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Department of Letters and English Language

Extensive Reading Effects on Vocabulary Acquisition :

The Case of English as a Foreign Language Master 2
Students of The Department of Letters and English
Language

Dissertation submitted to University of Ouargla for obtaining the Master's degree in linguistics

Submitted by: Mrs Goudjil Rokia Sirine   Supervised by: Dr Malika Kouti

Board of Examiners

President: Dr Ahmed Noureddine Belarbi   Kasdi Mebah University- Ouargla

Examiner: Dr Fouzia Bahri   Kasdi Mebah University- Ouargla

Supervisor: Dr Malika Kouti   University of Ghardaia

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Dedication

In honour of my dear parents, my beloved mother and father

To my beloved husband

To my dear brothers and lovely sisters

To all people who care about me

Acknowledgements

Abstract

The aim of this study is to explore the effects of extensive reading in EFL learners' vocabulary acquisition. Master two students in the Department of Letters and English Language at Kasdi Merbah University- Ouargla still lack vocabulary knowledge in the three specialities, namely Linguistics, Translation, and Literature and Civilization though they have been exposed to a sizable number of references in their content areas. To approach this topic, a descriptive analytical approach was adopted, and as tools of data collection, a questionnaire of 29 questiones was distributed to 51 M2 students, and a structured intrview of 12 questions was scheduled with four teachers. Moreover, the results were analysed using an SPSS software. The obtained findings showed that students lack sufficient vocabulary knowledge due to a lack of extensive reading.

Keywords: extensive reading, vocabulary acquisition, frequent reading, EFL learners

List of Abbreviations

EFL: "English as a foreign language"

FL: "Foreign language"

L1: "First language"

L2: "Second language"

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General Introduction

According to many researchers such as Saville-Troike (2006), reading is the most important skill in academic studies (cited in El Kouti, 2013). University students are expected to consider this skill and are required to read a large amount of textbooks, especially the ones that are related to their subject areas in order to gain knowledge and information and to acquire vocabulary. Although the students of English as a second or a foreign language master the English language in terms of its grammar, phonology, syntax, semantics, and the like, they still miscomprehend informational academic texts (Grabe, 2009). This miscomprehension is mostly resulted in ignoring the reading skill, which is considered as the main source for acquiring and developing vocabulary.

Carver (2000, 2003) has argued that the relationship between vocabulary knowledge and reading comprehension is so strong that they can produce perfect correlations (Grabe, 2009 Cited in El Kouti & Goui, 2018). Students should be aware of the importance of the reading skill in developing their vocabulary, especially the extensive reading, since it supports vocabulary growth (cited in ibid). Stanovich (1993, 2000) and his colleagues have demonstrated repeatedly that exposure to print over time leads to considerable amounts of vocabulary growth (ibid). Therefore, EFL learners should consider extensive reading in academic settings as well as in non-academic settings in order to develop their vocabulary and their comprehension of texts.

Statement of Purpose

The major aim of this study is to shed light on the importance of extensive reading and to investigate its effectiveness in EFL learners' vocabulary acquisition, it also seeks for finding out strategies to improve EFL learners' attitude towards reading.

Statement of Problem

Master two students in the Department of Letters and English Language at Kasdi Merbah University- Ouargla, after having spent almost five academic years reading different kinds of texts are supposed to overcome miscomprehension problems, read fluently, and acquire a large amount of vocabulary knowledge. However, it has been noticed that students in the three specialities, namely Linguistics, Translation and Literature and Civilisation still lack vocabulary knowledge though they have been exposed to a sizable number of references in their content areas.

Research Questions

The main question to be asked in this dissertation is the following: to what extent does extensive reading assist EFL M2 students in acquiring vocabulary? This question is divided into two sub-questions:

1. Can extensive reading result in acquiring vocabulary?

2.How can EFL M2 students' attitudes towards reading be improved?

Hypothesis

The hypothesis suggested in this study is that extensive reading may assist EFL M2 students of the English department of Ouargla university in acquiring vocabulary.

Tools of research

In the present study, a questionnaire was designed for gathering data from the subjects, about their attitudes towards reading and their preferred method for acquiring vocabulary. Moreover, data were also collected using structured interviews with teachers. Three processes were blended throughout the study: collecting, coding, and analysing data.

