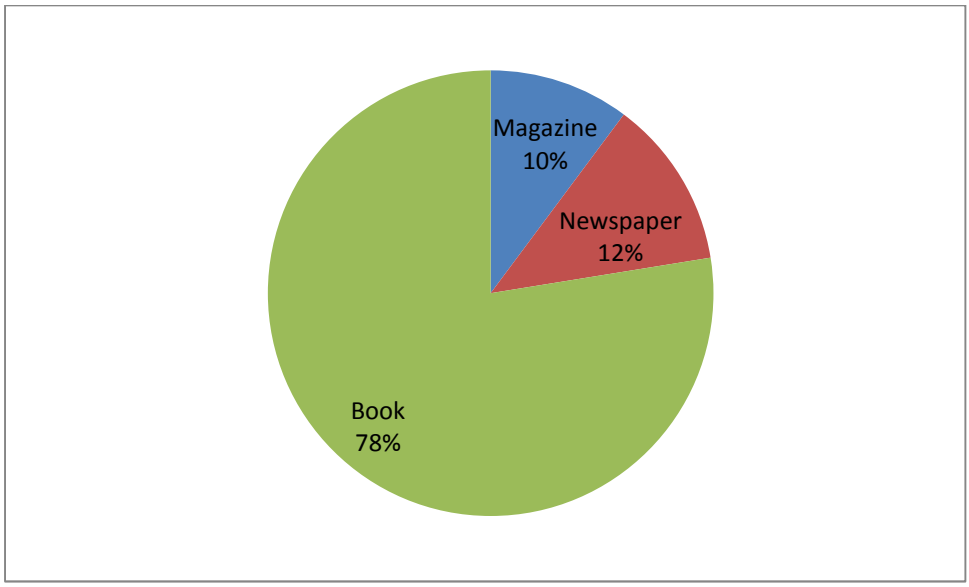


Figure 09: Choosing between Magazine, Newspaper and Book

When it comes to choose between books, newspaper and magazine the following results have been shown through the table and figure above. 78% of the participants

(38 students) which is the largest choice category selected books as their favourite material to read, whereas the other remaining types were approximately close in percentage, with 12% choosing newspaper and 10% selecting the magazine.

Q4. Do you enjoy reading?

Yes	No	It depends	Total
46	20	4	70
66%	28%	6%	100%

Table 11: Students' Reading Enjoyment

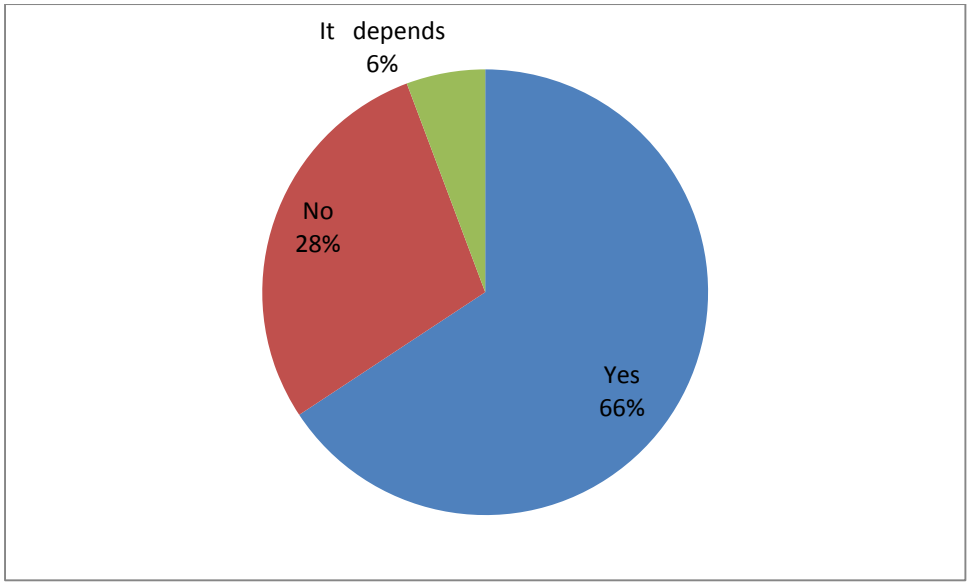


Figure 10: Students' Reading Enjoyment

Question four is devoted to the fact that whether or not Third-year English students enjoy the process of reading. The majority of students (66%) who practice reading said to enjoy when reading different materials. 28% of them representing 20 students,

however, claim that they do not enjoy reading for several reasons. The remaining 6% said that it depends on the type of materials they read.

Q5. Who is your favourite writer?

Paulo Coello	Agatha Christy	Charles Dickens	Arabic Novelists	Other Foreign novelists	Total
18	7	5	9	10	49
37%	14%	10%	18%	21%	100%

