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Enhancing EFL Learners' Vocabulary Acquisition through Extensive Reading

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Candidates: Supervisor:

Ms. Noura Kebir   Dr. Fatima Douadi

Ms. Aya Mohammed Rokbi

Board of Examiners

Chairperson	Dr. Fatima Mechri
Examiner	Dr. Mouhamed Senoussi

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DEDICATION-1-

"Believe, then achieve"

In the name of Allah, the Most Merciful and Compassionate, and with the guidance of the Almighty, I dedicate this dissertation to myself, with gratitude for the hard work and sacrifices that I have made in pursuit of my academic goals.

I also dedicate this to my dear parents, who have been my constant source of love, inspiration, and encouragement.

To my beloved sisters, whose unwavering support and encouragement have lifted me up during the challenging times.

To my precious partner "Aya" this accomplishment would not have been possible without you.

To my friends, who have been my companions on this journey and have provided me with the strength to overcome obstacles.

I am grateful to Allah for granting me this opportunity, and to all those who have supported me in my academic pursuits.

May Allah continue to guide us all and bless us with success in this world and the hereafter..

Noura

DEDICATION-2-

"The price of success is hard work"

In the name of Allah, the most gracious and the most merciful who provide me the power and the patient to curry on my work till now , I dedicate myself to becoming the best version of myself that I can be…

To my beloved "Mother", I dedicate my life for making you proud , you are the source of unconditional love and support you are the light that guides me through life's ups and down. Thank you for being the best mother in the world.

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Abstract

The current research investigates the role of extensive reading in enhancing vocabulary knowledge. For instance, this study was based on the belief that learners face difficulties when acquiring new words and having poor vocabulary. For this reason our study is conducted to focus on the benefits and the usefulness of extensive reading in developing EFL learners' vocabulary. The study took place at Mohammed El Bachir El Ibrahimi university, department of English, BBA to achieve the main purpose of the study, a mixed method approach was adopted. Besides collecting data for this exploratory study, a questionnaire has been distributed to fifty Two (52) third-year EFL learners as well as an interview has been done with three (03) teachers from the same university. After the findings have been collected and analyzed, the obtained results from the students' questionnaire show not only the positive effect of extensive reading on vocabulary acquisition but also the students' positive attitudes towards reading in general and extensive reading in particular. While the obtained results from the interview revealed that EFL learners' lack of vocabulary can be improved throughout using techniques of reading effectively. Thus, extensive reading leads to vocabulary development.

Key Words : Vocabulary acquisition, Extensive Reading, English as a Foreign Language "EFL ".

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List of Abbreviations

- ➤ EFL: English as a Foreign Language
- ➤ ESL: English as Second Language
- ➤ L2: Second Language
- ➤ ER: Extensive Reading
- ➤ VLS: Vocabulary learning strategies
- ➤ IV: Incidental vocabulary
- ➤ TV: Intentional vocabulary
- ➤ TDR: Top-down reading
- ➤ BUR: Bottom-up reading
- ➤ IR: Interactive reading
- ➤ n: number

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General

Introduction

General Introduction

1.Background of the Study

Acquiring vocabulary is essential in language learning. According to Willis (2000) "Rich vocabulary reflects success in almost every region of the brain" (p.80). This emphasizes the role of vocabulary development in different aspects.

Vocabulary is needed to master any foreign language, therefore, EFL learners should develop their vocabulary knowledge through selecting the best method. Vocabulary is considered as an important element along with the four basic skills, that learners use to adjust meaning and communicate successfully. Specifically, vocabulary and reading are interrelated and complementary in language learning; for the crucial role of reading in vocabulary development. As Robinson claims that "Most words are acquired from reading" (p.272). Thus, reading is considered as the most effective method to improve learners' vocabulary.

Moreover, the relationship between ER and vocabulary development is a topic of interest in the field of language learning and teaching. Nagy (2007) admits that "To a great extent, our interest in vocabulary growth is motivated by the correlation between vocabulary knowledge and reading comprehension: people with bigger vocabularies also tend to be better readers" (p.52). Numerous studies have investigated this relationship, with some suggesting that ER can have a positive impact on vocabulary development in L2 learners.

ER refers to reading for pleasure or information, without the need for detailed comprehension of every word. It involves reading a large quantity of material at an appropriate level. Edwards (2009) states that "The main sources of academic language are, of course, written texts; the most important route to academic language is therefore, logically, through ER" (p.64). This approach is believed to help learners develop their language skills by exposing them to a wide range of vocabulary in context, which can lead to improved vocabulary acquisition.

Vocabulary development is an important aspect of language learning, as it is necessary for effective communication in both oral and written forms. Nation & Waring (2020) assert that "They should read lots of material because the amount of comprehensible input they get will directly determine how much vocabulary they learn" (p. 3). ER can potentially improve

learners' vocabulary by exposing them to a variety of words and phrases, allowing them to infer their meanings from context, and reinforcing their understanding through repeated exposure.

Given the potential benefits of ER on vocabulary development, many researchers have investigated this relationship through various studies. Nunan (2015) emphasizes that "Theory and research have shown that ER is one of the most effective ways of developing a rich vocabulary" (p. 69). These studies have explored the extent to which ER can improve vocabulary knowledge.

Additionally, Grabe & Stoller (2002) ensure that "Although perfect correlations are rare indeed, there is plentiful evidence that vocabulary growth leads to improved reading comprehension and amount of reading leads to vocabulary growth" (p. 196). Researchers can gain a comprehensive understanding of the relationship between ER and vocabulary development as well as the empirical evidence of its effectiveness.

Overall, the background of the study on the relationship between ER and vocabulary development is shaped by a large body of research that highlights the potential benefits of ER on vocabulary acquisition in L2 learning.

2.Statement of the Problem

Vocabulary acquisition is decisively one of the pillars of learning a foreign language. So that, EFL learners should acquire a great amount of vocabulary. Though it is still far from knowing clearly how learners acquire vocabulary, but the greatest part of vocabulary development happens while learners are exposed to target language.

Moreover, the main factor that influences vocabulary acquisition is the amount of texts that EFL learners usually read. For this reason ER has come to adjust and solve this problem. So that, helping EFL learners developing a strong vocabulary acquisition requires enriching their extensive in order to prove that they are completed users of English language.

Our study would, therefore, tackle the problem of EFL learners' poor vocabulary and how to enhance it, make it more effective, through ER. Besides, investigating vocabulary acquisition in relation to ER.

3.Research Aim

The present study aims at investigating EFL learners' attitudes toward the use of Extensive Reading technique and to what extent it might help them to enhance their vocabulary acquisition. In addition, the research also aims at exploring teachers' point of views about the importance of Extensive Reading on vocabulary development.

4.Research Question

The current study is conducted to answer the following Question:

- Does Extensive Reading leads to vocabulary development ?

5.Research Methodology

For the current study, a mixed methods approach is more suitable than a single paradigm for investigating the research question and aim, as it provides a more comprehensive and nuanced understanding of the phenomenon under investigation.

It combines quantitative and qualitative research methods to provide a more comprehensive understanding of the research question. In this case, a mixed methods approach could involve collecting both quantitative data on learners' vocabulary development through ER using a questionnaire. Also, qualitative data on teacher's attitudes and perceptions of the technique using a semi-structured interviews. It also allows for a more holistic understanding of the research question, combining the strengths of both positivist and interpretive paradigms. The quantitative component can provide empirical evidence of the relationship between ER and vocabulary development, while the qualitative component can provide insights into learners' and teachers' attitudes and perceptions about the technique.

6.Research Population

The population that the present study rely on embraces Third Year EFL Students from the English department at University of Mohamed El Bachir El Ibrahimi. The total number is 214, placed in 05 groups, each group contains between 40-48. We selected fifty two (52) students randomly. Concerning the sample of teachers, we selected three (03) teachers out of ten (10) from the same university.

The sampling technique that is used to conduct the questionnaire and interview is the probability sampling method, which is based on random selection type in which every member from the population has an equal chance to be selected in the study.

7. Structure of Study

This research is divided into two chapters, from theoretical into practical or the field work. It begins with the general introduction which includes: background of the Study, statement of the problem, aim of the study, research question, research methodology, research population, and structure of the study.

Chapter one is literature review which includes three sections. The first section will present vocabulary, its definition, description, and importance. Also, the main types, approaches, and strategies to enhance vocabulary. Concerning Section two, it will explain what is reading, and its importance. Additionally, reading models, type sand strategies. The third section will show the relationship between vocabulary acquisition and ER. Chapter Two is research methodology and data analysis and interpretation, divided into two main sections. The first section is about research methodology which includes information about research design, , data gathering tool, sample of the study, students' questionnaire, and teachers' interview. Section two will deal with data analysis, which is the core of our research. The data obtained from the students' questionnaires and the teachers' interview will be analysed quantitatively and qualitatively, then interpreted. Ending with limitations of the study and some suggestions for students as well as teachers.

Chapter One:

Literature Review

1.1. Section One: Vocabulary

Introduction

Vocabulary is the most significant element linking the four language skills in EFL, which plays a vital role in language learning.

This section will discuss the concept of vocabulary acquisition from its several aspects, including the historical background and the different definitions of the term vocabulary. In addition, it highlights the importance of vocabulary, and explains its various types and approaches. Finally, it ends with the most common strategies for the teaching/learning of vocabulary.

1.1.1. Historical Background of Vocabulary

Vocabulary has a long history, especially during the last two decades, it has held a special place in applied linguistics. Following decades of neglect by linguistics and education scholars, recent years have seen a massive expansion in L2 vocabulary research, as well as the publication of a number of significant books on vocabulary aimed at language teaching. One positive result of this renewed interest is that vocabulary instruction has begun to take centre stage in language education, and the core of new research on vocabulary was vast and diverse.

Carter & McCarthy (2013) state that:

> *"The old proverb 'what is new is not true and what is true is not new', is particularly relevant to the history of vocabulary teaching. Therefore, much of what is said nowadays on the teaching and learning of vocabulary has been around for a very long time; the history and development of vocabulary teaching is not so much one of old insights leading to new; it is more a series of dominating ideologies or fashions that have succeeded one another and which sometimes come full circle" (p. 39).*

The picture is rather different, because it witnessed the beginnings of what has come to be called the 'vocabulary control movement'. Where English vocabulary became an interesting research area for its huge variation as McCarthy (1990) claimed that "It is very daunting to be reminded that the vocabulary of a language like English consists of several hundred thousand words"(p.13). This statement explains the reason why researchers typically

prioritised vocabulary in language learning, where it was and still present in classes as an important element.

Nowadays, it is evident that vocabulary is indispensable for any language learning. As Milton (2009) asserts that "Vocabulary is not an optional or unimportant part of a foreign language"(p. 3).

1.1.2. Definition of Vocabulary

Oxford Learner's Dictionary (2010: 1722) defined the term vocabulary as all the words that exist in a particular language that a person knows or uses.

While writers defined it each from its own different perspective, but still they share the same or similar core meaning. As it has been stated that "There is huge variation in what teachers, learners, and researchers mean by vocabulary learning, not only in terms of what it is that students learn but how they learn it and when we can say that they know a word" (Dóczi & Kormos, 2016. p. 3).

Adamek (2018) claims that "The vocabulary of any language is primarily described in terms of the words which constitute it" (p. 51). This statement highly supports the definition of Jackson & Amvela (2007) "Vocabulary refers to the total stock of words in a language" (p.14). Therefore, in order to know what vocabulary is, we need to know what is a word?

Bejan (2017) defined a word as " the smallest, relatively independent carrier of meaning" (p.11). Therefore, "vocabulary learning is a continuous and unending process. New words are invented and words gain new meanings to reflect changes in the world around us" (Dóczi & Kormos, 2016, p.1). So, students should acquire an adequate amount of words and should know how to use them accurately and appropriately, in order to communicate well in foreign language. Therefore, it is all about words which lead to vocabulary acquisition.

Moreover, the study of vocabulary acquisition is defined as "a scientific discipline characterized by compelling empirical data and a good bit of theorizing" (Sence & Wagner, 2007. p. 1). Which confirms that "The study of vocabulary is an essential part of language learning" (Adolphs & Schmitt, 2004.p.40). This is strongly related to what McCarthy (1990) referred to as "The single, biggest component of any language course is vocabulary" (p. 1). This makes clear that vocabulary is one of the most fundamental parts when learning

language. It is considered as a basic component of language proficiency which provides the basis for students' performance in the four main integrated skills.

1.1.3. Importance of vocabulary

Vocabulary, as one of the areas' knowledge in language learning, plays an effective role in acquiring a language. Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a L2" (p. 55). In other words, without sufficient vocabulary students may encounter some obstacles so that; they cannot understand others or express their own ideas. In addition to that Linse (2005) sheds light and say that learners' vocabulary progress is an important aspect of their language development.

Moreover, the link between vocabulary knowledge and language use are reciprocal, since that language use allows to enlarge learners' vocabulary, while knowledge of vocabulary can reinforce and nourish language use (Nation, 2001).

1.1.4. Types of vocabulary

The rear mostly two types of vocabulary knowledge known as active and passive. In which the term passive is usually used for " listening and reading" and active for " speaking and writing" and they are sometimes used as synonyms for receptive and productive.(Meara,1990a;Corson,1995). Corson (1995) identifies the terms active and passive in relation to productive and receptive vocabularies. From his perspective the terms active and passive are more appropriate than receptive and productive. While the term passive vocabulary according to Corson is described as "the active vocabulary and three other kinds of vocabulary –words that are only partly known, low frequency words not readily available for use, and words that are avoided in active use"(pp.44,45). He often uses the term unmotivated to mention some passive vocabulary. That is to say that Corson's depiction of both active and passive vocabulary is heavily established not only on the idea of degrees of knowledge but rather on the idea of use.

On the other hand Meara (1990a) argues that the difference made between active and passive as being the consequences of distinct types of association between words. In which the former can be controlled by different words, because it possesses many connections with other words. While the latter can be operated by external stimuli. In other words they are not

activated by associational links to other words, but instead they are activated through seeing and hearing their forms. Thus, she sees that this distinction as not being on a cline but producing different kinds of associational links to other words.

1.1.5. Approaches Of Vocabulary Learning

Even though students realise the importance of vocabulary in language learning, most of them do not know how to develop their vocabulary knowledge. Here, the students must apply the most common approaches to vocabulary learning which are Incidental and Intentional, as a way to build on their growing body of knowledge.

1.1.5.1. Incidental Vocabulary Learning

It is mainly learning without the intent to learn.

Richards and Schmidt (2010) defined IV Learning as "Learning something without the intention to learn it or learning one thing while intending to learn another, for example, unintentionally picking up vocabulary, patterns, or spelling through interaction, communicative activities, or reading for content or pleasure" (p. 276). This process occurs gradually wile students focus of attention is on some relevant features of input. It provides them with great opportunities to learn new vocabularies.

Accordingly, it has been stated that "IV learning refers to the learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning" (Robinson, 2001, p.271). Which means than many vocabularies are learned incidentally.