Structure of the Dissertation

The present dissertation is divided into two main parts: theoretical and practical part. The theoretical part is composed of one chapter; this chapter deals with reading definition, types of reading, reading as process/product, reading comprehension strategies such as skimming and scanning, second language reading, motivation for reading, strategies for developing motivation, vocabulary, learning vocabulary through reading, vocabulary and extensive reading, extensive reading versus fluency, extensive reading and vocabulary development. The last point in this chapter is reading fluency, reading rate, and comprehension. The practical part deals with the data collection and analysis and discussion of the findings. Data collection consists of the questionnaire and the interview. Purposive sampling was used for selecting students who were the subjects of this study, EFL M2 Students of Kasdi Merbah University–Ouargla. To this end, 51 students were involved in the questionnaire, and 4 teachers contributed in the structured interview.

Limitations of the study

It should be noted that one of the limitations of this study is the lack of the respondents especially the teachers because of their busyness. To improve the results, more respondents should be included in the study and more focus should be given to teachers to ensure their participation. The sample size should also be increased to make the results more reliable.

Definition of Terms

Reading: is a complex cognitive activity (Cited in El Kouti & Goui, 2018). It is an interactive process in which the reader engages in an exchange of ideas; this interaction happens between the written discourse (the text) and the reader for the purpose of understanding the intended meaning (ibid).

Extensive reading: is the process of reading longer easier texts for an extended period of time without a breakdown of comprehension, feeling overwhelmed, or the need to take breaks. Extensive reading stands in contrast to intensive or academic reading, which is focused on a close reading of dense shorter texts, typically not read for pleasure. Though used as a teaching strategy to promote second-language development, ER also applies to free voluntary reading and recreational reading both in and out of the classroom. ER is based on the assumption that we learn to read by reading. (Wikipedia contributers, 2023)

Vocabulary: a vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language (ibid).

Vocabulary acquisition: is the process of learning new words. Having an expansive vocabulary is crucial when it comes to academic success, but even more so for language and literacy development. Teaching vocabulary to students not only aids them in their long-term academic success in terms of comprehension but also fosters their verbal and written communicative abilities (The Uses and Importance of Vocabulary Acquisition, study.com, 2022).

EFL: English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language—also called English as an Additional Language—which is the practice of learning English in a predominantly English-speaking country (Nordquist, 2020).

Chapter One: Reading and Vocabulary Acquisition

Introduction

Conclusion

Introduction

"The capacity to read is a truly wondrous human ability. Just the fact that over a billion and a half human brains distributed around the world can read or can learn to read, while no other animal or machine can accomplish this feat, is more than merely noteworthy. It is an amazing capacity that allows people in different physical locations and areas to communicate ideas, grand and mundane, to one another" (Hudson, 2007, p. 7).

Reading can open a world of possibilities, from understanding deeper concepts and ideas to expanding one's worldview. Reading also helps in developing imagination, improving concentration, and increasing vocabulary. Reading is, therefore, an indispensable skill for anyone looking to grow and develop his knowledge and his vocabulary. The process of second language reading is complex just like first language reading process (Grabe, 1991; Hudson, 2007) and requires 'great attention' in terms of types of knowledge, either the systemic knowledge (linguistic knowledge), or the schematic knowledge that is general world knowledge (El Kouti & Goui, 2015a). The two types of knowledge that the L2 reader should be equipped with (Grabe, 2009),(cited in El Kouti, 2013). The systemic knowledge includes the knowledge of the language system such as grammar and vocabulary, and the schematic knowledge includes the knowledge of the world that a reader has such as cultural knowledge and background knowledge (ibid). A reader must have both of these types of knowledge in order to understand and comprehend the text they are reading in their second language. In this chapter, we are going to discuss L2 reading , its relationship to EFL learners, and its effects on vocabulary acquisition.

1.1. Defining Reading

Reading has been defined by many researchers. as the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us" (What Is Reading? | Reading | EnglishClub, n.d. par.1). In other words, "Reading" is a human capacity which can be silent or loud, it is simply the process of decoding symbols to arrive at meaning. Grabe (1991) believed that reading is a process in which the written discourse (text) is interpreted and the meaning is created, and as readers we read for a variety of reasons: to obtain information, to communicate, and for enjoyment. In order to understand or to comprehend a

text, various linguistic, conceptual, reasoning, and meta-Cognitive abilities must work efficiently and simultaneously within the reader.