Table 12: Students' Favorite Writer

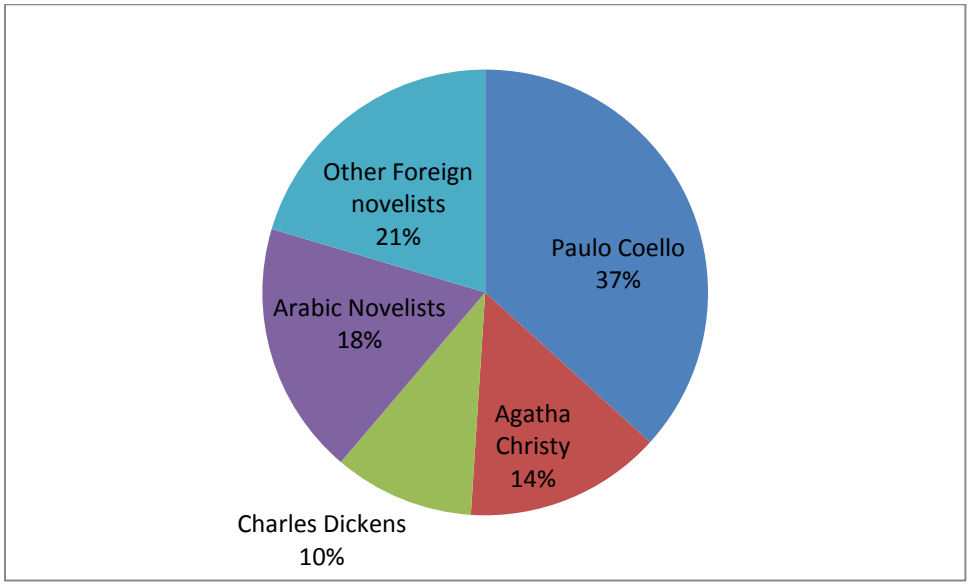


Figure 11: Students' Favourite Writer

In question five the researcher could detect the type and name of authors Third year English students are more attracted to. The majority of participants represented in 37%

(18 students) selected Paullo Coello to be their favourite writer, 18% of the participants however are said to like the Arabic novelists more. Other 14% claimed to like Agatha Christy writings for several reasons; finally the remaining 21% were more attracted to other foreign novelists from different origins.

Q6. Do you enjoy reading in English?

Yes	No	Sometimes	Total
25	15	9	49
51%	31%	18%	100%

Table 13: Students' English Reading Enjoyment

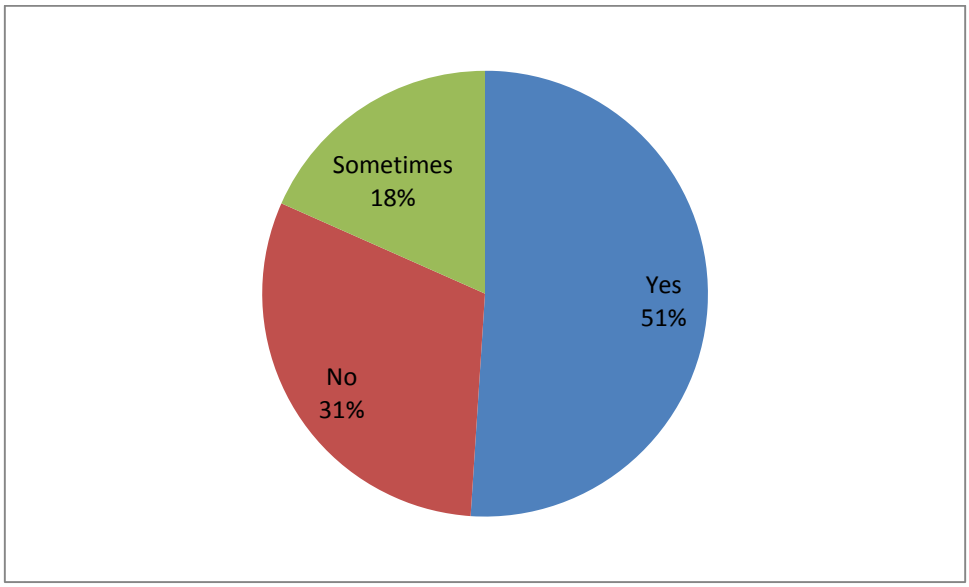


Figure 12: Students' English Reading Enjoyment

Question number six classifies the number of students into three categories. The largest category 51% representing 25 student said to enjoy reading in English and claimed to be their favourite language when reading. The second category 31% includes 15 students who prefer reading in other languages accept for English. The last

18% of students assert that they do not like only reading in English but in addition to other languages.

Q7. What is the most interesting thing you have ever read in English?

Articles	Astronomy	Civilization	Novels	Poems	Total
2	20	5	21	1	49
4%	41%	10%	43%	2%	100%

Table 14: The Most Interesting pieces Students Ever Read

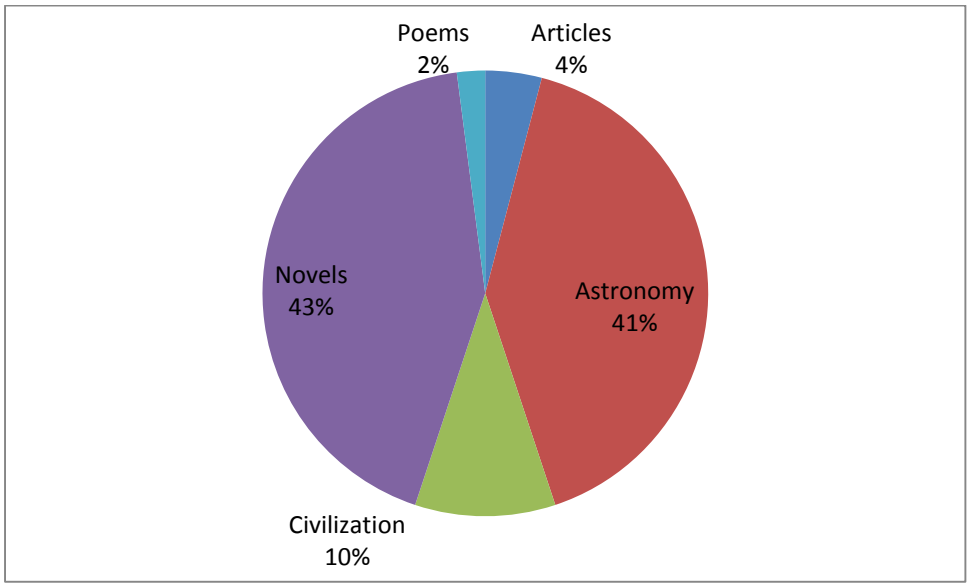


Figure 13: The Most Interesting pieces Students Ever Read

When it comes to reading as question one address only 49 students claimed to like reading, however reading materials differ and each student belong to a different category. The largest percentage with 43% representing 21 students is mostly attracted to Novels. After comes Astronomy with 41% including 20 students.20% of the students however are more interested in Civilization texts and books. While the remaining 6% is divided into 4% preferring Articles and only 2% liking Poems.