Nation (2001) claimed that:

> *"Learning from context is taken to mean the incidental learning of vocabulary from reading to normal language use while the main focus of the learners' attention is on the message of the text. The texts may be short or long. Learning from context thus includes learning from ER" (p. 348).*

This statement demonstrates the most useful source where students can incidentally acquire new vocabulary.

Nation (2001) points out that "Incidental learning from context is the most important of all the sources of vocabulary learning" (p. 348). It shows the significant role of incidental learning in vocabulary knowledge.

1.1.5.2. Intentional Vocabulary Learning

It is mainly learning with the intent to learn.

Robinson (2001) claimed that "TV learning referring to any activity aiming at committing lexical information to memory" (p.271). It is based on synonyms, antonyms, and word substitution.

Nation (2001) asserts that "Context sentences and phrases are valuable aids in intentional, language-focused vocabulary learning, and part of the confusion behind the learning from context/learning from lists argument is to see the difference as relying on the presence or absence of context" (p. 349). It is helpful for learning new words and inferring the meaning through context. This makes it an active process where students will be more productive mainly because it sharpens their ability for guessing.

Additionally, it is "Learning by following a deliberate programme of study to enhance vocabulary or grammar" (Richards and Schmidt, 2010, p. 276). This emphasizes the prime importance of intentional approach for vocabulary learning.

Hence, both approaches are useful for vocabulary learning. To find out their differences, Nation (2001) made a distinction between the two approaches as "message-focused, incidental learning and language-focused intentional learning" (p. 349). In spite of the fact that incidental and intentional learning approaches are different, but still might seem similar as Robinson (2001) claimed that "Incidental and TV learning should be treated as complementary activities which both deserve to be practised" (p.275). Strongly supported by Nation (2001) that asserts their relation even though their differences as "They are complementary activities, each one enhancing the learning that comes from the other" (p. 348).

Generally speaking, VLS are learners' efforts in controlling their own vocabulary's learning. They use differ en kinds of strategies for the sake to make their learning more effective and more systematic.

Nation (2001) states that:

> *"A strategy would need to involve choice, that is, there are several strategies to choose from, be complex, that is, there are several steps to learn, require knowledge and benefit from training, and increase the efficiency of vocabulary learning and vocabulary use" (p.217).*

Nation, from this statement would reveal that VLS, are very essential section for learning a language. So that, they facilitate the process for the learners to pick out which strategies will suit their learning level as well as their learning needs.

1.1.6. Essential Strategies For Vocabulary Learning

1.1.6.1. Using Dictionaries

Dictionaries can be utilized for a multiple purposes. Howard (2002) states that" A dictionary is more than just a reference book ; it is also a (partial) record to the vocabulary of a language" (p. 22). In other words, it means that dictionaries help EFL learners' in enhancing vocabulary acquisition .In addition to that School field (1982a-1997) makes a distinction between the different strategies for dictionaries which are to be used either in comprehension ; listening and reading or production, which means writing and speaking.

1.1.6.2. Word Cards

Learning vocabulary from using words cards help EFL learners' to quickly increase their vocabulary acquisition, they grant an opportunity for learners to concentrate on the underlying concept of a word that run through its numerous linked uses. Ellis (1995) holds that guessing the meaning of a word and linking the word form to the meaning is absolutely fitted to explicit conscious learning.

1.1.6.3. Translation

Hatim and Munday (2004) define the term translation as "a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation" (pp.3,4). This definition shows that the sub-types of translation does not mean

only written product such as literary and technical translation, but also a written forms such as audio-visual translation. So that, the term translation in many ways includes interpreting.

Another definition was stated by Thorn bury (2002) who defines translation as "the most widely used means of presenting the meaning of a word in monolingual classes" (P.77).

Nida and Taber (1982) believe that "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style"(p.12).

This last definition was more intended than the previous ones since that it links the whole translation to the forwarded message in L2. While the previous definitions was confirmed on the idea that translation contributes to find out the exact meaning in L2.

1.1.6.4. The Keyword Method

"The keyword technique is primarily a way of making a strong link between the form of an unknown word and its meaning"(Nation,2000,p.484).

Additionally, it is a type of mnemonic device, which is one of the most popular VLS among EFL learners.

According to Pressley (1982) the key word method result in more successful learning ,i.e longer retention of vocabulary.

Conclusion

This section has provided a general overview of vocabulary acquisition. It has offered a historical background and definitions of vocabulary from different perspectives. Besides, it has presented the importance of vocabulary and has described its different types and approaches. Lastly, it has ended with the main strategies used in vocabulary teaching/ learning.

The next section discusses an outline about reading.

1.2. Section Two: Reading

Introduction

This second section explores one of the four main fundamental skills that learners should master for language learning, which is reading. It offers definitions of reading from different insights. Also, it deals with different types and approaches of reading. In addition to its various strategies used by readers.

1.2.1. Definition of Reading

The essence of reading has long been investigated, many researchers in the field of Linguistics and Language Teaching have attempts to define it.

According to Westwood (2001) most definitions of reading stress that "It is a process of getting meaning from print. Understanding information in the text is, of course, the whole purpose of reading" (p.10). Clearly, the reading process starts with a visual activity the readers perform; using eye movement to get input. This makes comprehension crucial in the reading process. Moreover, Grabe & Stoller (2002) stated that "Reading is the ability to draw meaning from the printed page and interpret this information appropriately" (p. 3). This statement gives importance to the reader's ability to take information provided and process it adequately.

Richards and Schmidt (2010) contend that " The process by which the meaning of a written text is understood" (Richards and Schmidt, 2010, p. 483). This supports other definitions by giving the corresponding meaning to the text's message. Nevertheless, other researchers place much emphasis on other aspects rather than these simple definitions. As Lems et al (2010) assert that "Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge" (p. 33). This definition shows that reading is not simply based on decoding script symbols, but rather on constituting a number of reading strategies for extracting meaning from input. Additionally, readers should connect it to their prior knowledge to build an overall understanding of the text.

1.2.2. Types of Reading

1.2.2.1. Intensive Reading

Intensive reading refers to the complete concentration and full focus, it involves learners reading in details inside the classroom under the guidance of the instructor. It is very effective for developing student's comprehension skill, and their control of strategies.

In Nation's view (2009) on intensive reading, it is mostly consists of translation and thus comprehension of the text. the former helps learners for a better understanding, also it enables the teacher to check their understanding degree.

In addition to that Harmer (2001) claims that intensive reading is "teacher chosen and directed, and is designed to enable students to develop specific receptive skills".

Therefore, intensive reading is highly differentiated from ER in the manner that the former is about "learn to read". In other words, the teacher guides and directs them to increase some specific skills and to learn something about the language itself, while the latter "learn to read".i.e. The instructor pushes students to select for themselves what they read by doing it for pleasure.

1.2.2.2. Extensive Reading

The term "ER" was originally coined by Palmer (1968), it is about reading straightforward and uncomplicated books with no obligation for understanding every single word. He believed that in ER, books were read for both language study and real-world experiences (i.e., pleasure and information).

From Nation's perspective (1997) ER is a very effective way of reinforcing, confirming and deepening knowledge of vocabulary, expressions and structures, and of developing an implicit understanding of when and how words are used.

In this sense Powell (2005) states that:

> *"ER involves the reading of large amounts of longer, easy-to-understand material, usually done outside the classroom and at each student's own pace and level. there are few, if any, follow-up exercises, because the aim is for overall understanding rather than detailed analysis…Above all, the reading should be enjoyable, which is*

one reason why students should choose their own material as far as possible".(p.28-29)

Concerning the explanation above, it would be said that perhaps most researchers of reading agree on ER aspects which are; the quantity of material, and the kind of enjoyment and pleasure.

First, considering the quantity of material most researchers coincide that the excessive amount of material is very mandatory for the ER type. For instance, Susser and Robb (1990) admit that how much reading has to be done to qualify as "extensive", and make a suggestion about that in which it is from an hour per evening to at least two books a week. Second, concerning the student's level ER tackles two major things; the meaning - focused input and fluency development strands, as explained by Nation (2009),it depends on the level of books that the learners read. Regarding the meaning- focused input he claims that "when the books consist of only a few unknown vocabulary and grammar items, ER brings the conditions for meaning-focused input", as long as he indicates "where the books are very easy ones with virtually no unknown items, ER provides the conditions for fluency development"(p.49).

1.2.3. Reading Models

A contrast is made between three different ways in which humans analyse and process language especially reading as a part of comprehension and learning. According to Nunan (2015) "Three models have been proposed for the reading process. These are BUR, TDR, and IR" (p.67).

1.2.3.1. Bottom Up Reading

This model describes the reading process as an information flow through series of stages to reach the meaning. Nunan (2015) established that "In the bottom-up approach, the reader starts with the smallest bits of the language, the individual letters and use these to understand words, and then from words to sentences" (p. 73). The reader moves from one stage to another until reaches the final stage which is getting meaning.

Lems et al (2010) explain that "To read, we need to master a set of word-level skills, which we will call bottom-up skills. These skills combine to allow us to be able to decode connected text" (Lems et al, 2010, p. 33). This model make an emphasis on particular aspects

and their significant role in reading process, which all readers should master. Besides, it has been claimed that "In bottom-up processing, the reader focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole" (Harmer, 2001, p. 201). It is all about going on a linear processing which leads to comprehension. In addition, Richards and Schmidt (2010) supported this statement clearly as mentioned the bottom-up processing which "Makes use of the information present in the input to achieve higher level meaning" (p. 603). It is directly related to the text meaning and the reader is simply supposed to get it. This also means that the reader is just a passive decoder of the written symbols.

1.2.3.2. Top Down Reading

This model came as a reverse under the influence of bottom-up model. Which proposed that the reading process begins with predictions about the meaning.

Nunan (2015) stated that:

> *"In the top-down approach, readers start with the overall context, the 'big picture,' and use their own background knowledge of the content, situation, or topic to make predictions about the content of a text. They then read the text to confirm their predictions or disconfirm their predictions" (p. 73).*

The reader continuously makes hypothesis or set of hypotheses about what s/he is reading and checks these expectations. Additionally, it has been stated by Richards and Schmidt (2010) that Top Down model "Makes use of 'higher level', non-sensory information to predict or interpret 'lower level' information that is present in the data" (p. 603). In this model prediction is given much importance in the reading process.

Moreover, Nunan (2015) assumes that "Top-down processing, involves using our pre-existing knowledge (our schemata) to make sense of what we read" (p. 64). The model emphasis the reader's prior knowledge, which plays a key role in understanding the meaning. Also, Lems et al (2010) demonstrated a supportive statement as that "we also learn a large set of strategic reading skills, which we will call top-down skills and strategies, that readers use in concert with background knowledge to construct meaning from text" (Lems et al, 2010, p. 33). This clearly concentrates on the same concepts of combining reader's skills and his/ her prior knowledge.

While for Harmer (2001) "In top-down processing the reader gets a general view of the reading passage by, in some way, absorbing the overall picture" (p. 201). It is all about getting the overall meaning. Nevertheless, some researchers made a distinction between the two models. As claimed Lems et al (2010) that "To summarize, bottom-up skills refer to the word-level skills that are required for decoding, and top-down skills refer to the analytical and cognitive skills that are needed for comprehension" (p. 33).

Harmer (2001) asserts that:

"A frequent distinction is made -especially in the analysis of reading between top-down and bottom-up processing. In metaphorical terms this can be likened to the difference between looking down on something from above getting an overview and, on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at a forest, or studying the individual trees within it" (p. 201).

Both models are used for their specific purpose, each model emphasizes a single direction for same outcome which is getting meaning from input. In addition, it has been stated that "Comprehension that is based on clues in the text is referred to as bottom-up-processing, and comprehension that makes use of information outside of the text is known as top-down processing" (Richards and Schmidt, 2010, p. 483). This statements shows the core difference between the two models. Thus, the reader should master both for a better reading experience.

1.2.3.3. Interactive Reading

However, many researchers maintains that there is an interaction between Bottom-up model and Top-down model at different levels, which is presented in interactive model.

Richards and Schmidt (2010) asserts that:

"A theory of reading comprehension that sees reading as involving both the accurate and sequential understanding of text based on identification of the meanings of words and sentences in the text (i.e. bottom-up-processing) as well as the experiences, background information, and predictions that the reader brings to the text (i.e. top-down processing). Both kinds of processing are involved and they modify and act on each other" (p. 291).

It is the attempts to make connection between the two previous models, as working simultaneously.

Harmer (2001) claimed that "It is probably most useful to see acts of reading as interactions between top-down and bottom-up processing. Sometimes it is the individual details that help us understand the whole; sometimes it is our overview that allows us to process the details"(p. 201). In other words, there is a continuous interaction between the two models in the reading process to construct meaning.

Moreover, it has been stated that "This combination is the best description of what happens when we read because we do decode unfamiliar words and we do predict what is next according to our knowledge of the word" (Nunan, 2015. p. 73). This clearly means that both models combined to cooperatively determine the most likely understanding of input.

Also, Nunan (2015) puts in his words that "The approach that is generally accepted as the most adequate explanation of the reading process is an interactive one" (p.69). Both emphasis the importance of interactive model and its crucial role in the reading process.

1.2.4. Techniques of Reading

1.2.4.1. Skimming

Skimming, as one of reading techniques is simply about when the reader use rapid eye movement over the given text for the purpose to get a general overview of the material. Harmer (2001) points out that skimming is having a glance for a text to get a quick idea of the gist of a text. In that sense Grellet(1981.p19) states that:

> *" When skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer".*

Furthermore, the reader should know about which essential parts of skimming strategy will deal with, and those are (a) reading the title, (b) reading headings and subheadings,(c) looking for important information (such as dates, names, and unusual words), (d)reading the conclusion.

Both of title, headings, and subheadings will introduce a general idea to the reader for the topic of the text.

In other words, knowing the topic will provide the reader with more specifics about what the content of the text.

Looking for essential information include, reading the first sentence for each paragraph since the beginning usually involve general information about the text. Students in this case should be attentive about information such as dates, names, and clue words.

So that, when applying skimming reading strategies, the reader would obtain the general idea rather than of the details. And it is better for them to ignore some details which might obstacle their understandings and comprehension of the material.

1.2.4.2. Scanning

Scanning strategy is a strategy for quick reading in which the reader let her/his eyes float rapidly down the page until S/he finds the exact word or phrase, without reading the full text.

Nation (2008) stated that "Scanning involves searching for a particular piece of information in a text, such as looking for a particular name or a particular number" (p.70).

Before scanning, readers generally should not read only the words, but instead they have to look for words that may answer what they want. In this way Grellet (1981) holds that:

> *"When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so.*
> *We simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information"(p.19).*

Hence, according to him scanning is about retreating and deriving what information is related to our purpose.

Similar to skimming technique, scanning as a strategy also has several steps to follow: (a) knowing the specific information that the reader is looking for, (b) assuming how the information will show up like numbers, clues, proper noun, etc. For the purpose to pinpoint for what you are looking for, (c) it is time to use such aids that will benefit you to determine which section might encompass the information you are looking for, (d) Analyse the format of the content before beginning to scan, (e) let your eyes move rapidly and quickly and skip the sections of the passage.