Dubin stated that "Reading is a multifaceted, complex skill made up of a number of psychological, physical and social elements. Just as there are many aspects to effective mature reading" (Dubin, 1982, p. 125). Therefore, reading can be viewed as an interactive process which is composed of the combination of the reader's background knowledge, linguistic competence, and socio-cultural references.

It is obvious that reading is the most important activity in any language class, as a source of information, as an entertaining activity, and also as a means of extending one's knowledge of the language. Furthermore, it is widely agreed that reading is a skill which must be learnt because of its importance as a communicative and as a learning tool. For this purpose, learners generally go through two main types in their reading: intensive reading and extensive reading.

1.2. Types of Reading

There are two main types of reading according to the literature: intensive and extensive reading.

1.2.1. Intensive Reading

According to (Nuttall, 1982, p. 23), "the intensive reading lesson is intended primarily to train students in reading strategies". It is a method of teaching reading that focuses on developing students' reading comprehension skills by having them read closely, analyse text, and answer questions. Therefore it can be said that this type of reading is done in the classroom under the teacher's supervision, it involves learners reading texts in detail to arrive at proper understanding with specific learning aims and goals such as passing the exam.

1.2.2. Extensive Reading

Extensive reading plays a major role in EFL learning. It can be done by the learner on his own, outside the classroom. It involves learners reading texts for enjoyment and to develop general reading skills. Extensive reading may motivate the reader to read more and gives him a positive attitude towards the target language. Davies (1995) suggested that "Any classroom will be the poorer for lack of an extensive reading programme, and will be unable to promote its pupils' language development in all aspects as effectively as if such a programme were present" (p. 335). Grabe (1991) has mentioned some of the benefits of extensive reading and

claimed that "Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation" (p. 396). Therefore, extensive reading is considered as the best way for learners to improve their reading skills and to improve their

1.3. Reading as Process/Product

According to some researchers such as Alderson (2000), there is a distinction between reading as process and reading as product.

1.3.1. Reading as Process:

According to (Alderson, ibid), the process of reading is the interaction between the readers and the text. During this process, the reader looks at the written piece, deconstructs its components, decides their meanings, and the way they relate to each other. In addition to thinking about what he is reading, what it means to him, what is its relationship to his previous knowledge and readings, and he expresses his attitude towards the text as useful, boring, entertaining, etc. The reader may be unconscious of how he is reading, the process may be dynamic, variable, and different for the same reader on the same text if the time or the purpose of reading changes (ibid). Alderson (2000) said that "understanding the process of reading is presumably important to an understanding of the nature of reading, but at the same time it is evidently a difficult thing to do. The process is normally silent, internal, private"(p. 03).

1.3.2. Reading as Product

When it comes to the product of reading, Alderson (ibid) has stated that: "an alternative approach to examining the process of reading is to inspect the product of reading and, often, to compare that product with the text originally read"(P, 04). That is to say , the product is the result of the process of reading, Although the processes or the ways of reading and understanding a text may vary, what matters is not how you reach that understanding, but the fact that you reach it (ibid). In other words, the process of reading involves taking the information from the text, making connections and analysing the data, which then leads to an understanding of the text. This process of understanding is the product of the reading process and is the key to being able to comprehend the text.

1.4. Reading Comprehension Strategies

There are numerous strategies that assist learners in comprehending texts, these are reffered to as reading comprehension strategies. The focus in this study is on the main ones, namely skimming and scanning as mainly used by students.

1.4.1. Skimming

This strategy is also known as gist reading. Skimming is the process that would help you would get a basic idea of what the text is about. It is a strategy that involves quickly reading the text to identify the main ideas. It allows the reader to get a general overview of the content, and helps them to identify the main topics and points of the text quickly. This strategy is followed generally while reading a magazine or newspaper. It helps the reader mentally to shortlist all the articles or topics that he might consider reading (EnglishBix, 2023), it is possible to say that skimming saves a lot of time for the reader. It is an effective way to save time and focus on what is most important in a text, allowing the reader to make informed decisions about what to read in more detail.

1.4.2 Scanning

In this strategy, the reader just uses his eyes silently to quickly scan through the sentences and try to get a simple piece of information (ibid). This strategy helps the reader to quickly locate key points and ideas that are relevant to the task at hand. Scanning also helps to eliminate unnecessary details, allowing the reader to focus on the most important information. This process is far more conductive than skimming in comprehensions. It has been observed that students do not pay as much attention to the illustrations or introduction (ibid). Instead, they focus on the main body of the text, taking in the key points and making connections between them. This allows them to understand the material more deeply, leading to better retention and comprehension.