Q8: If you could easily read anything in English, what would you like to read?

Novels	Classics	Physics	Bible	Poems	Total
27	8	3	10	1	49
55%	16%	6%	21%	2%	100%

Table 15: Choices students would like to read if they could easily read in English

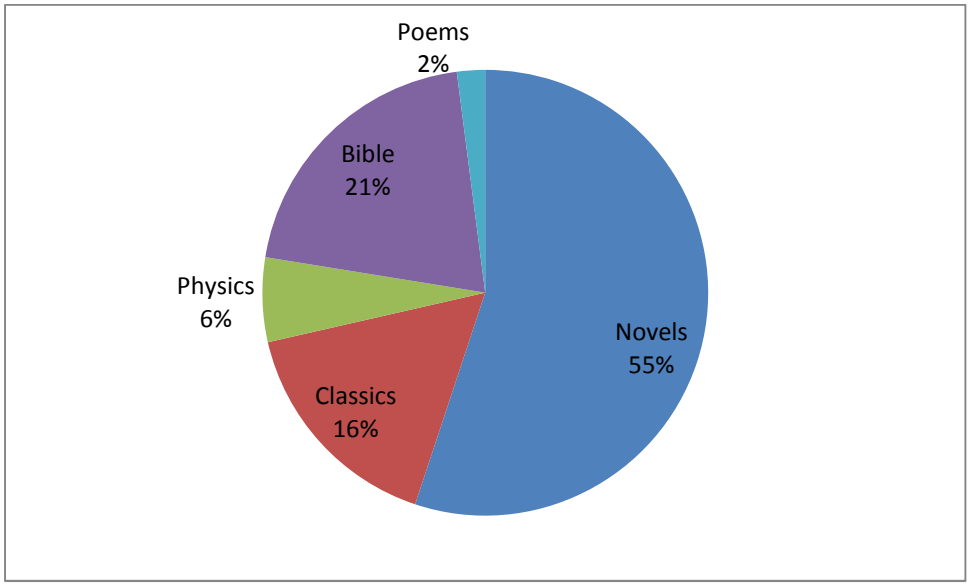


Figure 14: Choices students would like to read if they could easily read in English

Reading in English is something challenging. Question eight suggests that if students could easily read in English what would they read? 55% of the student answers that if they are able to read in English easily they would certainly read novels. Another 21% of the participants claim that the Bible would be an interesting thing to read. 16% however are mostly attracted to classics and 6% to physics. Finally 2% only are said to like reading poems.

Q9. Do you think reading in English helps your English ability?

Yes , it does	No, it does not	Total
50	20	70
71%	29%	100%

Table 16: Reading in English as a key to other English abilities

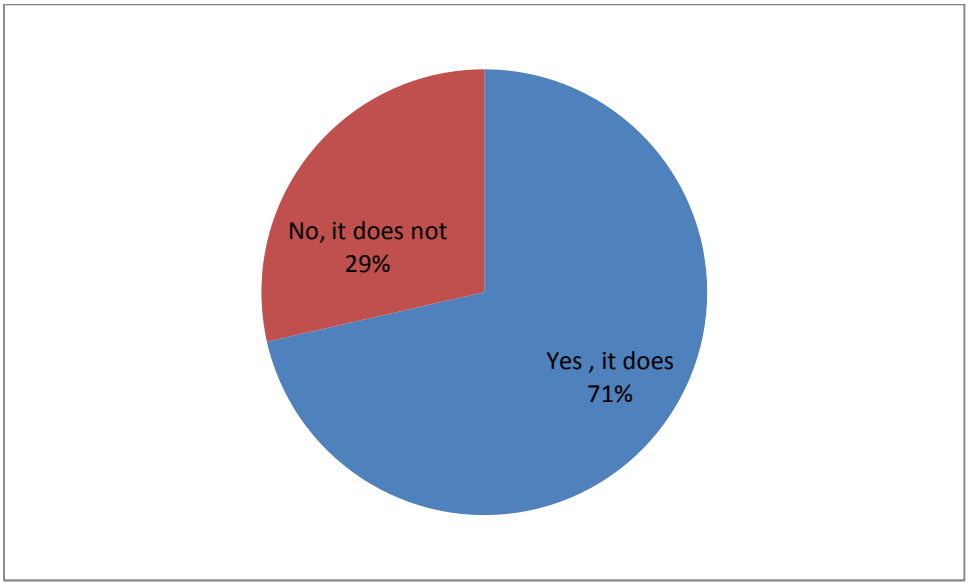


Figure 15: Reading in English as a key to other English abilities

As the last question indicate, the majority of Third-year English students about 71% believe that reading in English is the key to improve other English abilities such as writing, speaking...etc. Whereas the remaining 29% deny and claims that it does not help in any of the previously mentioned abilities.

Q9.1 If you think it is helpful how and in what way?