In this way it would be said that scanning is very useful technique for multiple things, especially when gathering data, and also for using reference books.

1.2.5. Characteristics of Extentive Reading

Day and Bamford (2002,pp.137-141) adds some important characteristics for ER which are the most effective and useful for EFL learners. They state that:

1.2.5.1. The reading material is easy:

What makes ER separated from other types of reading is that learners generally should read simple and easy materials that suit their level of understanding, since that they should read a considerable amount of texts, This simplest material will promote and inspire them to read again. So, that is why for them to select the best material that will fit them to carry on for being very qualified in reading. Also, They add that the reading materials should be appropriate with the students reading competence. Although, it helps beginning readers to opt which texts will suit their reading comforts, more than one or two unknown words per page might make the text too difficult for overall understanding.

1.2.5.2. Learners read as much as possible:

One of the most critical principle of ER is that learners read as much as possible, in which Day and Bam ford (2002,P.138) point out that the time spent in reading is very important, also they indicate that most reading teachers agree with that. Therefore, there is no limit amount of reading books but reading a book per week is enough for establishing a good reading habit, as well as for achieving their proficiency levels.

1.2.5.3. The teacher is a role model of reader:

Actually, the teacher should be the best model of a reader in the classroom and the one who pushes the learners to read outside the classroom, learners unconsciously will model the actions of their teachers. If the teacher read the same reading materials as students do, and discuss with them about what they have read. Since that students usually do not just learn the subject matter which the teachers teach them; but instead they learn their teachers. Further Henry (1995) explains that: "By reading what my students read, I become a part of my community that forms within the class"(p.53).

Conclusion

From the discussion above, there is no doubt that reading as one of the basic language skills, is a fundamental in improving vocabulary; however, it is used more by EFL learners who always demand to read different printed materials such as: articles, books, stories…..etc.

In addition, this section tackled different points about reading in general, moving to the characteristics of ER which plays an effective role in enhancing vocabulary acquisition. The next section will present the relation between reading and vocabulary.

1.3. Section Three: Vocabulary and Extentive Reading

Introduction

The correlation between ER and vocabulary knowledge has been investigated by many researchers in the last few decades. However, plentiful studies were made to investigate the effectiveness of ER on vocabulary acquisition, below are some of the most important studies on ER, in which they are combined between case study and experimental research for the sake of reflecting the positive effect of ER toward vocabulary development.

1.3.1. The role of Extentive Reading in Vocabulary Development

Horst, Cobb, and Meara (1998) attempted to investigate the effectiveness of ER for learning new vocabulary. It examines the effects of three factors: word frequency in texts, their frequency overall in the English language, and estimates of the number of words learners already know. The study explored the rate at which learners can acquire new word knowledge through reading a simplified novel. The study's participants were 34 low intermediate university students in Oman. They undertook a 14-week course preparing for the Cambridge Preliminary English Test (PET) exam. The results show that a small but a significant amount of vocabulary learning occurs when reading a simplified novel. This might help teachers' understanding of how learner ability and the extent to which new words are repeated in texts can influence vocabulary-learning success.

Waring & Takaki (2003) performed a study to explore the vocabulary rate that was acquired from reading the 400 headword graded reader A Little Princess, during one hour. To examine whether words of different frequency were more likely to be learned and retained or

forgotten, 25 words of various frequency levels of occurrence were selected. The words' spelling was changed to ensure that each of the three test items were unknown to the 15 university intermediate level female Japanese students. Three tests (word-form recognition, multiple choice, and translation) were administered immediately after the reading process, after one week and after a three months delay. The results show that words can be learned extensively, and most of the frequent words were more presumably to be acquired and resistant to decay. The data advocate that the new vocabulary which is retained from reading one graded reader is not enough. So that, a huge amount of graded reading is needed to build vocabulary knowledge. Thus the benefits of reading a graded reader should not only be measured by new vocabulary gains and retention, but also helps to develop and enrich already known vocabulary.

Maria Pigada & Norbert Schmitt (2006) conducted a considerable body of research which is a case study to investigate the effectiveness of an ER program on the lexical knowledge. The sample is a single participant where a French learner instructed to read extensively. The study used to assess a fairly large amount of words (133), and to examine the enhancement of ER on the knowledge of these target words spelling, meaning, and grammatical characteristic within one month. The measuring procedure was a one-on-one interview that allowed a great indication of whether learning occurred. The study also investigates how vocabulary acquisition greatly varies according to how often words are repeated in the texts. The results showed that 65% of the target words' knowledge was enhanced mainly, for a rate of about 1 of every 1.5 tested words. Also, there was a significant improvement in all the three aspects of word knowledge. Thus, the study indicated that more vocabulary acquisition is gained from ER.

Moreover, a study conducted by Beglar, Hunt, and Kite (2012), investigated the effect of ER program on reading fluency development which lasted a year. In their research the experimentation process divided into four groups; three groups for the pleasure reading (ER) and group four for intensive reading, in which pleasure reading groups made greater fluency than the fourth group, among the pleasure reading groups were those who read the most, and the greatest gains were made by them since they read the most material written within controlled vocabulary (graded readers). For instance, the classes met once a week for 90 minutes for 28 weeks. The experimental research consists of pre-post tests. Participants of the pre- test were monitored carefully by reading outside the class, where the average amount of reading by three first groups was between 136.000 and 200.000 standard words for a year

which means that the fluency gains was measured by using standard words. Nonetheless, researchers point out that comprehension was high on both pre-test and post-test, thus fluency gains did not come at the expense of comprehension and the four pre-test and post-test passages for measuring fluency were well within the learners' vocabulary knowledge. So far, the post -test reading rate gains were 2.97 swpm (standard words per minute) for intensive reading group, 8.02 and 12.84 swpm for the two pleasure reading groups who read 63% simplified text, and 16.85 swpm for the pleasure reading group who read 85% simplified text. From the results above we can ascertain that ER of texts at the right level results in improvements in reading fluency, also ER programs should involve vocabulary level testing so that both learners and teachers can best informed about what material they should be reading.

In an other context, a research study conducted by Nation (2014) entitled "learning substantial amounts of vocabulary from ER" in the essence to see how much ER do learners need to do. The objective of this research was to examine whether ER could possibly cover most of the vocabulary that learners need to learn within a manageable amount of reading time. In order to confirm that, the researcher argued that the difficulty of the material and the small amounts of the available time would make learning enough words through reading impossible, from this sense the researcher used corpus analysis software (the anti-word profiler program). So that, the results indicated that the major assumption were that the learners could read the material at a speed of 150 or 200 wpm (words per minute), which just a minimum of 12 repetitions were needed to provide an opportunity for learning to occur. The results therefore, showed that learners have the ability to read enough to have a chance of learning most of words at each 1,0000 word levels, and this surely based on reading five days per a week for 200 days, so that it would be enough to learn 1,000 words a year.

Conclusion

From The findings of the previous studies, they would reveal that there is no doubt that ER has a positive effect on EFL learners' vocabulary acquisition.

Chapter Two:

Research Methodology

And Data Analysis And Interpretation

Section One:

Research Methodology

Section one: Research Methodology

Introduction

Section One is devoted to the description of the research methodology, and the presentation of the data obtained through the implementation of the following research tools; in order to investigate the enhancement of vocabulary acquisition through extensive reading.

Our research is based on a mixed method approach combining the quantitative approach which is presented in the questionnaire, and the qualitative approach that is semi-structured interview. Thus, this section is divided into two main subtitles, one for students questionnaire and other for teachers' interview.

2.1. Research Design

For the purpose to accomplish the current study, researchers followed a descriptive research which is "an investigation that attempts to describe accurately and factually a phenomenon, subject or area" Schmidt & Richards (2010, p. 164).

Using mixed methods research which refers to a research design that combines both qualitative and quantitative research methods within a single study or program of inquiry. According to Creswell (2014), mixed methods research is "a research approach or methodology that involves collecting, analysing, and integrating quantitative and qualitative data in a single study or in a series of studies in order to understand a research problem more completely or from multiple perspectives" (p. 4).This approach allows researchers to gain a more comprehensive understanding of complex phenomena by triangulating multiple sources of data, which enhances the validity of the research findings. This approach is flexible and adaptable, allowing researchers to tailor methods to fit the specific research questions, environment, and population being studied.

The data gathered have been analysed by the SPSS software for the questionnaire, and by the thematic analysis for the interview.

2.1.1. Data Gathering Tool

In order to attain the aim of the study and to check the validity of the study, mainly researchers relied on mixed methods approach combining both quantitative and qualitative research tools, namely Questionnaire and Interview to gather data.

Questionnaire is "a set of questions on a topic or group of topics designed to be answered by a respondent"(Richards & Schmidt,2010,p. 478). Accordingly, it is a research instrument used to collect data from respondents by asking them a series of questions. It is a commonly used tool to gather data from a large sample of participants in a relatively short amount of time. It typically includes a mix of closed-ended and open-ended questions designed to measure attitudes, behaviours, beliefs, and experiences related to the research question, in order to ensure accurate data collection.

Whereas, interview is "a conversation between an investigator and an individual or a group of individuals in order to gather information" (Richards & Schmidt,2010, p.298). Which is a research tool used for collecting data by asking the interviewees questions. An interview is a formal or informal conversation or discussion between two or more people, in which one person(the interviewer) asks questions and the other person (the interviewee) answers them. Interviews are typically conducted to gather information about the investigated topic, where they can take place in person, over the phone, or through video conferencing.

These research tools were selected according to the nature of the study. They have been posted to 3rd EFL learners and their teachers at the department of English University of Mohamed El Bachir El Ibrahimi to collect their viewpoints and attitudes about the investigated topic.

2.1.2. Sample of the Study

Richards and Schmidt (2010) defined sample as "Any group of individuals that is selected to represent a population"(p. 506).

The present study takes place in the department of English at University of Mohamed Elbachir Elibrahimi. For the questionnaire the participants are Third Year EFL Students, their total number(population) is 214 placed in 05 groups, each group contains between 40-48. We

selected 10 students randomly from each group to have 52 students to answer the questionnaire. Based on the following calculations:

The confidence level: Is how much we can be sure about the results (being true and accurate).

The margin of error: Is maximum acceptable difference in results.

Population size = 214

Confidence level = 90%

Margin of error = 10%

So, sample size = 52

The selection of this category of students (Third Year) for the questionnaire is motivated by the following reasons:

1.   Because they are more familiar with University system more than other levels (1st& 2nd) which let them answer the questionnaire clearly.

2.   These students are familiar with the reading of texts of at least more than two paragraphs.

3.   Participants' stock of vocabulary is likely to be at the average, i.e. pre-intermediate to intermediate level.

Whereas, for the semi-structured interview the participants are teachers of Third Year EFL Students including 3teachers out of 10. We focused on the modules that learners need large amount of vocabulary and in which they use a lot of reading. In order to get teachers' point of views concerning the effectiveness of extensive reading on their learners' vocabulary development.

The sampling technique that we have chosen to conduct our data for both (questionnaire and interview) is the probability sampling method, because every member for the population has a chance for being selected. This method is based on random selection type in which every member has an equal chance to be selected in the study.

2.1.3. Students' Questionnaire

2.1.3.1. Aim of the Questionnaire

The students' questionnaire aimed to investigate the importance of vocabulary and its enhancement through reading . Therefore, we found it necessary to involve Third Year English Undergraduates at Mohammed Elbachir Elibrahimi University in this study in order to include their opinions and attitudes concerning the subject under investigation.

2.1.3.2. Description of the Questionnaire

For students, one quantitative tool was utilized to collect data which is the questionnaire. It has been designed by Google forms. The questionnaire contains 17 questions divided into 4 sections; the first section contains 5 questions about student's vocabulary knowledge. The second section which is a form of Likert scale, it contains 8 questions about students' attitudes and habits toward reading extensively. The third section contains 3 questions which are in form of closed- ended questions, mainly about vocabulary and reading. The fourth section which is the last it contains only 1 question which is about suggestion and comment, in which each section investigates and provides particular information.

The purpose of this questionnaire is to obtain data about the students' attitude towards reading extensively in improving vocabulary.

2.1.3.3. Administration of the Questionnaire

A week before, the consent form was given to students to read, understand, and sign it if they want to be part of the study. We got their approval presented in their signature.

The questionnaire was designed and submitted online to Third Year English Undergraduates, which were chosen randomly from the English Department at Mohammed Elbachir Elibrahimi University in March 2023. The students took about a week to answer and we got the total needed responses.

2.1.4. Teachers' interview

2.1.4.1. Aim of the interview

The purpose behind teachers' interview is accordingly to investigate their view points towards the benefit of extensive reading and its effectiveness on learners' vocabulary acquisition. Of course based on the students' questionnaire results we found it necessary to include third year teachers at Mohamed El Bachir El Ibrahimi University in order to get their attitudes under the investigated research .

2.1.4.2. Description of teachers' interview.

The interview has been done with three teachers; two males and one female, they are teaching the same level which is third year, at the university of Mohamed El Bachir El Ibrahimi. It is done online with two teachers and face to face with one.

The questions were divided into seven, the first question which is about, What strategy do you use to teach vocabulary for your students? The second one, How should students develop their vocabulary knowledge? The third one, From your own perspective, what is reading? The fourth question, Do you encourage your students to read outside the classroom? The fifth question, Which technique do you think is the most effective in reading? The sixth question, Do you find it beneficial for your students to read outside the classroom to improve their vocabulary? The last question, Is there a possibility to design your program based on what students read extensively?.

Conclusion

This section has tackled the fieldwork of the current study. Besides, researchers discussed the adopted research method, the sample of the study, and the tool that has been used to collect data, namely for both questionnaire and semi-structured interview. Also, it tackles the aim of students 'questionnaire and teachers' interview, the description of the questionnaire and the interview, and the way researchers have administered the questionnaire.

Section Two:

Data Analysis and Interpretation

Section Two: Data Analysis and Interpretation

Introduction

Section Two presents the findings of the study based on the data collected from the research participants. The analysis aims to provide an in-depth understanding of the research questions and objectives and to draw meaningful conclusions from the data. It begins with the analysis of students' Questionnaire and interpretation of the findings. Followed by the analysis of teachers' interview with interpretation of the findings.

It also discusses the key themes and patterns that emerged from the data, and highlights any significant relationships, correlations, or associations between variables. Then it presents discussion of results which is supported by relevant literature and theories.

The section concludes with limitations and recommendations as a summary of the key findings and their implications for the study and for future research in the field.

2.2. Analysis and Interpretation of the Students' Questionnaire

Section One: Student's Vocabulary Knowledge

Q01: Is vocabulary important for language learning?