1.5. Second Language Reading

L2 reading is an ability that combines L2 and L1 reading resources into a dual language processing system. It is not just someone learning to read in another language; rather, L2 reading is a case of learning to read with languages (Grabe, 2009 cited in (cited in El Kouti & Goui, 2018)). This means that persons with L2 reading skills can use both their first language and their second language to interpret and comprehend text. They can draw on both languages to make meaning out of the words on the page, which allows them to understand the text easily. According to Grabe (ibid), there are three major differences between L1 and L2 reading: linguistic and processing differences, developmental and educational differences, and

socio-cultural and institutional differences (Cited in El Kouti & Goui, 2018). L1 readers have a greater understanding of the language and its nuances, while L2 readers may take longer to process text and may not understand the subtleties of the language. L1 readers may have had more access to education and reading materials throughout their lives than L2 readers. Finally, L1 readers may have more cultural knowledge than L2 readers, which can affect their interpretation of the text.

1.5.1. Key Linguistic and Processing Differences in First language - Second Language Reading:

Grabe (2009) states that the linguistic resources may vary from one student to another; that is to say, students are different in terms of their L2 lexical, grammatical, and discourse knowledge, and these linguistic resources that support comprehension may be different between L1 students and L2 students since they begin to learn to read from very different starting point (cited in El Kouti & Goui, ibid). For L1 readers, they acquire an enormous implicit morphological knowledge, they know most of the fundamental syntactic structures of the language and they realise how sounds go together most consistently within words since youth (ibid), they also understand the meaning of words and how they go together to form meaningful sentences, this enables them to easily understand and process written language. As a result, they can read with speed and accuracy and comprehend the content.

L2 readers have limited linguistic reading skills, and it will take them several years to establish a strong implicit understanding of the morphology, syntax, and sound combinations that are acceptable in the L2 (ibid). As a result, L2 readers need to be explicitly taught the rules and conventions of the language, this includes the use of proper grammar and syntax as well as the recognition of commonly used vocabulary. With the help of a teacher, L2 readers can gradually develop their language skills.

L2 reading may also be influenced by the knowledge from the learners' L1, which is known as "transfer", and this transfer can facilitate L2 reading comprehension and can interfere with it (ibid). For example, if a learner has a good understanding of the grammar rules of their first language L1, they may be able to use these rules to understand the grammar of the L2. On the other hand, if a learner has difficulty understanding the grammar of their L1, it can be more difficult for them to understand the grammar of the L2.

1.5.2. Developmental and Educational Differences in First language-Second Language Reading

Besides the linguistic differences between L1 and L2 reading, there are some important development and educational differences that are more contextual in nature. According to Grabe (ibid) L1 readers are different in terms of their higher- level reading abilities (Cited in El Kouti & Goui, 2018) such as finding key concepts, linking key concepts to supporting concepts, concentrating just on the most important details, learning from fresh knowledge offered in books, integrating data inside a text and between texts, comparing and assessing information in light of prior knowledge and in relation to other texts, etc). They bring all of those abilities and skills to their L2 reading effort, so it is possible to say that those combined academic skills with reading affect an L2 reader's comprehension development and make it distinct from a learner's L1 reading experiences. This is due to the fact that L1 readers have already developed reading strategies, developed an understanding of the purpose of reading, and have built a strong vocabulary base in their L1. All of these skills help an L2 reader better understand the text and comprehend it more easily.

A second difference is the amount of exposure to print of L1 an l2 that a learner experience (ibid). L1 readers may encounter millions of words of printed texts every year, and this extensive exposure will result in continual practice in all of the reading skills and strategies, which may result in developing the types of metacognitive awareness that support critical comprehension abilities. L2 readers, however, have very limited exposure to L2 print, which typically comes from classroom contexts.

A third difference stated by Grabe (ibid) is the concept of motivation. L2 reading has distinct aims, goals, and objectives than L1 reading (and motivation is driven by goals, purposes, and persistence). In L1 reading situations, readers read to improve their reading abilities and they read for hours and for lengthy periods of time since reading comes naturally to them. They read in academic contexts to acquire knowledge, learn, and get novel ideas; as a result, their motivation for academic reading is closely related to their academic objectives, educational experiences, and future aspirations (ibid).