Becoming more Fluent	Improving writing skills	Develops critical thinking	Enhance vocabulary	Total
5	10	12	23	50
10%	20%	24%	46%	100%

Table 16.1: Students' opinion toward the reading benefits

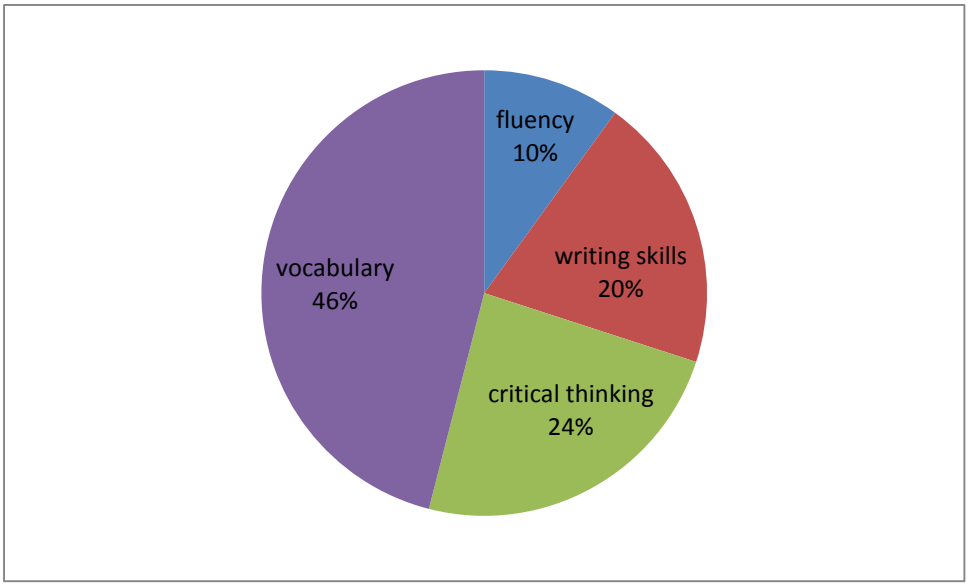


Figure 16.1: Students' opinion toward the reading benefits

In addition to question 9 students were asked to supply their answers with a justification so that to know from them why they think reading in English is the key to other English abilities. The largest percentage goes to vocabulary, 46% of the students believe that Reading in English is the key to develop vocabulary. After that comes Critical thinking with 24% of the students claiming to be the result of reading in English. Another 20% presenting 10 of the students think that reading in English is a

good way to improve writing skills. The remaining 10% choose fluency to be their justification to their answers.

3.2 Conclusion

To sum up, the teachers' questionnaire is complementary to the students' one because the area of interest is shared by both of them over Extensive Reading and vocabulary development. Throughout this chapter we totally created background knowledge of the teachers' perspectives towards the research topic as well as the students' vocabulary development. Furthermore, it appears that the attitudes of teachers towards students deduced from their observation of their inability to discuss topics in class, poor use of vocabulary and ineffective use of language.

Collecting and evaluating both teachers and students' questionnaires help us to derive statistics on students' behaviours, beliefs and opinions about Extensive Reading and whether they read willingly or only when they are required to do so. In this chapter, we typically recognize the vocabulary development of students and their different attitudes towards Extensive Reading. The distinct suggestions of teachers state how significant vocabulary is and how Extensive Reading performs a crucial part in this significance. By raising some questions, we at least know little about both our students and teachers' tendency.

Chapter four: Discussion and Pedagogical implications

Chapter 4: Discussion and pedagogical implication

4.1 Introduction:

This chapter draws conclusions for this study and demonstrates the contributions it has made to the current knowledge within the field of Extensive Reading. The chapter begins with discussing the results of both teachers and students' questionnaires which are considered the main instruments of the current research, and then compares the prediction of the hypothesis with the results obtained from the study. After that, the chapter discusses the pedagogical implications, along with providing suggestions for further studies.

4.2 Discussion:

a) Teachers' Questionnaire

The participating teachers are significantly well conscious of the role of reading in improving the vocabulary development of the students. We notice from the teachers ' questionnaire that a significant percentage of their answers were quite favourable, in the sense that they reinforced our ideas more. For instance, in question number seven all teachers claim that Third-year Yahia Fares University students possess a poor vocabulary and when it comes to justification one of them said "The hard workers never stop reading which is the basis of acquiring knowledge; however, the majority of the rest of students have a lack of self motivation and are used to sedentary study-life (no efforts)." This shows that Third-year students are relying on the university courses only, with a total ignorance of ER.

When it comes to question six asking them whether they think their students practice Extensive Reading or not, all of them said they don't and one of them claimed "The majority of students do not practice Extensive Reading. I recognize so through their inability of topics discussion in class, poor vocabulary, and ineffective usage of language" what the teacher tries to say is that because of the students ignorance of Extensive Reading, they possess a poor vocabulary as well as ineffective usage of the languages.

Question number nine is also important, because one of the teachers' answer supported our view about the topic. The question is as follows "Do you assign Extensive Reading tasks? For what objective?" the answer was "No, I don't because Extensive Reading is not a task, and is not part of the curriculum." We can claim that, if Extensive Reading programme is included, teachers therefore would orient their students reading.

b) Students' Questionnaire

The main objective of this research is to describe the role of Extensive Reading in developing EFL students' vocabulary stock. We tend to comprehend students' perception of Extensive Reading and its contribution to their vocabulary development by inviting students to respond to some questions from the questionnaires given and that reveal the following results.

The various responses given by students in the Reading and You questionnaire show their attitudes towards the current study, such as devoting insufficient time for Extensive Reading. In addition, their responses reinforced and strengthened more the background ideas we built in our research and allowed us to be fairly confident in the predictions of our hypotheses. For example, question one indicates the time spend in reading in an average week. The results obtained show that 30 % of Third-year English students do not read at all, and 40% of the students spend only from 1 to 3 hours reading per week which is not sufficient at all for EFL students as studies shows. It is claimed that the minimum amount of reading to be considered is "one hour per evening" (Krashen, S.1981) (as cited in Su, O.2016.p16) which means at least 7 hours per week. However, the majority of students (70%) do not fall into the previously time proposed. To this end, we can say that since Third-year EFL students do not devote sufficient time to Extensive Reading this in turn will result in the lack of Vocabulary development as well as other Extensive Reading benefits.