Q1	Yes	No
Frequency	51	01
Percentage	94	06

Based on the given results, 94% (n=51) of the respondents answered "yes" that vocabulary is important for language learning, while only 6% (n=1)answered "no". The high percentage of agreement in this question emphasizes the crucial role of vocabulary acquisition in language learning, and suggests that learners should prioritize expanding their vocabulary as a key component of their language learning journey. Thus the majority of students recognize the importance of vocabulary in language learning.
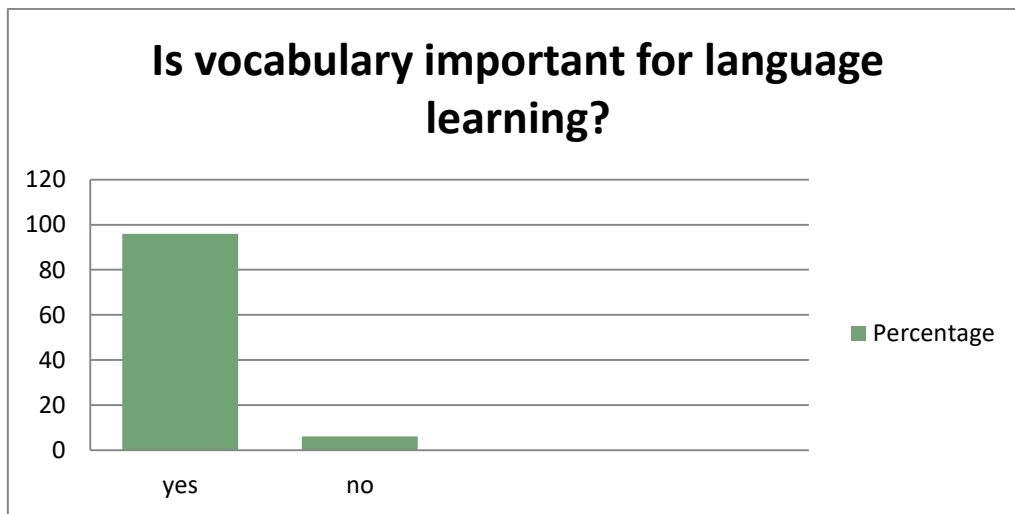
Figure 1: The Importance of Vocabulary in Language Learning.

Q02: Do you find it difficult to learn vocabulary?

Q2	Yes	No
Frequency	36	16
Percentage	69	31

Based on the given results, 69% (n=36) of the respondents find it difficult to learn vocabulary, while only 31% (n=16) do not. This suggests that the majority of students struggle with learning vocabulary and find it a challenging task. The high percentage of respondents who find it difficult to learn vocabulary underscores the need for effective VLS and the importance of consistent practice in language learning.
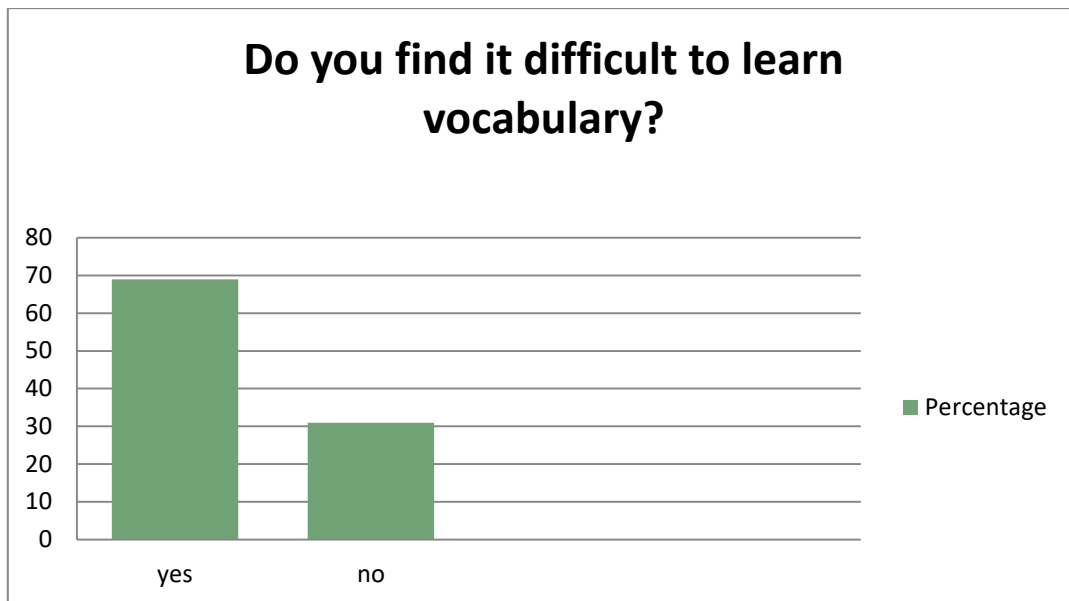
Figure 2: Difficulty of vocabulary Learning.

Q03: do you think that you have good vocabulary knowledge in English language?

Q3	Yes	No
Frequency	26	26
Percentage	50	50

Based on the given results, 50% (n=26) of the respondents believe that they have good vocabulary knowledge in English language, while the other 50% (n=26) do not think so. This suggests that the respondents have mixed views about their vocabulary knowledge in English. Overall, the results suggest that there is room for improvement in vocabulary knowledge for the respondents who do not believe they have good vocabulary knowledge in English, while those who think they do should continue to maintain and expand their vocabulary through consistent practice.

do you think that you have good vocabulary knowledge in English language?

Figure 3: Self-Assessment of English Vocabulary Knowledge.

Q04: Are you satisfied about your English vocabulary mastery/comprehension?

Q4	Yes	No
Frequency	19	33
Percentage	37	63

Based on the given results, 63% (n=33) of the respondents are not satisfied with their English vocabulary mastery or comprehension, while only 37% (n=19) are satisfied. This suggests that the majority of respondents feel that they need to improve their English vocabulary skills through continuous effort and practice.
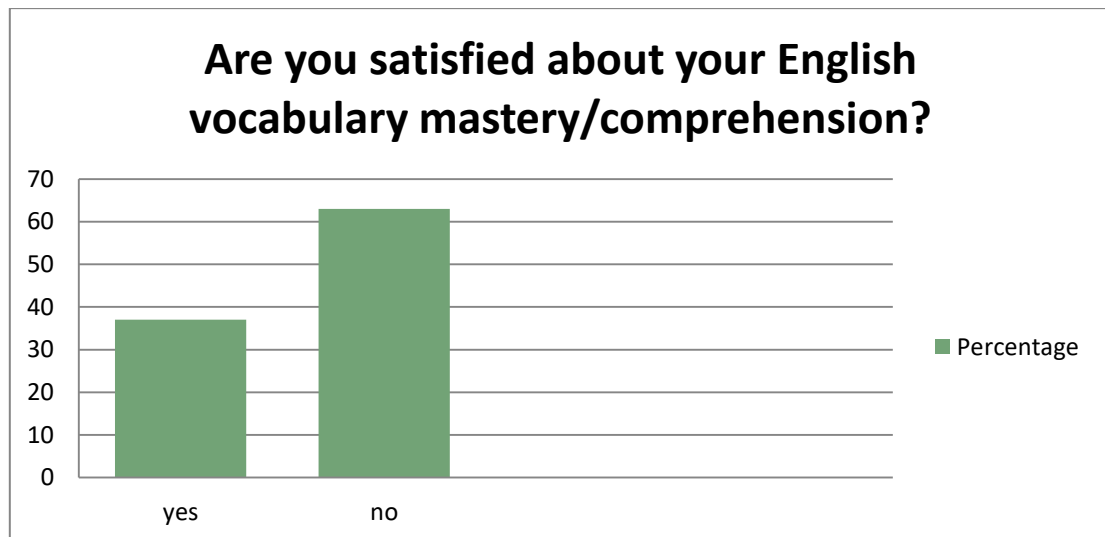
Figure 4: Satisfaction with English Vocabulary Mastery.

Q05: Do you want to enrich your vocabulary?

Q5	Yes	No
Frequency	**52**	**0**
Percentage	**100**	**0**

Based on the given results, 100% (n=52) of the respondents want to enrich their vocabulary. This suggests that all respondents recognize the importance of vocabulary in language learning and are highly motivated to improve their vocabulary skills. This is a positive result, as the desire to improve one's vocabulary is a crucial first step which bodes well for their effective language learning progress.

Do you want to enrich your vocabulary?
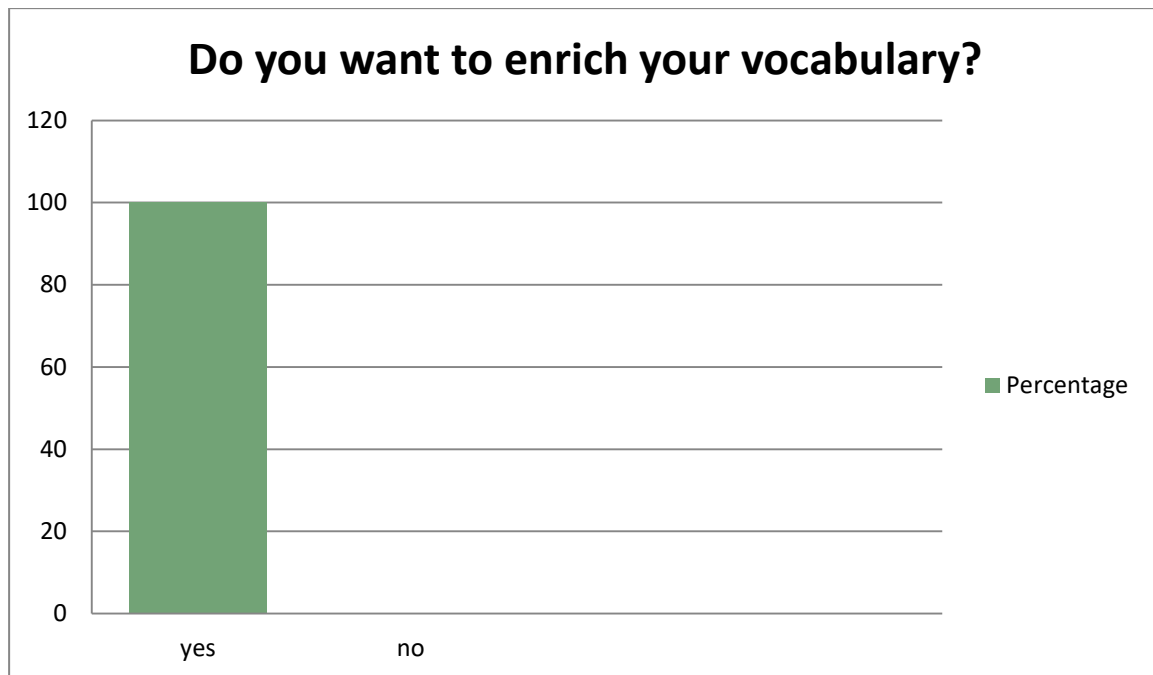
Figure 5: Enrichment of Vocabulary knowledge.

Section Two : Students' Attitudes/ habits toward reading extensively

Q6 I think reading in English is beneficial			
		Frequency	Percentage
Valid	Agree	17	32,7
	Strongly agree	35	67,3
	Neutral	0	0
	Total	52	100,0
	Mean	4,6731	
	Median	5,0000	
	Mode	5,00	

Based on the given results, 67.3% (n=35) of the respondents "strongly agree" that reading in English is beneficial, while 32.7% (n=17) simply "agree". This suggests that the vast majority of respondents believe that reading in English is advantageous. The lack of respondents selecting "Neutral" suggests that there is a clear consensus among the

respondents regarding the benefits of reading in English. Thus, the results strongly suggest that reading in English is seen as highly beneficial by the respondents, and that incorporating reading as a regular practice in language learning can contribute to a more effective and enjoyable language learning experience.

The central tendency measures provided are as follows:

- Mean: The mean is 4.6731, which suggests that the average value in the dataset is slightly less than the median of 5.0000. This may indicate that there are some lower values in the dataset that are pulling the mean down slightly.

- Median: The median is 5.0000, which suggests that this is the middle value in the dataset, with half of the values above and half below. This indicates that the majority of respondents either agreed or strongly agreed that reading in English is beneficial.

- Mode: The mode is 5.00, which indicates that this is the most frequently occurring response in the dataset. This suggests that the majority of respondents strongly agreed that reading in English is beneficial.

Taken together, these measures provide a summary of the central tendency of the responses to the question, indicating that the majority of respondents agreed or strongly agreed that reading in English is beneficial.
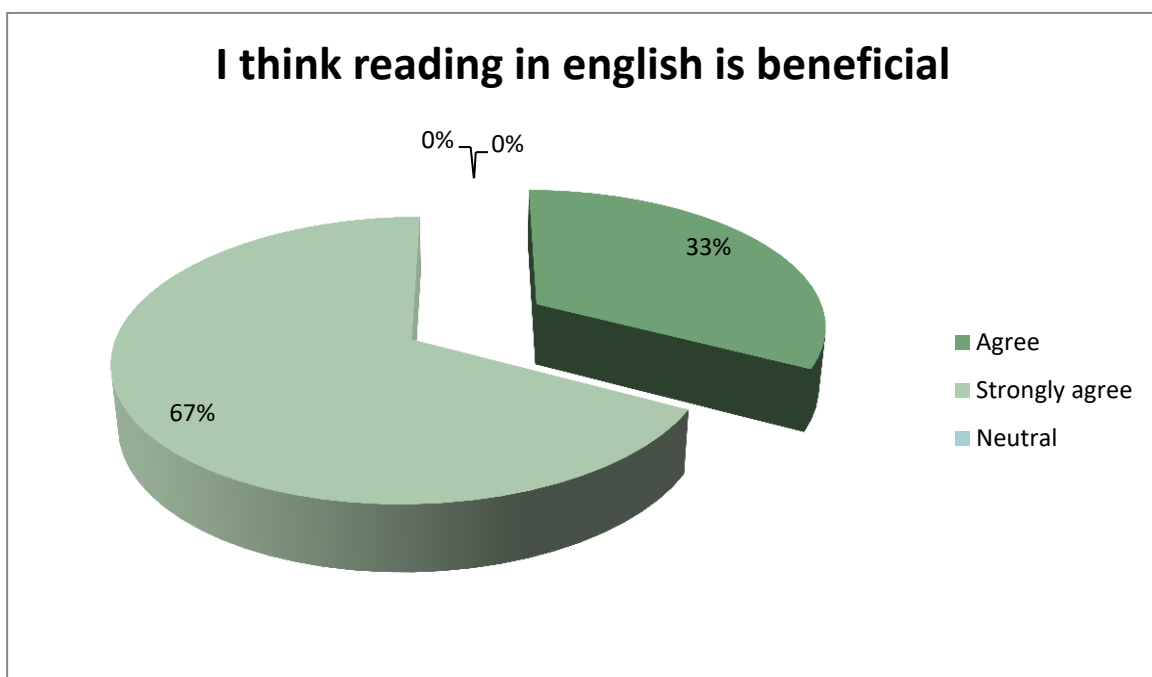
Figure 6: Benefits of Reading in English.