For L2 readers, particularly in foreign language classrooms, the reasons of reading are often limited to developing language skills, and carrying out language-learning assignments rather than to build new academic skills and knowledge. Generally, in the context of foreign-language classroom, L2 reading is not important for long term goals and future aspirations,

second language readers engage in second language reading with different motivations for reading and with very different expectations in terms of long-term outcomes. In EFL contexts, L2 readers are exposed to different kinds of texts in L2 settings than in their L1 settings. They usually read short and simplified texts and use a range of supporting resources that are unique to the L2 reading situation such as bilingual dictionaries, learner-based grammar textbooks, word glosses, and text translations, but those resources which are used to support L2 reading are not commonly used in L1 setting .

1.5.3 Socio-Cultural and Institutional Factors in L1-L2 Readings

In addition to the L2 linguistic resources, the educational experiences of the learner, and the developmental cognitive experiences of the learner, L2 reading is influenced by the societal and the cultural contexts in which a learner is socialised (ibid). These contexts can affect the motivation and attitude of the learner and can have an impact on the learner's understanding of the text in terms of the cultural and social norms, they can also influence the learner's ability to recognise and use appropriate strategies for comprehending a text. For example, a learner from a culturally diverse background may struggle to comprehend a text written in a language which is not native to them. Similarly, a learner who comes from a low socio-economic background may not have had access to the same resources as those from a higher socio-economic background, this can lead to difficulty in understanding the text. The impact of texts at the cultural level in L1 and L2 setting is magnified by the ways that institutions (primarily educational but also other public institutions) use texts for educational and informational purposes. The educational institutions may assume that it is better to teach a new information by introducing it in texts rather than a teacher's oral explanation. So, it is possible to say that texts reflect preferred institutional and educational ways to achieve literacy goals, to inform readers, and to entertain readers (ibid). As a result, different societies and cultural groups will adopt their preferred ways to carry out social roles through texts, to create informational texts, to persuade readers, and to do everyday business.

1.6. Motivation for Reading

Day and Bamford (1998) defined motivation as ''what makes people do (or not do) Something''(p. 27). This definition suggests that motivation is any internal or external factor that causes a person to take action or not take action. It is an individual's desire or willingness to do something, and can be triggered by internal needs or external rewards. According to Dornyei (2001), significant determinants of success or failure for FL/L2 students are their

commitment, enthusiasm, and persistence. He states that, even with the best teaching methods, if students lack the motivation, enthusiasm, and persistence to put in the necessary effort, then they are unlikely to succeed, he argues that even the most talented students may struggle to meet their goals for improving their language acquisition in the absence of enough motivation (ibid). Similar to this, Grabe and Stoller (2001) argued that motivation is a crucial component of successful reading and that it is ignored in reading instruction. This is because when students are motivated, they are more likely to be engaged in their learning and to learn more effectively. Furthermore, when students have a positive attitude towards reading, they tend to be more persistent in the face of difficulties.

Grabe and Stoller (2001) asserts that content-based reading education, which integrates language, reading, and subject acquisition in a course in a logical manner, can increase L2 students' motivation to read. This is because it allows the students to learn language and content simultaneously, enabling them to gain more knowledge from their reading. The content-based instruction also lets the students practice more authentic language and encourages them to read more extensively about topics that interest them. In order to do this, Grabe and Stoller (ibid) suggest inviting instructors to foster students' reading motivation this may be accomplished by having talks about the value of reading and the rationale for the various classroom activities (ibid).

1.6.1 Types of Motivation

Two main types of motivation have been recognised: intrinsic and extrinsic.

1.6.1.1 Intrinsic Motivation

Intrinsic motivation (henceforth, IM) refers to the engagement in behaviour that is inherently satisfying or enjoyable (cited in Legault, 2017). IM is non-instrumental in nature, which means that behaviours driven by internal motivation are not dependent on external rewards. In other words, the motivation to engage in behaviour arises from within because of the inherent satisfaction of the activity rather than the desire for a reward or specific outcome, instead, the methods and the end are. For instance, learning about personal development because you want to improve yourself, this kind of motivation can be classified as intrinsic motivation.

1.6.1.2 Extrinsic Motivation

"Conversely, extrinsic motivation (EM) refers to performance of behaviour that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself." (Legault, 2017).