If we consider our respondents ' answers again, we can say that their beliefs agree on the significance of Extensive Reading. However, when it comes to practice no one really read extensively and this was proved through the teachers' questionnaire analysis.

Eventually, from the questionnaire results we found that students who read for different reasons have a powerful effect in influencing their vocabulary growth. Therefore, there is evidence to state that if students of English read more, they would be more confident and positive about their vocabulary level.

4.3 Results:

The data obtained from the two questionnaires administered to Third-year LMD students and English teachers let us confirm the major influence of reading on students' vocabulary growth. Hence, we can state that the findings of both questionnaires are in the path of our first hypothesis, which can definitely prove the association between Extensive Reading and vocabulary development.

The teachers' questionnaire let us realize that Extensive Reading can really boost the students' vocabulary stock. In other words, it has been proved that there is a powerful link between Extensive Reading and vocabulary growth.

4.4 Pedagogical Implications

Considering the results discussed above including both teachers' and students' questionnaires, it can be said that Extensive Reading plays a great role in the development of EFL students Vocabulary stock. Extensive Reading therefore needs more exposure than it has received so far, particularly in an EFL environment where students do not have many opportunities to communicate with English native speakers.

Many contributions to the design and development of the teaching method can be drawn from the findings of this study. EFL students are used to memorize by heart a large amount of vocabulary items so as to become better foreign language learners. However, Extensive Reading can be a better way to do so. Reading a large quantity of books and other written resources can lead to an exposure to the target language. Furthermore, the merits of Extensive Reading can be achieved through implementing the previously mentioned approach into Yahia Fares University curriculum.

In addition to the implementation of an Extensive Reading program, some basic steps of preparation for introducing Extensive Reading should be taken. The previously mentioned steps include teachers and students training for Extensive Reading. After all, EFL teachers should be supplied with the necessary resources they need to enhance their proficiency in teaching Extensive Reading. Students can begin

reading short, simple, pleasurable and exciting books. This will enhance their reading speed as well as reading comprehension. They will easily distinguish Intensive instruction from Extensive reading approach. As a result, the students will be more confident, competitive, productive and lifelong readers.

4.5 Recommendations:

Based on the results of this research, some practical recommendations are proposed to address the requirements and methodologies required to the achievement of Extensive Reading as follows:

- Universities should supply teachers and students with resources to implement Extensive Reading program.
- Foreign language teachers must orient their students to read more in the language being taught.
- The university library should contain a varied amount of resources such as journals, magazines, novels and short stories.
- Teachers should be trained first on Extensive Reading programs and the way it should be taught and implemented in EFL classrooms.
- Further studies can be conducted to find out the benefit of Extensive Reading on student vocabulary growth by applying for example one of the Extensive Reading program from the beginning of the year.

4.6 Suggestion for Further Research:

This descriptive research was restricted to describe the status of Extensive Reading among Yahia Fares EFL students. As indicated, all the participants were proved to have poor vocabulary stock as a result of their ignorance to Extensive Reading practice. Further research should therefore be held out by:

- Implementing one of the Extensive Reading programs to all EFL students at Yahia Fares University. By doing so, researchers might confirm the influence and impact of Extensive Reading on developing EFL vocabulary stock as well as other language skills.

- A long-term study of Extensive Reading should be undertaken to detect a more convincing findings.
- Other studies might be done to find out more about the benefit of Extensive Reading on other language skills.
- Whether should Extensive Reading be introduced from the beginning level of learner‘s second language learning.
- It might be claimed that this research should be re-conducted with a more-detailed experimental design.

4.7 Limitation of the Study:

The present study confronted some obstacles and restrictions to be accomplished and realized. During the research process, the challenges gradually arose. These obstacles can be summed up as follows:

The first limitation was the absence of primary sources of research topic at the university level, which prevented us from expanding the research area. Therefore, the only way to cover this need is to depend more on secondary and electronic sources.

The second limitation includes the time shortage. Due to this fact many obstacles were confronted among them: strikes and one-month vacation. This led us move from an experimental study to a descriptive one. In addition to that, and because of the lack of time a Vocabulary Size Test was omitted due to its different versions that must take place through the whole year.

4.8 Conclusion

Extensive reading can be considered as an effective way to practice reading, not only for the university level students but also for the secondary and primary level students. Therefore, it can be concluded that Extensive Reading can improve learners’ vocabulary knowledge and motivate them to read more in the second language. It can help them build a good reading habit as much as becoming a better reader in the target

language. It is true that the current research is based only on describing Yahia Fares Third year English students' relationship with Extensive Reading, but it helped us show that teachers are well aware of the problems their students are facing within the scope of vocabulary knowledge development as well as the absence of Extensive Reading among them. If they get the opportunity they will surely use it to improve their students' situation. Therefore, in Algeria, the administrators can create the opportunity to implement Extensive reading for learner's better learning.

General Conclusion:

The objective of this study was to stress the relevance of Extensive Reading in enhancing students' vocabulary stock, in the Department of English at Yahia Fares University of Medea. It also seeks to find out whether implementing Extensive Reading in EFL environments matches the students and teachers' interest in improving English language vocabulary. The major academic researches and studies undertaken in the area of Extensive Reading strongly state its advantages, relevance, necessity, and the role of such an approach.

Extensive Reading benefits cannot be denied. The awareness of Extensive Reading is itself unfamiliar to EFL teachers and students as it is not being addressed yet in the Algerian universities. Establishing a questionnaire for both Yahia Fares University teachers and students allowed us to collect the required data for analysis.