Q7. I feel tired when i read extensively in English			
		Frequency	Percentage
Valid	Strongly disagree	5	9,6
	Disagree	26	50,0
	Agree	18	34,6
	Strongly agree	3	5,8
	Neutral	0	0
	Total	52	100,0
	Mean	2,7692	
	Median	2,0000	
	Mode	2,00	

Based on the given results, 59.6% (n=31) of the respondents either "disagree" or "strongly disagree" that they feel tired when reading extensively in English, while only 40.4% (n=21) "agree" or "strongly agree". This suggests that the majority of respondents do not experience fatigue when reading extensively in English. For other respondents who do experience fatigue may benefit from adjusting their reading habits and strategies to make the experience more enjoyable and effective.

The central tendency measures provided are as follows:

- Mean: The mean is 2.7692, which indicates that the average response to the question was between "disagree" and "strongly agree". This suggests that on average, respondents do not feel very tired when they read extensively in English.

- Median: The median is 2.0000, which indicates that this is the middle value in the dataset, with half of the responses above and half below. This suggests that there is an equal number of responses that agree and disagree with the statement, and that there is some variability in how respondents feel about reading extensively in English.

- Mode: The mode is 2.00, which indicates that this is the most frequently occurring response in the dataset. This suggests that the most common response was "disagree", indicating that a majority of respondents do not feel tired when they read extensively in English.

Taken together, these measures suggest that while there is some variability in how respondents feel about reading extensively in English, the majority of respondents do not feel very tired when they read.
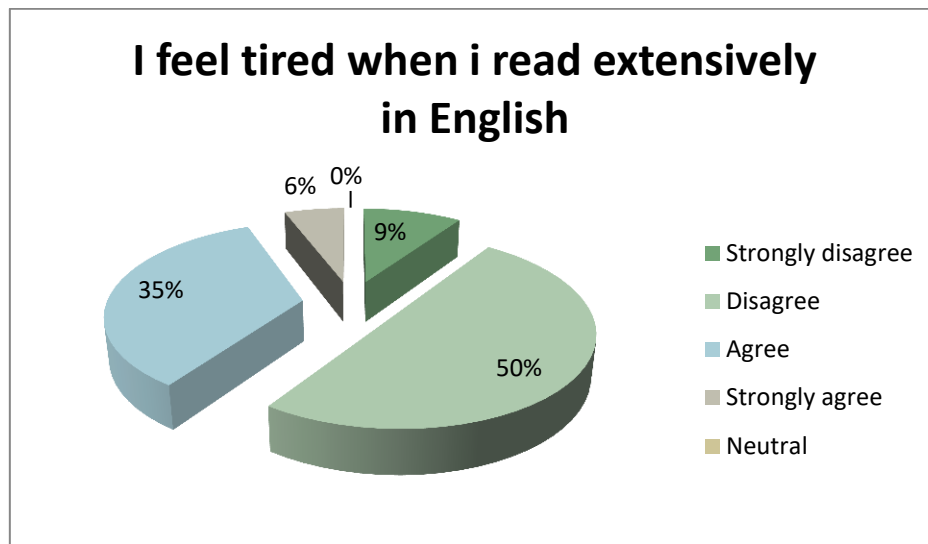

Figure 7: Fatigue While Reading in English.

Q8. I feel comfortable when i read extensively in English		Frequency	Percentage
Valid	Strongly disagree	2	3,8
	Disagree	10	19,2
	Agree	27	51,9
	Strongly agree	13	25,0
	Neutral	0	0

	Total	52	100,0
	Mean	3,7500	
	Median	4,0000	
	Mode	4,00	

Based on the given results, 76.9% (n=40) of the respondents either "agree" or "strongly agree" that they feel comfortable when reading extensively in English, while only 23.1% (n=12) "disagree" or "strongly disagree". This suggests that the majority of respondents feel at ease when reading extensively in English. Thus, it is a positive sign for their language learning progress. Continued reading practice can help to further develop their skills and promote confidence in using the language.

The central tendency measures provided are as follows:

- Mean: The mean is 3.7500, which indicates that the average response to the question was between "agree" and "strongly agree". This suggests that on average, respondents feel quite comfortable when they read extensively in English.

- Median: The median is 4.0000, which indicates that this is the middle value in the dataset, with half of the responses above and half below. This suggests that there is a majority of responses that agree or strongly agree with the statement, and that most respondents feel comfortable when they read extensively in English.

- Mode: The mode is 4.00, which indicates that this is the most frequently occurring response in the dataset. This suggests that the most common response was "strongly agree", indicating that a significant proportion of respondents felt very comfortable when they read extensively in English.

Taken together, these measures suggest that the majority of respondents feel comfortable when they read extensively in English, with a significant proportion feeling very comfortable.

I feel confortable when i read extensively in English

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Neutral
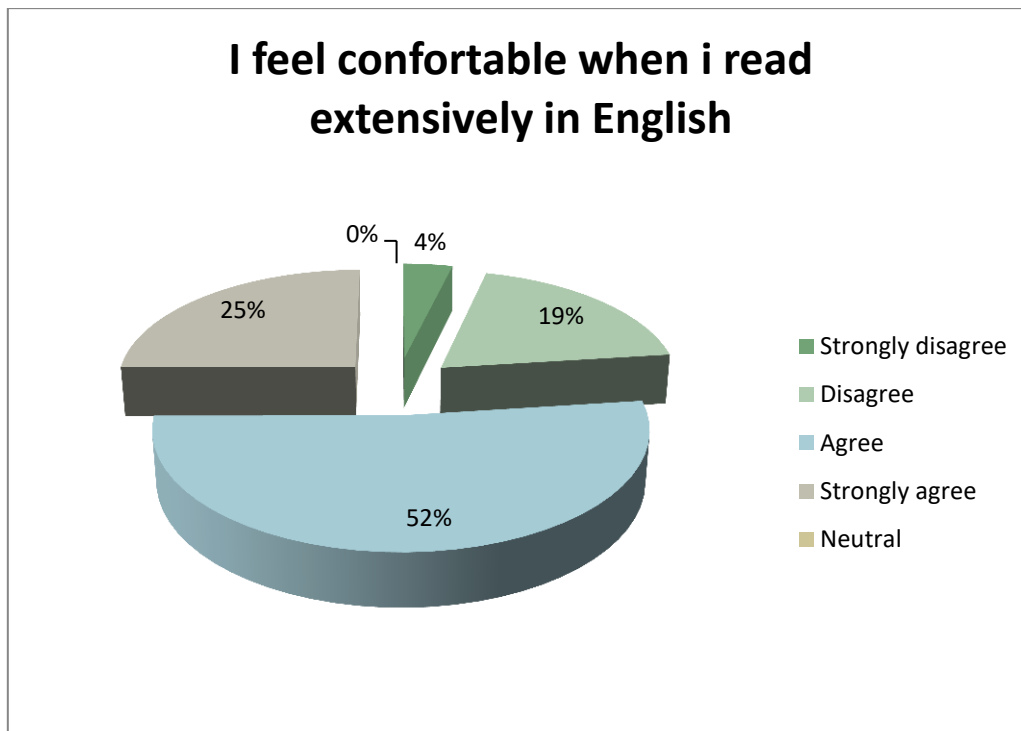
Figure 8: Comfort While Reading in English.

		Frequency	Percentage
	Q9. I feel reading extensively is boring		
Valid	Strongly disagree	9	17,3
	Disagree	30	57,7
	Agree	13	25,0
	Total	52	100,0
	Mean	2,3269	
	Median	2,0000	
	Mode	2,00	

Based on the given results, 75% (n=39) of the respondents either "disagree" or "strongly disagree" that reading extensively is boring, while only 25% (n=13) "agree". This suggests that the majority of respondents do not find reading extensively in English to be a boring activity. Feeling bored while reading extensively in English can be a common

challenge for language learners, particularly if the reading materials are not engaging or are too difficult for their current skill level. So, encouraging continued reading practice can help to further develop their language proficiency.

The central tendency measures provided are as follows:

- Mean: The mean is 2.3269, which indicates that the average response to the survey question was between "disagree" and "strongly disagree". This suggests that on average, respondents did not find reading extensively to be boring.

- Median: The median is 2.0000, which indicates that this is the middle value in the dataset, with half of the responses above and half below. This suggests that there is a majority of responses that disagree with the statement, and that most respondents did not find reading extensively to be boring.

- Mode: The mode is 2.00, which indicates that this is the most frequently occurring response in the dataset. This suggests that the most common response was "disagree", indicating that a majority of respondents did not find reading extensively to be boring.

Taken together, these measures suggest that the majority of respondents did not find reading extensively to be boring, with a significant proportion disagreeing strongly with the statement.
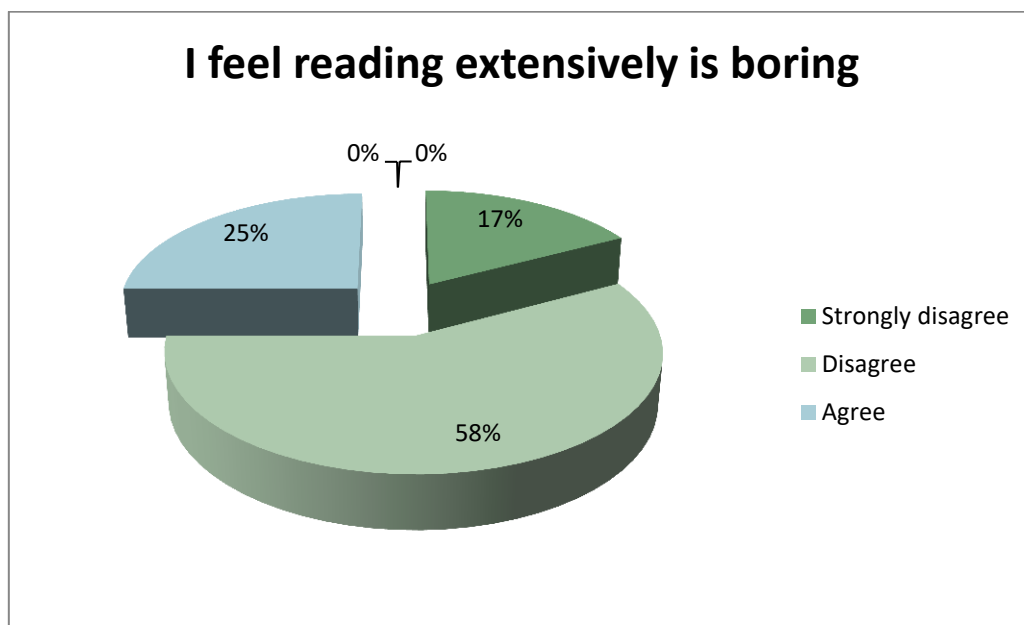
Figure 9: Boredom While Reading Extensively in English.

Q10.I like to share what I have read with my surrounding			
		Frequency	Percentage
Valid	Strongly disagree	3	5,8
	Disagree	6	11,5
	Agree	26	50,0
	Strongly agree	17	32,7
	Neutral	0	0
	Total	52	100,0
	Mean	3,9231	
	Median	4,0000	
	Mode	4,00	

Based on the given results, 82.7% (n=43) of the respondents either "agree" or "strongly agree" that they like to share what they have read with their surroundings, while only 17.3% (n=9) "disagree" or "strongly disagree". This suggests that the majority of respondents enjoy discussing and sharing their reading experiences with others. Sharing what one has read with others can be an effective way to reinforce comprehension and build vocabulary, as well as providing an opportunity for language practice and discussion. This can be a positive factor in developing language skills.

The central tendency measures provided are as follows:

- Mean: The mean is 3.9231, which indicates that the average response to the question was between "agree" and "strongly agree". This suggests that on average, respondents like to share what they have read with others.

- Median: The median is 4.0000, which indicates that this is the middle value in the dataset, with half of the responses above and half below. This suggests that there is a majority of responses that agree or strongly agree with the statement, and that most respondents like to share what they have read with their surroundings.

- Mode: The mode is 4.00, which indicates that this is the most frequently occurring response in the dataset. This suggests that the most common response was "strongly agree", indicating that a significant proportion of respondents strongly like to share what they have read with their surroundings.

Taken together, these measures suggest that the majority of respondents like to share what they have read with others, with a significant proportion strongly liking to do so.
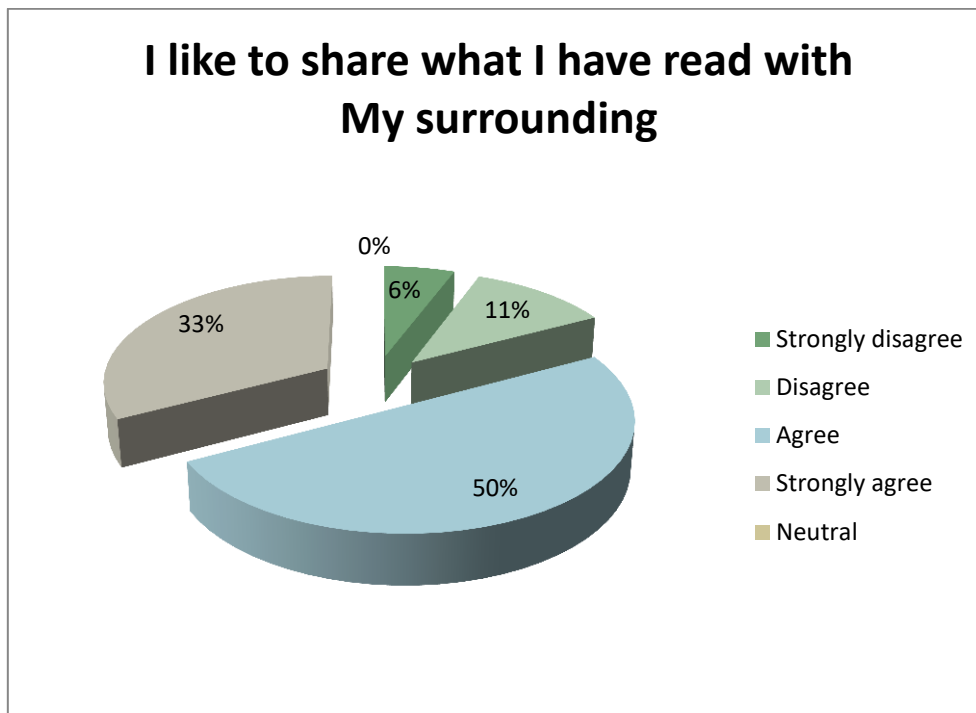
Figure 10: Sharing English Reading Experiences.

Q11Unfamiliar vocabulary does not obstacle my reading			
		Frequency	Percentage
Valid	Strongly disagree	3	5,8
	Disagree	19	36,5
	Agree	22	42,3
	Strongly agree	8	15,4
	Neutral	0	0

Total	52	100,0
Mean	3,2500	
Median	4,0000	
Mode	4,00	

According to the given results, 42.3% (n=22) of the respondents either "disagree" or "strongly disagree" that unfamiliar vocabulary obstacles their reading, while 57.7% (n=30) "agree" or "strongly agree" that it does not. This suggests that a majority of the respondents are able to read effectively even when encountering unfamiliar vocabulary. The results suggest that while some learners may find unfamiliar vocabulary to be a challenge, many are able to read effectively even when encountering new words. This highlights the importance of building context and exposure in language learning, as well as the value of developing strategies for dealing with unfamiliar vocabulary when it does arise.