Extrinsic motivation is a type of motivation that is driven by external rewards. These can be tangible, such as money or grades, or intangible, such as praise or fame. Unlike intrinsic motivation, which arises from within the individual, extrinsic motivation is focused purely on outside rewards. For example, a student may study for a test in order to receive a good mark, or when reading an article, if the reader is trying to learn the material in order to do well in his class, this is extrinsic motivation because a good grade is external reinforcement. Thus, it can be said that extrinsic motivation is involved in operant conditioning, which is when someone or something is conditioned to behave a certain way due to a reward or consequence.

1.6.2 Strategies for Developing Motivation

There are numerous effective strategies that can be followed to develop a student's motivation to read such as the following:

1.6.2.1 Making it Relevant

Students will not be inspired to develop their skills if they cannot see how reading-related material or reading in general can benefit them in their daily lives. If they are not provided or exposed to material that appeals to them, they will not have the desire to read. Uninteresting or irrelevant texts will not only discourage strong readers, but also discourage struggling readers. Find out what fascinates your students. Learn what they care about and show them how reading can open up information about the things that do interest them. They will believe that reading is pointless if they cannot connect what they are reading to other subjects they are studying or finding interesting. When students are able to make a connection between what they are reading and something that interests them, they are more likely to be motivated to read and understand the text, it also helps to build their confidence in their reading abilities, which is especially important for struggling readers (Barnett, 2022b).

1.6.2.2 Providing Autonomy

Researchers have discovered that one of the fundamental motivational principles for every one of us is autonomy. People desire a sense of control over their lives. They like to believe that they have control over how they use their time, and they get more driven as they

experience this freedom more. It will not inspire students to read when making them read something they do not want to. Students will be more inclined to read if they have more control over what they read (ibid). This can be achieved by giving them a list of books to choose from, or by allowing them to suggest books that they would like to read. Giving them the freedom to decide what they read will make them more motivated to read.

1.6.2.3 Making it Accessible

It is crucial that the lectures are not viewed as being excessively challenging. When students feel incompetent, their defences rise, and they resist whatever they think would make them feel inadequate. Use efficient teaching techniques to avoid making your courses appear too challenging, make sure that the learners understand by asking them questions frequently and keeping an eye out for what they are and aren't getting (ibid). Provide feedback to students on their progress and provide additional resources for those who are struggling, encourage students to ask questions and discuss concepts with each other to foster collaboration and understanding, allow them to work at their own pace and give them the opportunity to demonstrate their understanding in different ways.

1.7. Vocabulary Definition

According to Hatch and Brown "Vocabulary refers to a list or set of words that individual speakers of a language might use". (Hatch & Brown, 1995, p. 01). A vocabulary is a set of familiar words within a person's language, it can include words that are used in everyday conversations and words that are used in more formal settings. Each person's vocabulary is made up of the words that they know, recognize, and use in their own speech. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language ("vocabulary", Wikipedia, 2023). This is because it involves memorizing thousands of words and their associated meanings, as well as understanding how they fit into the context of a sentence. Additionally, the pronunciation of words and the spelling can be difficult to master.

Krashen and Tenell (1983, p. 155) believed that "Acquisition will not take place without comprehension of vocabulary», that is to say, vocabulary is essential for language acquisition because it is the basis for understanding the meaning of words and phrases. Without comprehending the meaning of words, it is impossible to understand the context in which they are used. To acquire language, people must build up their vocabulary by reading, listening, and speaking. Over time, they can gain a better understanding of a language and how words and phrases are used in different contexts. Knowledge of a language requires mastery of its

vocabulary; therefore, any language learner must experience considerable exposure to the language.

A lot of research has highlighted the strong relationship between vocabulary and reading comprehension. In order to comprehend any text, either in the reader's first language or second language, he must have adequate amount of vocabulary. In this context, Grabe and Stoller (2001) argue that "There is a need for students to quickly acquire a sizable basic vocabulary in order to comprehend successfully in reading"(Cited in Coady and Huckin, 1997, p. 283).In other words, vocabulary is key to reading comprehension, readers cannot understand what they are reading without knowing what most of the words mean and acquiring a basic vocabulary is essential for students in order to understand the context of what they are reading and to be able to pick out relevant details. A large vocabulary also helps in being able to recognize nuances in language, which can be critical in comprehending a text.

1.8. Learning Vocabulary Through Reading

According to Nation (2001b), research on learning second language vocabulary through reading shows that reading results in some incidental vocabulary learning, but if students read a lot of comprehensible texts, these small quantities can increase. As students read more and more books, they encounter a wider range of words, and their vocabularies expand. The more they read, the more words they come across, and the more words they learn.