There is undoubtedly a need for more studies in the area of Extensive Reading, particularly on regards to the effectiveness of implementing Extensive Reading programme for a more developed EFL vocabulary stock. We hope that this thesis will boost the teachers' interest to adopt Extensive Reading in actual-life classroom settings and will eventually allow students to taste the sweetness of real reading.

Appendix 1

Teachers' Questionnaire

Q1: What are your reading preferences?

……
……
……...

Q2: what definition would you supply to Extensive Reading ?

……
……
……...

Q3 : What do you know about Extensive Reading ?

……
……
…….

Q4: Do you think that Extensive Reading is beneficial for your students? Yes/no If yes how?

……
……
……

Q5: Do you think that if students' vocabulary is developed through Extensive Reading, so their writing will? Why?

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

Q6: Do you think your students practice Extensive Reading? Yes/ no How did you notice.....
.....
.....

Q7: How do you find their vocabulary? Poor or rich? Why do you think is that?

……
……
……

Q8: Do you encourage your students to practice Extensive Reading? If no, would you?

.....

.....

.....

Q9: Do you assign Extensive Reading tasks? For what objective?

……

……

……

Q10: How would you summarize the results/findings after these tasks were achieved?

……...…

……

……...

Appendix 2

Students' Questionnaire

"Reading and You"

1. How much time per week do you spend reading? ……Hours

2. What kind of things (for example, novels, magazines, TV guides) do you usually read?
   ……
   ……
3. What is your favourite…?

Magazine? Why? (Example: "It has great photography.")
……
……
Newspaper? Why?
……
……..
Book? Why?
……
……...

4. Who is your favourite writer? Why? (Example: "Her books are so funny.")
   ……
   ……
   ……
   ……
5. Do you enjoy reading? Why or why not?
   ……
   ……
   ……
   ……
6. Do you enjoy reading in English? Why or why not?
   ……
   ……
   ……
   ……
7. What is the most interesting thing you have ever read in English?

……
……

8. If you could easily read anything in English, what would you like to read? Why?

……
……
……
……

9. Do you think reading in English helps your English ability?

If yes – how? In what way?

…….....

If no – why not?

……

Bibliography

- Abdelrahim,A.,& Ahmed, J,E.(2017). *The Role of Vocabulary Learning Strategies in Enhancing EFL Learners' Writing Skills.* International Journal of Humanities Social Sciences and Education.4 (8), 41-50.
- Abebech, J.(2005). *READING*. Addis Ababa University. Retrieved from http://enimar.weebly.com/reading.html
- Akın, F., Koray, Ö. & Tavukçu, K. (2015). *How effective is critical reading in the understanding of scientific texts*? Procedia-social and behavioral sciences, 174, 2444-2451
- Alemi, M. (2011). The Influence of Incidental and Intentional Vocabulary Acquisition and Vocabulary Strategy Use on Learning L2 Vocabularies. *Journal of Language Teaching and Research*, *02*, 81-98. Retrieved from http://www.academia.edu/277612/The_Influence_of_Incidental_and_Intentional_Vocabulary_Acquisition_and_Vocabulary_Strategy_Use_on_Learning_L2_Vocabularies
- Anastasiou, D., & Griva, E. (2009). *Awareness of reading strategy use and reading comprehension among poor and good readers*. İlköğretim Online, 8(2).
- Aprilia,N.(2015).Retrieved from http://repository.ump.ac.id/928/3/APRILIA%20NURUL%20CHAPTER%20II.pdf
- ASC Success Strategies. (n.d). *Critical Reading*. Walden University. Retrieved from https://academicguides.waldenu.edu/ASCsuccess/ASCcriticalreading
- Astalin, P. K. (2013). *Qualitative research designs: A conceptual framework*. International Journal of Social Science and Interdisciplinary Research, 2(1), 118-124.

- Bamford, J. and Day, R. (2004). *Extensive Reading Activities for Teaching Language.* Cambridge: Cambridge University Press.
- Bamford, J. & Day, R. R. (1997, May). *Extensive Reading: What Is It? Why Bother? The Language Teacher*. Retrieved from http://jalt-publications.org/old_tlt/files/97/may/extensive.html
- Bamford, J. & Day, R.R. (2004). *Extensive Reading Activities for Teaching Language.* Cambridge: Cambridge University Press.
- Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language* (01st Ed.). Cambridge, UK: Cambridge University Press.
- Beatrice, S., and Linda, J. (2007). *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster.* NewYork: Pearson Education.
- Benettayeb, A. (2010). *EXTENSIVE READING AND VOCABULARY TEACHING* (Master's thesis, Hassiba Ben Bouali, Chlef., Algeria). Retrieved from http://www.univ-chlef.dz/ratsh/REACH_FR/Article_Revue_Academique_N_03_2010/article_11.pdf
- Bovee, N. (2012). Comparing Multidimensional and Continuum Models of Vocabulary Acquisition *: An Empirical Examination of the Vocabulary Knowledge Scale*, *46*(4), 695–721. https://doi.org/10.1002/tesq.35
- British Council. (n.d). *Intensive reading.* Retrieved from https://www.teachingenglish.org.uk/article/intensive-reading
- Brown, R., Waring, R., & Donkaewbua, S. (2008*). Incidental vocabulary acquisition from reading, reading-while-listening and listening to stories*. Reading in a foreign language, 20(2), 136-163.
- Brown,D.(1994). *Principles of Language Learning and Teaching.* (3rd Ed).Prentice Hall Regents.
- Brusch, W. (1991). The *role of reading in foreign language acquisition*: designing an experimental project.