The central tendency measures provided are as follows:

- Mean: The mean is 3.2500, which indicates that the average response to the question is between "disagree" and "strongly disagree". This suggests that on average, respondents do find unfamiliar vocabulary to be an obstacle to their reading.

- Median: The median is 4.0000, which indicates that this is the middle value in the dataset, with half of the responses above and half below. This suggests that there is a majority of responses that disagree with the statement, and that most respondents find unfamiliar vocabulary to be an obstacle to their reading.

- Mode: The mode is 4.00, which indicates that this is the most frequently occurring response in the dataset. This suggests that the most common response was "disagree", indicating that a significant proportion of respondents do find unfamiliar vocabulary to be an obstacle to their reading.

Taken together, these measures suggest that the majority of respondents find unfamiliar vocabulary to be an obstacle to their reading, with a significant proportion strongly disagreeing with the statement.

Unfamiliar vocabulary does not obstacle my reading
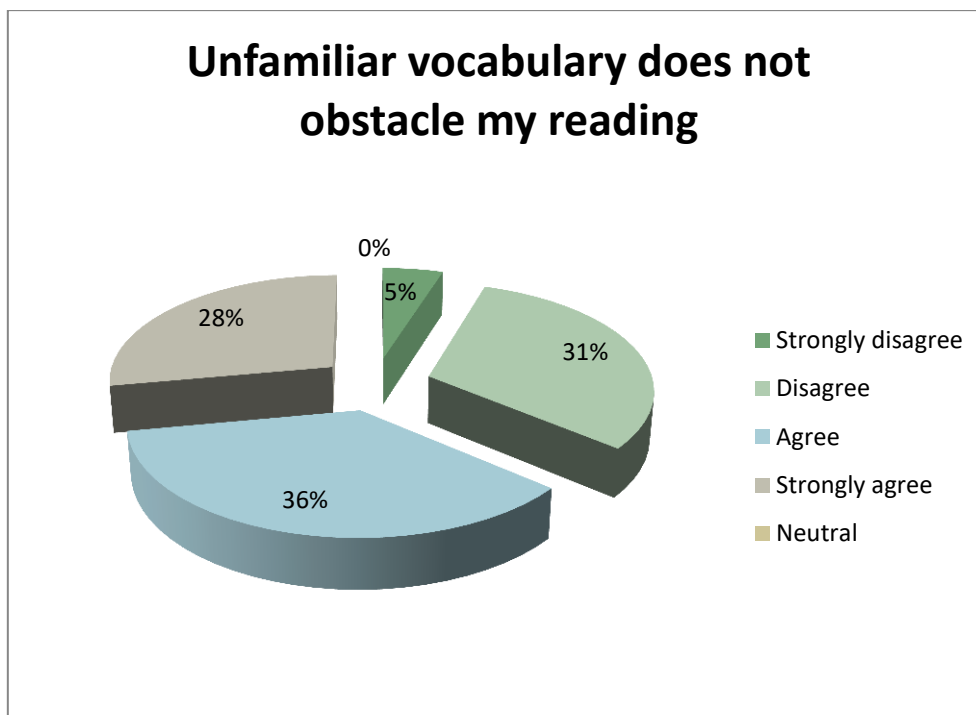
Figure 11: Impact of Unfamiliar Vocabulary on Reading Comprehension.

Q12. I keep a vocabulary notebook when reading			
		Frequency	Percentage
Valid	Strongly disagree	7	13,5
	Disagree	17	32,7
	Agree	20	38,5
	Strongly agree	8	15,4
	Neutral	0	0
	Total	52	100,0
	Mean	3,0962	
	Median	4,0000	
	Mode	4,00	

Based on the given results, 46.2% (n=24) of the respondents either strongly disagree or disagree, while 54.8% (n=28) of the respondents agree or strongly agree. It is worth noting that no respondents selected the neutral option, which suggests that people generally have a strong opinion on whether or not they keep a vocabulary notebook while reading. Overall, this result suggests that keeping a vocabulary notebook while reading may not be a common practice among the respondents, but it still used and effective.

The central tendency measures provided are as follows:

- Mean: The mean is 3.0962, which indicates that the average response to the question was slightly leaning towards "agree". This suggests that on average, respondents are somewhat inclined to keep a vocabulary notebook when reading, but not overwhelmingly so.

- Median: The median is 4.0000, which indicates that this is the middle value in the dataset, with half of the responses above and half below. This suggests that there is a majority of responses that either disagree or are neutral about keeping a vocabulary notebook when reading.

- Mode: The mode is 4.00, which indicates that this is the most frequently occurring response in the dataset. This suggests that the most common response was "disagree", indicating that a significant proportion of respondents do not keep a vocabulary notebook when reading.

Taken together, these measures suggest that while there is some inclination towards keeping a vocabulary notebook when reading, a majority of respondents either do not do so or are neutral about it.

I keep a vocabulary notebook when reading

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Neutral
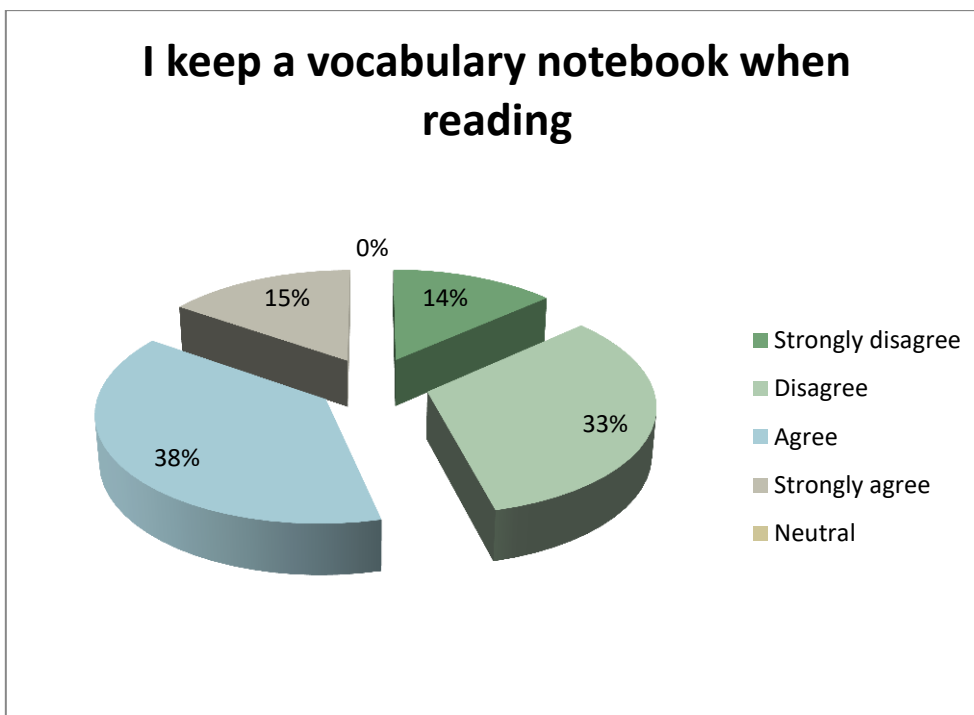
Figure 12: Vocabulary Notebooks for Reading in English.

Q13. My teacher push me to read		Frequency	Percentage
Valid	Strongly disagree	6	11,5
	Disagree	15	28,8
	Agree	20	38,5
	Strongly agree	11	21,2
	Neutral	0	0
	Total	52	100,0
	Mean	3,2885	
	Median	4,0000	
	Mode	4,00	

Based on the given results, 59.7% (n=31) of the respondents either "agree" or "strongly agree" that their teacher pushes them to read, while 40.3% (n=21) either "disagree" or "strongly disagree". This suggests that a majority of the respondents feel that their teacher is supportive in their reading habits. Having a teacher who encourages reading can be a powerful motivator for language learners, as it provides a structured and supportive environment for building reading skills and expanding vocabulary. This can be a positive factor in developing language and building students' motivation for reading.

The central tendency measures provided are as follows:

- Mean: The mean is 3.2885, indicating that the average response to the question is slightly leaning towards "agree". This suggests that on average, respondents feel that their teacher does push them to read, but not overwhelmingly so.

- Median: The median is 4.0000, which indicates that this is the middle value in the dataset, with half of the responses above and half below. This suggests that there is a majority of responses that either disagree or are neutral about their teacher pushing them to read.

- Mode: The mode is 4.00, which indicates that this is the most frequently occurring response in the dataset. This suggests that the most common response was "agree", indicating that a significant proportion of respondents feel that their teacher does push them to read.

Taken together, these measures suggest that while there is some agreement that their teacher pushes them to read, a majority of respondents either do not agree or are neutral about it.
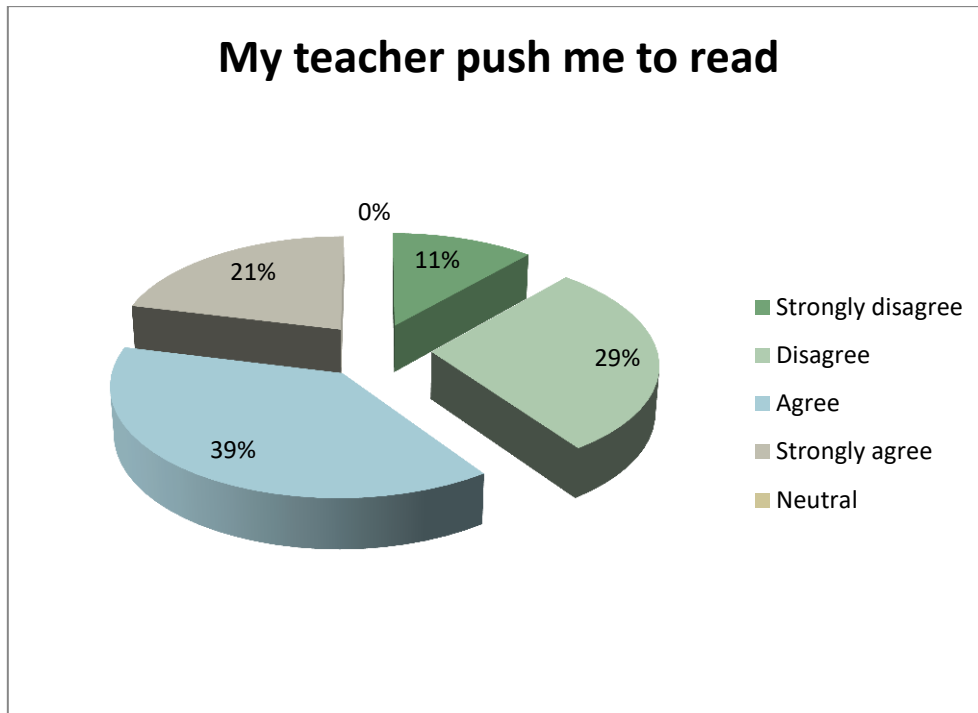
Figure 13: Teacher's Influence on English Reading Habits.

Section Three : Vocabulary & Reading

Q14: ER is beneficial for vocabulary

	Yes	No
Frequency	45	07
Percentage	85	15

The results show that the majority of students (85%, n=45) believe that ER is beneficial for vocabulary development. The students who responded "Yes" to the question provided some insight into their reasoning, highlighting the benefits of ER for enriching their vocabulary and learning new words. On the other hand, the small percentage of students (15%, n= 7) who responded "No" may have had a variety of reasons for their answer. Overall, the results suggest that ER can be a valuable tool for vocabulary development.
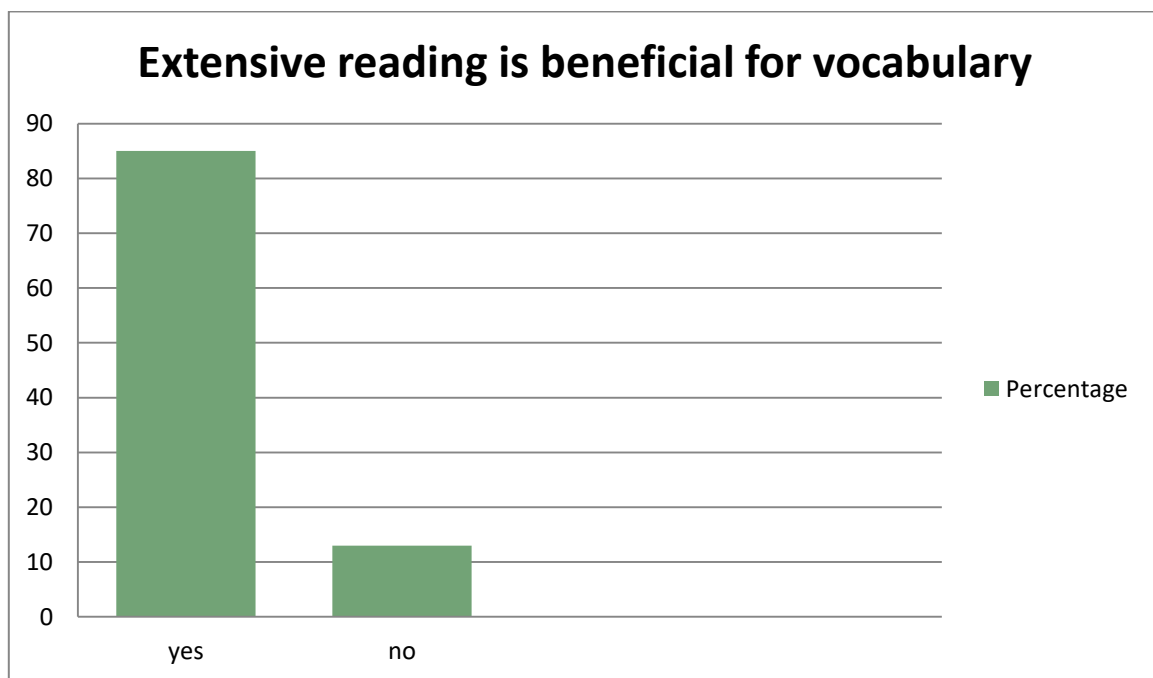
Figure 14: Vocabulary Acquisition through ER.