1.8.1. Learning Vocabulary Through Intensive Reading

"Intensive reading involves the close deliberate study of short texts, sometimes less than a hundred words long, but usually around 300-500 words long. Although the aim of intensive reading is to understand the text, the procedures involved direct a lot of attention to the vocabulary, grammar and discourse of the text. This deliberate attention to language features means that intensive reading fits within the standard of language-focused learning" (ibid, p. 149)

That is to say, Intensive reading is a type of close reading which looks at short texts in order to understand particular language features such as grammar, vocabulary, and discourse. This type of reading helps to actively engage learners in the language, thus allowing them to develop their language skills.

1.8.2. Learning Vocabulary Through Extensive Reading

When it comes to learning vocabulary through extensive reading "Extensive reading involves reading with the focus on the meaning of the text. In general, extensive reading does not involve much additional language use other than filling out a brief book report form. From a vocabulary perspective,

it is useful to distinguish two types of extensive reading: one which aims at vocabulary growth and one which aims at fluency development. "(Nation, 2001b, p. 149).

Reading extensively with the goal of building vocabulary centres around learning new words and understanding their usage in context. On the other hand, reading extensively with the goal of improving fluency is about increasing reading speed and comprehension, without focusing too much on new words. Extensive reading for either purpose can be done in a variety of formats, such as books, magazines, and online articles. Moreover, extensive reading should be done for pleasure, as it helps to foster a more positive attitude towards reading.

1.9. Vocabulary and Extensive Reading

Numerous benefits make extensive reading appealing. First of all, as reading is mainly an individual activity, readers of various proficiency levels may study at their own pace. Second, it enables students to choose books based on their interests, which raises their enthusiasm for learning and aids in vocabulary growth. Thirdly, it offers a chance for vocabulary acquisition to take place outside of the classroom (ibid). Reading a wide variety of materials exposes readers to a much larger range of words than they would encounter in the classroom alone. This gives them the opportunity to learn new words and gain a better understanding of the language as a whole.

1.10. Extensive Reading Vs Reading Fluency

Fluency is about the ability of readers to recognise words efficiently and automatically, and read short texts and passages accurately, rapidly, and with reasonable expression. Fluency is important for reading comprehension because it allows readers to focus their attention on understanding the text, rather than spending time on decoding words. Additionally, when readers are fluent, they can read for longer periods of time, which can lead to improved comprehension and recall. Fluent readers can also read with greater accuracy and fewer errors, allowing them to better understand the material. This increases their confidence in reading, which can lead to further reading growth.

However, Grabe (2009) believed that it is the practice in extensive reading which leads to the goal of silent reading of texts at a good reading rate and for long periods of time , not by fluency practice itself. That is to say, fluency practice is important, but without extensive reading, the reader will lack the vocabulary and context needed to understand the text. Extensive reading helps build background knowledge and increases the reader's vocabulary, which in turn improves their fluency. This means that extensive reading should be the priority

for any reader looking to increase their fluency. Fluency practice can then be used to reinforce the skills and knowledge that were acquired through extensive reading.

1.11. Extensive Reading and Vocabulary Development

The strong relationship between vocabulary and reading comprehension has been documented by many researchers. Grabe and Stoller argued that "There is a need for students to quickly acquire a sizable basic vocabulary in order to comprehend successfully in reading". (Cited in Coady and Huckin, 1997, p. 283). That is to say, a larger vocabulary allows students to understand the meaning of words in context, which is essential for reading comprehension, and the lack of adequate vocabulary knowledge is already a serious obstacle for university students in the reading comprehension module because reading is considered as the major vehicle for continued vocabulary acquisition. According to research on the relationship between reading in a second or foreign language and vocabulary growth, students who read more often and with a goal of understanding what they are reading will increase their vocabulary (cited in Benettayeb, 2010). Indeed, To become proficient readers, both second-language learners and native speakers must develop their reading skills and vocabulary recognition and comprehension skills (ibid).

To sum up, the relationship between extensive reading and vocabulary development is a mutual complementary relationship in which reading improves vocabulary knowledge and vocabulary knowledge supports reading development (ibid). Extensive reading provides opportunities for learners to encounter and interpret new words in context. At the same time, having a wide vocabulary helps readers access and interpret a wider range of texts. This can lead to improved reading skills and a deeper understanding of language. Extensive reading plays a major role in the improvements in motivation, reading, writing, spelling, vocabulary growth and reading fluency, Because of these benefits, extensive reading should be implemented early in EFL programmes, for the purpose of increasing vocabulary size and developing fluency with familiar vocabulary (ibid).