- Carrell, P. L., and Carson, J. G. (1997). *Extensive and intensive reading in an EAP setting. English for Specific Purposes*. In Renandya. W.A, & Jacobs,G.M.(2002) Extensive reading: Why aren't we all doing it? . New York: Cambridge University Press.
- Collie, J., and and Slater, S. (1987). *Literature in the Language Classroom: a resource book of ideas and activities.* Cambridge: Cambridge University Press.
- Davis, C. (1995). Extensive reading: An expensive extravagance? *ELT Journal 49* (4), 329-336.
- Day, R., and Bamford, J. (1998). *Extensive Reading in the Second Language Classroom.* Cambridge: Cambridge University Press.
- Doreen,S.(2014). *How Close is Close Reading?*. Texas Journal of Literacy Education,2(2). Retrieved from https://files.eric.ed.gov/fulltext/EJ1110947.pdf
- Dourneen, J. (2010). *Setting free the spirit of English in the Brecon Beacons :* The value of learning outside the classroom, *44*(1), 59–75. https://doi.org/10.1111/j.1754-8845.2009.01057.x
- Ellis, G., and John, R. (1991). *Extensive Reading Handbook for Secondary Teachers.* London: Penguin English.
- Er, G.(n d). *The Input Hypothesıs And Second-Language Acquısıtıon Theory*. Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, 13(1), 25-36. Retrieved from https://dergipark.org.tr/download/article-file/188335
- Essays, UK. (2018). *Vocabulary On Writing In EFL Learners*. Retrieved from https://www.ukessays.com/essays/english-language/vocabulary-on-writing-in-efl-learners-english-language-essay.php?vref=1
- Ferdi, A. Özlem,K. Koray,T.(2004).*How effective is critical reading in the understanding of scientific texts?*.
- Friedrich, B. Y. B. (n.d.). *LEARNING REAL-WORLD LEARNING*.
- Ghilani,N.(2015). *ENHANCING STUDENTS' READING COMPREHENSION THROUGH EXTENSIVE READING* (Masters' thesis, Mohamed Kheidar.Bisikra., Algeria).Retrived from http://dspace.univ-

biskra.dz:8080/jspui/bitstream/123456789/6018/1/ghilani%20nour%20el%20houda.pdf

- Grabe, W. (2009). *Reading in a Second Language:Moving from Theory to Practice*. New York: Cambridge University Press.
- GRELLET, F. (1981). *Developing reading Skills: A Practical Guide to reading Comprehension Exercises.* Cambridge: Cambridge University Press.
- Gulay,(n.d). *THE INPUT HYPOTHESIS AND SECOND-LANGUAGE ACQUISITION THEORY.* Retrieved from https://dergipark.org.tr/download/article-file/188335
- Gutema,A.M.(2005). *READING*. Addis Ababa University. Retrieved from http://enimar.weebly.com/reading.html
- Hafiz, F M., and Ian Tudor, I.(1989). *Extensive Reading and the Development of Language Skills. ELT journal,43,4-13.*
- Haggard, M. (2014). The vocabulary self-collection strategy *: Using student interest and world knowledge to enhance vocabulary growth*, *29*(7), 634–642.
- Harmer, J. (2007). *How to teach English.* London: Pearson Education Limited.
- Hedge, T. (2000). *Teaching and learning in the Language Classroom*. New York: Oxford University Press.
- Hopkins, W. G. (2008). Quantitative research design.
- Horst, M. (2005). Learning L2 vocabulary through extensive reading*: A measurement study*. *Canadian Modern Language Review 61*, 3: 355–382.
- Horst, M., Cobb T., and Meara, P. (1998). *Beyond A Clockwork Orange: Acquiring second language vocabulary through reading*. *Reading in a Foreign Language 11*, 2: 207–223.
- Huang, H.T. & Liou, H.C., (2007), Vocabulary learning in an automated graded reading program, *Language Learning & Technology* 11(3), 64–82.
- Idros, W., Sulaiman, W., Mahbob, M. H., & Azlan, A. A. (2011). Learning Outside The Classroom : Effects on Student Concentration and Interest, *18*, 12–17. https://doi.org/10.1016/j.sbspro.2011.05.003

- Khelifi, S. (2015). *Teachers' Attitudes towards Teaching Vocabulary in English Foreign Language Classes*(Master's thesis,Mohamed Kheidar.Bisikra., Algeria).Retrived from http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/5976/1/khelifi%20sana.pdf
- Krashen, S. D. (1993).*The power of Reading*: Insights from the Research. Englewood.CO: Libraries Unlimited. In Day, R.R. & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom.* Cambridge: Cambridge University Press.
- Krashen, S.D., 2004, 'Free voluntary reading: New research, applicatons, and controversies'.
- Krashen, Stephen D. (2004). *The Power of Reading: Insights from the Research.* Westport: Libraries Unlimited.
- Lee, H. N., & Mallinder, M. (2017*). Role of extensive reading in EFL vocabulary development: Review and recommendation*. The English Teacher, 19.Retrieved from http://www.melta.org.my/ET/2011/145_163_Lee.pdf
- Mart, Ç. T. (2012). Developing speaking skills through reading. International Journal of English Linguistics, 2(6), 91.
- MOFAREH, A. (2015). *The importance of vocabulary in language learning and how to be taught*. International Journal of Teaching and Education, Vol (3), pp. 21-34.
- Morano, R. (2004). *Simplified reader as comprehensible input in the EFL classroom*. Academic Journal of Kang-Ning, 6, 225-250.Retrieved from http://daa.knjc.edu.tw/ezfiles/6/1006/img/217/11.pdf
- Nation, I.S.P. & Beglar, D. (2007) A vocabulary size test. The Language Teacher, 31(7), 9-13
- Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nation, I.S.P. (2008). *Teaching Vocabulary: Strategies and Techniques.* Boston: Heinle