Q15: I recommended ER as a strategy for vocabulary acquisition

	Yes	No
Frequency	41	11
Percentage	79	21

The results show that the majority of students recognize the value of ER as a strategy for vocabulary acquisition. The 79% of students (n=41) who answered "Yes" acknowledge that ER can be an effective way to build vocabulary and deepen understanding of language use. For those 21% (n=11) of students who answered "No" may prefer other strategies for vocabulary learning. However, it is worth noting that ER has been shown to be an effective strategy for language learning based on the high percentage.
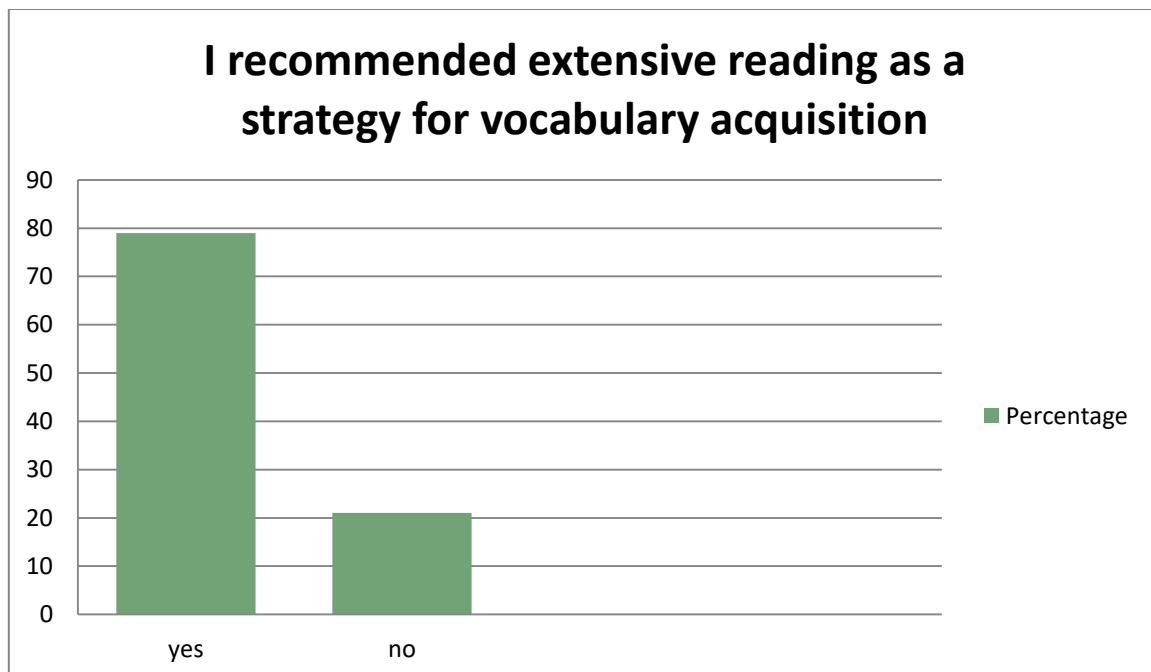
Figure 15: Recommendations for Vocabulary Acquisition through ER.

Q16: ER should be designed as a module in EFL class

	Yes	No
Frequency	35	17
Percentage	67	33

Based on the given results, the majority of respondents answered "Yes" (67%, n=35), while others answered "No" (33%, n=17). This indicates that the students believe that incorporating ER as a module into their language learning curriculum can be beneficial for their language development and engagement. Students who responded positively also provided reasons to support their answer, such as how ER can push and engage them, as well as help them develop their reading skills. Overall, the results suggest that the majority of students are in favor of designing ER as a module in EFL class, and implementing such activities can be a positive factor in their language learning experience.
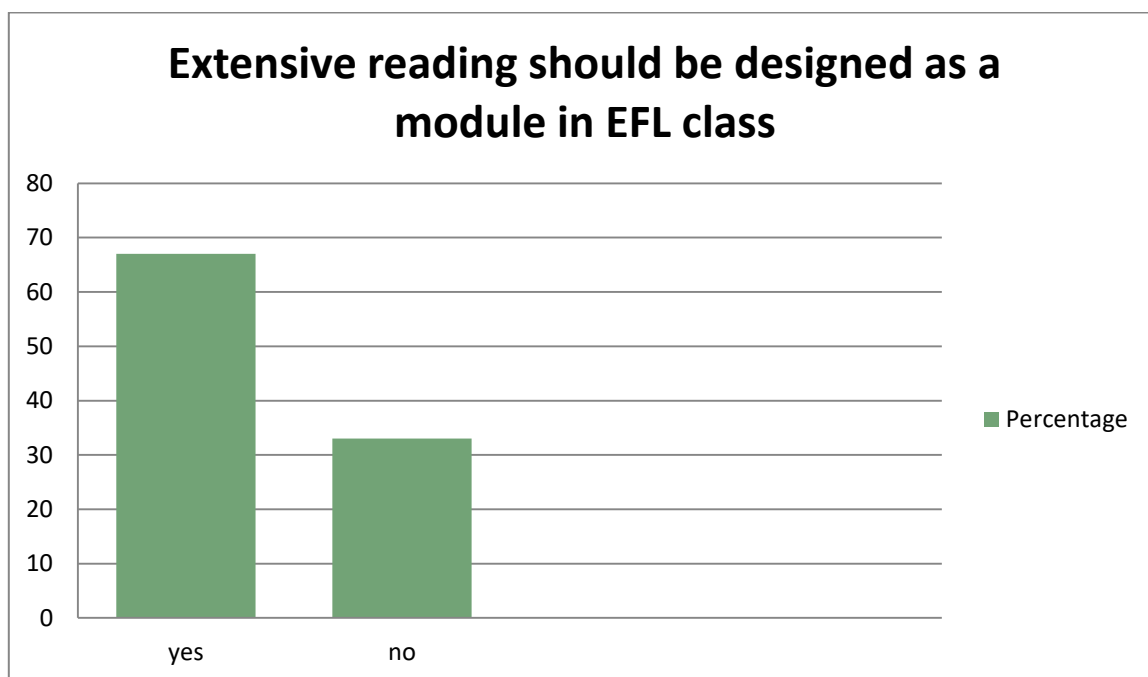
Figure 16: Designing an ER Module for EFL Classes.

Section Four: Extensive Reading & vocabulary suggestions

Q17: would you kindly add any further suggestions and comments

The fourth section which came at the end of the given questions, students of Third year were provided to express their thoughts, add a comment, and suggest any idea related to the research topic.

Overall, the comments suggest that reading is an essential and effective method to improve one's vocabulary and language skills. Mainly they emphasize on the importance of ER, which involves reading a large volume of material on a wide variety of topics. Additionally, several comments note that simply reading is not enough to learn and retain new vocabulary; it is necessary to actively engage with the material and enjoy the process.

Some other comments propose specific strategies for incorporating reading into language learning, such as creating a module where learners can recommend and discuss books. While other comments stress the interconnectedness of reading and writing skills, suggesting that reading can improve not only vocabulary but also overall language proficiency.

As a conclusion, the comments collectively endorse reading as a powerful tool for language learners and provide a range of suggestions for incorporating ER into language learning programs.

2.3. Analysis and Interpretation of the Teachers' Interview

2.3.1. Audio recording and transcription

Audio recording and transcription of interviews are critical components of any qualitative research study. Audio recording provides an accurate and comprehensive record of the interview, capturing both verbal and nonverbal communication. Transcription, on the other hand, converts the recorded audio into a written text, making it easier to analyse and draw insights from the data.

It also involves formatting the text to accurately reflect the structure of the interview, including pauses, interruptions, and nonverbal cues. Ultimately, audio recording and transcription provide researchers with a rich source of data that can be analysed in a variety of

ways, from identifying themes and patterns to uncovering subtle nuances in the interviewee's responses.

For the interviews we conducted two online while the third one was face to face. Using a phone to record audio was a convenient and accessible way to capture interviews, as most modern smartphones have a built-in microphone and recording app. Transcription was an essential step after recording the interviews, as it converts the recorded audio into a written format that can be analysed and studied more easily.

It was done using both manual and software transcription in order to overcome the limitations of each method. This helped us to improve the overall efficiency of transcription, speed up the transcription process, and ensure that important information is not overlooked. Overall, using both manual and software transcription provide a balance between accuracy and speed.

The resulting transcript then is used to identify patterns, themes, and other insights.

2.3.2. Coding and data analysis

Coding and data analysis are essential components of qualitative research interviews after conducting and transcribing data. It helps us identify patterns and themes in our data, leading to a deeper understanding of the phenomenon under study.

The first stage was coding the transcription data. Which involves breaking down data into manageable chunks, assigning labels or codes, and grouping them into categories or themes. To ensure the rigor and reliability of our research, it was crucial to use a systematic approach to coding involving both types initial and line by line coding.

Initial and line-by-line coding are two common methods of coding in qualitative research. Starting with Initial coding which involves reading through the data, identifying an overall understanding of the input, and producing initial codes.

This framework is then refined and expanded upon through further coding, which is line-by-line coding. It involves going through the data line-by-line and assigning codes or categories to each individual line. This method is more detailed and systematic than initial coding, and allows us to identify patterns and themes within the data at a more granular level. Line-by-line coding was time-consuming, but it leads to a more nuanced understanding of the

data. Then, using the two types of coding to make a list of codes (see appendices) helped us to identify connections and relationships between different parts of the data set.

By using these techniques, we can ensure that our findings are grounded in the data and reflect the experiences of participants.

While the next stage is data analysis, which involves exploring the relationships between these categories and themes to develop a coherent narrative that reflects the research question.

We used thematic analysis, which is a widely used method in qualitative research that involves identifying and analysing patterns or themes within data, in order to develop a more comprehensive understanding of the research question.

So, after the coding process, we moved on organizing the codes into themes. This process involves grouping similar codes together to form categories, and then identifying overarching themes that connect these categories. Moving from basic, to organised, and finally to the global theme.

The goal of developing themes is to create a more structured and meaningful way of organizing the data, which can then be used to answer the research question. This helps us to develop a more coherent narrative that reflects the underlying meaning of the data, and to draw conclusions.

2.3.3. Ethical Considerations

There are a number of ethical considerations that we took into account when conducting our research:

One of the primary ethical considerations in our research was to submit the informed consent (See Appendix) for all participants a week before, giving them enough time to read and get a general idea about our research. Also, to ensure that they understand the purpose of the study, what their participation will involve, any potential risks or benefits, and their privacy and confidentiality.

Whereas for teachers we talked to them before hand and we got their approval to be recorded. Then we informed them via email about the time, place and interview duration.

Here we will analyse teachers' interview and introduce the themes that were discussed. During the interview, several themes emerged, including Vocabulary development ,vocabulary knowledge, importance of reading, and extensive reading.

These themes shed light on the relationship between vocabulary acquisition and extensive reading. and highlight the need to improve vocabulary knowledge and benefits of extensive reading. We will explore each of these themes in more details mentioning each teacher view and insight.

2.4. Interpretation of Teachers' interviews

2.4.1. Vocabulary Development

The main theme of interviews is vocabulary improvement. The question was designed to explore the strategies used by teachers to teach vocabulary to students and how students can improve their vocabulary.

Vocabulary development refers to an ongoing process of acquiring and increasing one's repertoire of words and understanding of their meanings. It is an essential component of language development, as it enables individuals to communicate effectively and express their thoughts and ideas clearly. The importance of vocabulary development cannot be overstated. It is crucial for academic success, as it is closely related to reading comprehension, and academic achievement.

Based on teachers reports, there are several strategies that teachers can use to teach vocabulary efficiently. By employing a range of techniques, they can help students to develop a strong vocabulary, which is essential for academic success and effective communicational.

Teacher (A)said: " ...I teach them through vocabulary games, video lessons."

This implies that he believes in making learning fun and engaging for students, rather than just teaching vocabulary through textbooks and lectures. By using games and videos, students may be more likely to remember and retain new vocabulary words.

Teacher "B" stated: " Strategy that I use to teach vocabulary for my students is introducing new words in each session and then i write their definitions."

This suggests a straightforward approach to vocabulary instruction that may be more traditional in nature. The focus is on direct instruction of vocabulary and building students' understanding of word meanings.

Teacher "C" mentioned: "...mainly exemplification, contextualization."

This implies that he believes in teaching vocabulary in a way that connects it to real-life situations and makes it relevant to students' experiences. By providing examples and context, students may be better able to understand and remember new vocabulary words.

Thus, all teachers agreed that the different teaching strategies emphasizes a structured and organized approach to vocabulary development.

2.4.2. Importance of reading

Another important theme which is included among the interview is the importance of reading which is considered one of the most crucial aspect in human's lives . Reading is a fundamental skill which plays essential role in our daily lives, it allows to explore the writer's mind as it enables learners to use their prior knowledge to decode a text. As highlighted by different views about what teachers have said about the importance of reading , in which you can see what the writer is thinking about. As Teacher "A" said "reading is enjoyment"

Also reading for teacher "B" "..is the action or the skill of reading" which simply refers as a fundamental skill that is essential for learning and understanding new information.

Another perspective about the importance of reading is that it permits learners to use their prior knowledge to decode a text to arrive at meaning. As teacher "c" claimed that "reading is the mental process" From this sense reading permits learners to achieve some objectives since that decoding a text generally requires negotiating the meaning between the text and its reader.

2.4.3.Vocabulary knowledge

Vocabulary knowledge, which refers to a person's understanding and command of a set of words in a language. based on teachers' interview views about this theme. For teacher "A" it implies that students should engage in discussions in their classes and read a lot to

develop their vocabulary knowledge. This assures that students should be active participants in their own learning and take responsibility for their own vocabulary development. By engaging in discussions and reading extensively, students are exposed to a variety of vocabulary words in different contexts, which can help them to expand their vocabulary skills. Similarly for teacher" B" vocabulary knowledge is "focusing on language use" meaning to make the learners reading a passage and start defining the difficult words from the context and this is one of the most effective technique which enable them to develop their vocabulary knowledge. For teacher "C" students develop their vocabulary knowledge through reading because according to her perspective "reading develops vocabulary" so students should read a lot of books concerning their study and even outside of their field.

2.4.4. Extensive reading benefits

Extensive reading, which involves reading a large amount of material for pleasure or personal interest, has been shown to be one of the important themes shared by the teachers. It is beneficial for the improvement of language skills, including vocabulary acquisition and overall language proficiency.

By reading extensively, individuals are exposed to a wide variety of vocabulary and sentence structures, which can help them to improve their own language use. In addition, extensive reading can help readers to develop better reading comprehension strategies, which can enhance their overall reading abilities.

As mentioned by teachers, extensive reading has numerous benefits leading to increased confidence and success in both academic and personal contexts. Also, it is an effective way for individuals to develop their language skills and become better readers and communicators.

Teacher "A" assures: "Yes, I do."

This reinforces the idea that reading extensively (outside of class) is an important way for students to improve their vocabulary skills.

Teacher "B" said: "Of Course it's very beneficial to read outside of the classroom. It improves not only vocabulary,.... So, reading is an important aspect of teaching the English language."

This perspective emphasizes the importance of reading as an aspect of teaching the English language. Specifically, it highlights how reading outside of the classroom can benefit learners by improving their vocabulary and potentially other language skills.

Teacher "C" said: "Yes, of course."

This perspective highlights the value of reading as a tool for language learning and the benefits it can bring to learners to improve their language skills.

Furthermore, extensive reading benefits were emphasized more likely by two teachers out of three who agreed to design their programs based on what their students read extensively. They believed that the content of students' reading material can be used to inform and guide classroom instruction. Moreover, it is useful to use students' interests and reading preferences to guide curriculum design and teaching. By incorporating students' reading choices into the program, they may be more engaged and motivated to learn.

Whereas, the third teacher highlighted the teacher's role in guiding students' learning and the importance of a structured curriculum.

The already mentioned themes can be organised under tow main themes which are Improvement of vocabulary knowledge and Reading comprehension. In order to group related ideas and present information in a clear and coherent manner. By identifying common threads and connections between different themes, it becomes easier to understand and communicate complex ideas.

All of the interview questions relate to language acquisition and literacy development, with a focus on vocabulary building and reading skills. Thus, the overarching theme could be " The interconnectedness of vocabulary and reading."

2.5. Discussion of the Results

Through this study, we aim to investigate EFL learners' attitudes toward the use of extensive reading techniques and the extent to which it might help them enhance their vocabulary acquisition. Additionally, we also aimed to explore teachers' perspectives on the importance of extensive reading for vocabulary development.

The findings of our study revealed that the majority of EFL learners had positive attitudes toward the use of extensive reading techniques, with many reporting that it helped them improve their vocabulary acquisition. The quantitative data suggested that extensive reading could indeed be an effective tool for enhancing vocabulary acquisition.

The students' questionnaire likely provided insight into learners' experiences and attitudes towards extensive reading. The positive results from this questionnaire suggest that learners find extensive reading enjoyable and effective for improving their vocabulary. This is consistent with previous researches like Horst, Cobb, and Meara (1998)who has found that a significant amount of vocabulary learning occurs when reading a simplified novel. Another study who has explored by Waring & Takaki (2003) which has revealed that the benefits of reading a graded reader to develop and enrich vocabulary knowledge.

Moreover, this may indicate that they are more likely to continue reading extensively in the future, leading to further improvements in vocabulary acquisition.

Furthermore, the qualitative analysis of the data from the interviews with the teachers revealed that they also recognized the importance of extensive reading for vocabulary development. They highlighted the benefits of extensive reading, such as improving reading skills, enhancing vocabulary acquisition, and increasing motivation and interest in reading

The teachers' interviews revealed insight into how extensive reading is beneficial and its impact on learners' vocabulary acquisition. The positive results from the interviews suggest that the teachers found extensive reading to be an effective method for supporting vocabulary development. The teachers have provided additional information on if they can incorporate extensive reading into their language teaching programs.

The combination of positive results from the students' questionnaire and teachers' interviews supports the idea that extensive reading is a valuable tool for enhancing vocabulary acquisition in language learners. These findings can inform learners' development and help to further support learners' vocabulary and overall language proficiency.

Overall, the results of our study suggest that extensive reading can be a useful technique for EFL learners to enhance their vocabulary acquisition. Additionally, the positive attitudes of learners and the recognition of extensive reading importance by teachers highlight the potential for integrating extensive reading into EFL curricula as a means of improving language learning outcomes.

2.6 Limitations of the Study

Despite the fact that the research has met the main aim, there are a number of limitations that have been noted.

1. Time limitations: Depending on the scope and depth of the research, wehad a limited amount of time to collect data, analyse it, and write the complete dissertation.

2. Resource limitations: Access to resources such as books most are not free.

2.7. Pedagogical Implications and Recommendations

This dissertation explores the use of extensive reading as a means of enhancing vocabulary acquisition and provides recommendations for teachers and suggestions on how learners can improve their vocabulary acquisition through extensive reading.

To make the learning process successful, teachers can implement the following suggestions:

- ❖ Encourage learners to read extensively outside the classroom, as reading is essential for building vocabulary.

- ❖ Create an engaging environment that promotes active reading among learners.

- ❖ Help students understand unfamiliar words by explaining them and encouraging communication among peers.

- ❖ Universities should consider designing a module specifically dedicated to teaching extensive reading.

Some additional suggestions for students to enhance their learning process:

- ❖ Keep a personal vocabulary journal where they can write down new words they come across while reading.

- ❖ Read widely and diversely like books, articles, and other materials from various genres, topics, and authors.

- ❖ Practice active reading to engage with the text they are reading, which includes underlining, highlighting, summarizing, and taking notes.

❖ Join a book club or reading group with their peers in order to discuss and share their thoughts, ideas, and opinions.

Ultimately, the suggestions provided can help both teachers and learners to make use of their extensive reading experience and accelerate their vocabulary acquisition.

Conclusion

The data collected from the questionnaire and the interview have been analyzed in details and discussed in this section, where the students' questionnaire proved that the majority of third-year learners at university of Mohammed El Bachir El Ibrahimi like to read extensively. This of course with their teachers' attitudes and perceptions towards their learners and which concluded that most of them confirmed that reading extensively help them in gaining much vocabulary. Additionally, the results of the analyses showed different views and attitudes regarding the use of ER in enhancing vocabulary acquisition.

General Conclusion

To achieve our research aim, we conducted a mixed-methods study, collecting both quantitative and qualitative data through a questionnaire and semi-structured interviews from fifty two (52) EFL learners and three (03) teachers. The collected data were analysed using descriptive and inferential statistics and thematic analysis, respectively.

Extensive reading refers to the practice of reading a diverse range of materials outside the classroom, such as books, articles, and other texts, in order to improve language proficiency. Consistent research has shown that extensive reading effectively enhances vocabulary acquisition.

One reason for this is that extensive reading exposes learners to a wide range of words in a context, leading to deeper understanding and retention. By encountering new words repeatedly in different contexts, learners solidify their understanding and facilitate long-term memory. Therefore, extensive reading helps learners develop the skill of guessing the meaning of unfamiliar words from context, a vital skill for effective communication.

Moreover, extensive reading enhances reading fluency and comprehension, further supporting vocabulary acquisition. Through exposure to various texts, learners develop a more automatic reading process, allowing them to read more quickly and efficiently. Increased fluency supports comprehension, allowing learners to focus on understanding the text rather than struggling with individual words.

Finally, extensive reading can also be an enjoyable way to learn vocabulary, motivating learners to engage with the language. Engaging materials can help learners develop a positive attitude towards language learning and foster a love for reading, supporting continued language development in the long-term.

In conclusion, the evidence supports the view that extensive reading is a valuable tool for enhancing vocabulary acquisition in language learners. By exposing learners to a diverse range of words in context and supporting the development of reading fluency and comprehension. So, as we come to the end of this speech, it would definitely said that *"extensive reading can help learners expand their vocabulary and improve their overall language proficiency."*

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Appendices

Appendix A: Consent Form

Research Informed Consent

Mohammed Elbachir Elibrahimi University

Faculté: Des Lettres Et Langues
Département:Lettres et Langues Etrangères

Research Title: Enhancing Vocabulary Acquisition through Extensive Reading

Research Supervisor: Dr Douadi Fatima

Primary Researchers:

Name: Kebir Noura & Mohammed Rokbi Aya

Department: English Language

Email:keb.nour20@gmail.com&ayarokbi99@gmail.com

Research Purpose:

Our studyaims at investigating EFL learners toward the use of extensive reading technique to enhance their vocabulary acquisition.

Procedures:

Should you wish to participate, we will not ask you for your personal information, you will just answer a series of questions divided into three main sections. It is all about your opinion on vocabulary and extensive reading from your own perspective. For duration, it will take more or less 5-10 minutes depending on you.

Benefits:

Your responses will be used in our study for academic purposes. In order to help further researches or future students to identify insights on this topic. Moreover, this will enrich your own learning experience.

Risks:

There are no physical, psychological, or legal risks to you as being participants. Your participation is fully voluntary with no obligation. Furthermore, your responses will be treated confidentially.

I have read the information sheet provided to me (dated   ), I understood the research purpose, procedures, benefits and risks. I have asked further questions about the study and have received fully satisfactory answers which made everything clear.

- **I understand the following** (please check initial box):

☑ Who will do the research.

☑ How data will be conducted (using which approaches and methods).

☑ Who will have access to my personal data provided.

☑ How data will be stored during theresearch.

☑ How data will be treated at the end of the research.

☑ How to make remark or complain aboutsomething.

☑ My participation is voluntary.

☑ Anonymity of my identity.

- **I agree to the following** (please check initial box):

☑ Being recorded.

☑ Being quoted.

I herby agree to take part in this research and allow researchers to use my responsesin their study for its academic purposes. I give my permission in form of my signature bellow:

Participant's Signature: _____

Date: 27/02/2023

Appendix B: Students' questionnaire

Dear student,

The current study is designed to investigate the importance of vocabulary and its enhancement through reading . Therefore, we found it necessary to involve Third Year English Undergraduates at Mohammed Elbachir Elibrahimi University in this study in order to include their opinions and point of views concerning the subject under investigation. So that, you are kindly requested to fill in this questionnaire by answering the following questions as honestly as possible, and your responses will be highly appreciated as it will lead to the success of this investigation.   – Extensive Reading: Involves learners reading texts outside the classroom for enjoyment and to develop general reading skills. Like: books, novels, articles…etc.

Just answer each section as it is explained, and make a full statement whenever necessary. Be sure that your provided answers will certainly remain confidential and will only be used for research purposes.

Thanks for being cooperative.

Section One: Student's Vocabulary Knowledge

Circle the appropriate answer.

1. Is vocabulary important for language learning?

   a. Yes ☐   b. No ☐

2. Do you find it difficult to learn vocabulary?

   a.   Yes ☐   b. No ☐

3. Do you think that you have good vocabulary knowledge in English language?

   a.   Yes ☐   b. No ☐

4. Are you satisfied about your English vocabulary mastery/ comprehension?

   a. Yes ☐   b. No ☐

5. Do you want to enrich your vocabulary?

    a. Yes ☐   b. No ☐

Section Two : Students' Attitudes/ habits toward reading extensively

Please, tick the appropriate answer.

		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
a-	I think reading in English is beneficial					
b-	I feel tired when I read extensively in English					
c-	I feel comfortable when I read extensively in English					
d-	I feel reading extensively is boring					
e-	I like to share what I have read with My surrounding					
f-	Unfamiliar vocabulary does not obstacle my reading					
g-	I keep a vocabulary notebook when reading					
h-	My teacher push me to read					

Section Three : Vocabulary & Reading

Please, mark the response that best describes your statement, and justify where necessary.

1- Extensive reading is beneficial for Vocabulary.

    a. Yes   ☐   b. No   ☐

If "yes", How?

………

    1- I recommend Extensive Reading as a strategy for vocabulary acquisition.

    a. Yes   ☐   b. No   ☐

If "yes", Why?

……

1. Extensive reading should be designed as a module in EFL class.

    a. Yes   ☐   b. No   ☐

If "yes" why?

……

Section Four: Suggestions

- would you kindly add any further suggestions and comments?

    ....

    ....

    ....

Thank you for your collaboration

Appendix C: Teachers' interview

Questions

Q01: What strategy do you use to teach vocabulary for your students?

Q02: How should students develop their vocabulary knowledge?

Q03: From your own perspective, what is reading?

Q04: Do you encourage your students to read outside the classroom?

Q05: Which technique do you think is the most effective in reading?

Q06: Do you find it beneficial for your students to read outside the classroom to improve their vocabulary?

Q07: Is there a possibility to design your program based on what students read extensively?

Appendix D: List of codes

List of codes

- Vocabulary teaching strategies
- Language learning
- Independent learning
- Reading
- Extensive reading
- Reading abilities
- Fun learning
- Engaging
- Promoting
- Encouraging
- Student-centred learning
- Direct instruction
- Real-life situations
- Fundamental skill
- Exploring
- Prior knowledge
- Enjoyment
- Mental process
- Negotiating the meaning
- Understanding words
- Active learning
- Language use
- Defining
- Reading materials
- Pleasure
- Personal interest
- Language proficiency
- Exposure
- Teaching programs

*ملحق بالقرار رقم ......۱۵۳۲/... المؤرخ في ....
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

١٢ جان ۲۰۲۰

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي

الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أدناه،

السيد(ة): محمد د تعريبة آسية .... الصفة: طالب، أستاذ، باحث .....طالبة.....

الحامل(ة) لبطاقة التعريف الوطنية رقم....٥٣٥٣..........نمبعا والصادرة بتاريخ......٢٤.٠٨.٢٠٢٢......

المسجل(ة) بكلية / معهد بكلية الآداب واللغات قسم....اللغة الإنجليزية...

والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،

عنوانها: Enhancing EFL Learner's Vocabulary Acquisition Through Extensive Reading

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: ۲۰۲۳.۰۷.۱۲

توقيع المعني (ة)

Asya

*الملحق بالقرار رقم ....1082...... المؤرخ في 2023
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أدناه،
السيد(ة): كحيرة سوسو .... الصفة: طالب، أستاذ باحث ..طالبة......
الحامل(ة) لبطاقة التعريف الوطنية رقم:113555554 والصادرة بتاريخ: 11.04.2023
المسجل(ة) بكلية / معهد: كلية الآداب واللغات قسم: اللغة الانجليزية.
والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،
عنوانها: Enhancing EFL Learner's Vocabulary Acquisition Through
Extensive Reading.

أصرح بشرفي أني، ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: 12.07.2023

توقيع المعني (ة)

ملخص

يهدف البحث الحالي إلى استكشاف دور القراءة الواسعة في تعزيز اكتساب المفردات. حيث يستند هذا البحث على الاعتقاد بأن المتعلمين يواجهون صعوبات في اكتساب الكلمات الجديدة ويعانون من مهارات الفراغ الضعيفة. لهذا السبب، تركز هذه الدراسة على استكشاف فوائد القراءة الواسعة وفعاليتها في تطوير مهارات ومفردات المتعلمين للغة الإنجليزية كلغة أجنبية. تم إجراء الدراسة في جامعة محمد البشير الإبراهيمي، قسم اللغة الإنجليزية، ولاية برج بوعريريج. ولتحقيق الهدف الرئيسي للدراسة، تم اعتماد نهج المنهج المختلط. بالإضافة إلى أن لجمع البيانات لهذه الدراسة التحليلية، تم توزيع استبيان على 52 متعلمًا من طلاب السنة الثالثة للغة الإنجليزية كلغة أجنبية، وتم إجراء مقابلة مع ثلاثة معلمين من نفس الجامعة. وبعد جمع المعطيات وتحليلها، أظهرت النتائج المستخلصة من استبيان الطلاب التأثير الإيجابي للقراءة الواسعة على اكتساب المفردات، وتحسين نفسية المتعلمين تجاه القراءة بشكل عام والقراءة الواسعة بشكل خاص. بينما كشفت النتائج المستخلصة من المقابلات أنه يمكن تحسين نقص مهارات المفردات لدى المتعلمين للغة الإنجليزية كلغة أجنبية من خلال تطبيق تقنيات القراءة بشكل فعال. وبالتالي، فإن القراءة الواسعة تؤدي إلى تطوير المفردات.

الكلمات المفتاحية: اكتساب المفردات، القراءة الواسعة، اللغة الإنجليزية كلغة أجنبية.