- Nation, P.(2012).*The Vocabulary Size Test*. Retrieved from https://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/Vocabulary-Size-Test-information-and-specifications.pdf
- Nejati, R., & Jafari, R. (2016). Effect of teachers' using alliterative and rhythmic terms (ARTs) on upper-intermediate Iranian EFL learners' vocabulary development
- NUNAN, D. BEYOND THE CLASSROOM: A CASE FOR OUT-OF-CLASS LANGUAGE LEARNING. Retrieved from https://nsjle.org.au/nsjle/media/2014-NSJLE-05-DAVID-NUNAN.pdf
- Nuttal, C. (1996). *Teaching reading skills in a foreign language* (2nd Ed.). Oxford: Heinemann . In Renandya, W. A., & Jacobs, G. M. (2002). Extensive reading: Why aren't we all doing it? New York: Cambridge University Press.
- Paul, B., & Batia L. (Eds.). (2004). *Vocabulary in a second language : selection, acquisition, and testing.* Philadelphia: John Benjamins.
- Pigada, M. and Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language 18*, 1: 1–28
- Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. Reading in a foreign language, 18(1), 1-28.Retrieved from http://nflrc.hawaii.edu/rfl/April2006/pigada/pigada.html
- Pigada, M., & Schmitt, N. (2009). Vocabulary acquisition from extensive reading: A case study. *Reading in Foreign Language*, *21*, 93-118. Retrieved from http://nflrc.hawaii.edu/rfl/April2006/pigada/pigada.html.
- Renandya, W. A., Sundara Rajan, B. R., & Jacobs, G. M. (1999). *Extensive reading with adult learners of English as a second language*. RELC journal, 30(1), 39-60.
- RENANDYA, W.A. (2007). The role of extensive reading. *RESC Journal 3* (8), 133-149.
- Richard,W., Andrea, M. & Kendra,T. (Eds.). (2007). *Vocabulary Acquisition: Implications for Reading Comprehension.* New York: The Guilford
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). Methodology in language teaching: An anthology of current practice. Cambridge university press.

Retrieved from https://www.academia.edu/8643499/Richards_Jack_C._and_Renandya_Willy_A._Eds._METHODOLOGY_IN_LANGUAGE_TEACHING_AN_ANTHOLOGY_OF_CURRENT_PRACTICE_2002_

- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics*, (3rd ed.). London: Pearson Education. In Yamashita, J. (2013). (Vol 25, N. 2) Effects of extensive reading on reading attitudes in a foreign language. Reading in a Foreign Language. Nagoya: University Japan.*
- Richards,J,C.,& Nunan,D.(1990).*Second Language Teacher Education.* Cambridge University Press. Retrieved from https://books.google.dz/books?id=KEpiUabpQ-EC&pg=PA44&lpg=PA44&dq=The+general+goal+of+a+qualitative+research+is+to+provide+rich,+descriptive+data+about+what+happens+in+second+language+classroom.&source=bl&ots=KaWrj6HBGe&sig=ACfU3U2hIRFT3MDPiEByVNqSL2dMMYSAhg&hl=en&sa=X&ved=2ahUKEwieoKHXvtjiAhVABGMBHXVrAb8Q6AEwAXoECAgQAQ#v=onepage&q=The%20general%20goal%20of%20a%20qualitative%20research%20is%20to%20provide%20rich%2C%20descriptive%20data%20about%20what%20happens%20in%20second%20language%20classroom.&f=false
- Rohmatillah.(n.d). *A STUDY ON STUDENTS' DIFFICULTIES IN LEARNING VOCABULARY.* Retrived from https://media.neliti.com/media/publications/178083-EN-none.pdf
- Rouia,S.(2014). *The Use of Reading Strategies in Improving Reading Comprehension*(Masters' thesis, Kasdi Merbah.Ouargla., Algeria). Retrived from https://bu.univ-ouargla.dz/master/pdf/rouai-sohila.pdf?idmemoire=4344
- Saccomano, D. (2014). How Close Is Close Reading?. Texas Journal of Literacy Education, 2(2), 140-147.
- SARAGI, T., NATION, I.S.P. & MEISTER; G.F. (1978). Vocabulary learning

- Schmitt, N. (2010). Researching vocabulary: a vocabulary research manual. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan.
- Scrivener, J. (1995). *Learning Teaching.* Oxford: Macmillan.
- Su, O. B. (2016). Extensive Reading: A study of Its Effects on Turkish EFL Learners' General Language Proficiency in an Input-Based Setting (Doctoral dissertation, University of Kansas).
- Turdikulovna, N. D. (2001). Use of instructional approaches in teaching vocabulary for EFL learners, 3–5.
- Wade,W,R.(2011). *Quantitative research methods*. An introduction to Analysis.Mbarara University of Science and Technology.87-89
- Waite, T. S. (2017). A Qualitative Descriptive Analysis Of The Experiences Of Blacks In Cancer Clinical Trials.
- Wilfried,B.(1990). *The role of reading in foreign language acquisition: designing an experimental project.* IATEFL Conference: Dublin.
- Willy,A et al.(1999). *Extensive Reading With Adult Learners of English as a Second Language.*RELC journal.
- Yamashita, J. (2013). (Vol 25, N. 2) Effects of extensive reading on reading attitudes in a foreign language.
- Yastrebova, L. N. (2004). Teaching Vocabulary, Grammar and Pronunciation in Complex to Students Learning English as A Second Foreign Language, 117–120.
- Yonek, L. M. (2009). The effects of rich vocabulary instruction on students' expository writing Al-Homoud, F., and Schmitt, N. (2009). Extensive reading in a challenging environment: *A comparison of extensive and intensive reading approaches in Saudi Arabia*. *Language Teaching Research 13*, 4: 383–402.