1.12. Reading Fluency, Reading Rate, and Comprehension

Grabe (2009) viewed that it is fairly common for L2 students to read in a second language with fair comprehension but with limited fluency. This is because L2 learners often lack the in-depth knowledge of the language that native speakers have. This can lead to difficulty in understanding more complex texts and sentences, making reading more difficult. L2 students in secondary and university contexts, when given sufficient time to complete the tests, have

the ability to perform well on these comprehension tests. But when it comes to reading rate, they can only read 80-120 words per minute, reading at one-half to one-third the rate of a first language student (Grabe, 2009, p. 290).

Grabe (ibid) stated that "Fluency is what allows a reader to experience a much larger amount of L2 input, to expand the breadth and depth of vocabulary knowledge beyond direct instruction, to develop automatic word recognition skills, to read for additional learning, to build reading motivation, and, in L2 university contexts, to read the large amounts of material that might be assigned every week. Moreover, fluency is one of the Keys to L2 reading outside the classroom. Students who have some degree of reading fluency and who are motivated to develop fluency further will most likely be engaged in a continual L2 learning environment"

This is because being able to read fluently in a second language means that the student is able to access larger amounts of content and can understand more complex texts. This helps the student build their confidence and encourages them to engage more with the language outside of the classroom. For those numerous reasons and benefits, fluency should be a curricular and instructional goal for reading development. Text comprehension is an expected outcome of fluent reading. In almost all reviews of reading fluency, the relationship between fluency and comprehension assumes that comprehension is a capacity-limited cognitive process. Fluency and especially automaticity, allows readers to attend to the meaning of the text, the textual context, and required background knowledge without being slowed down by attentional word-recognition demands (Kuhn & Stahl, 2003; national reading panel, 2000; Samuels, 2002; segalowitz, 2000) (cited in ibid).

Conclusion

By reading extensively, learners can become exposed to a variety of vocabulary words and context in which they are used, which can help them to better understand and remember them. Additionally, extensive reading can help to improve learners' fluency, which can increase their comprehension of the words they are reading and help them to use those words appropriately in their own writing and speaking. Moreover, reading extensively can help to improve learners' grammar as they become exposed to correct sentence structures as well as help build their confidence in using the language. This, in turn, can help to expand learners' vocabulary and make them more comfortable with using the language in everyday conversations. All in all, for L2/FL learners to acquire, grasp, and improve their vocabulary, they have to read extensively with paying attention to the extensive reading elements which are mentioned earlier such as vocabulary Knowledge, fluency, motivation, and the like so as to allow them to acquire , comprehend, and develop their vocabulary.

Chapter Two: Data Collection and Discussion of Findings

Introduction

2.1. Method

2.2. Subjects

2.3. Tools of Research

2.4. Data Analyses

2.5. Discussion of findings

Section two: Practical Part

Chapter Two: Data Collection and Discussion of Findings

Introduction

The main goal of the present study is to investigate the impact of extensive reading on vocabulary acquisition. The focus in this part is to test the dissertation' hypothesis ; that is, obtaining students' views about the relationship between extensive reading and vocabulary acquisition, and to find out strategies to improve their attitudes towards this type of reading.

2.1. Method

For the hypothesis investigation, a descriptive analytical approach has been selected. Moreover, a questionnaire and an interview were used for collecting data.

2.2. Subjects

Subjects in this study are 51 English-as-a-foreign-language students aged between 22 and 42 years old ,out of 60 in second-year-Master class at the University of Ouargla. The sample is representative to some extent. The students have been studying English for about twelve years. They have been taught through different approaches mainly the Communicative approach, and they are pursuing a two-year Master's degree (MA) in Linguistic, Translation, and Literature and Civilisation.

2.3. Tools of Research

The students were exposed, first, to a questionnaire of 29 questions. This study focused mainly on the relationship between extensive reading and vocabulary acquisition.

The students had a questionnaire as a kind of assessment so as to get insights on how they engage in reading texts in academic contexts and to know if they read extensively, and the vocabulary they acquire from extensive reading. The interview was primarily designed for teachers, in order to get their opinions about M2 students of the department of Letters and English Language about their use of extensive reading, the obstacles and problems that prevent them from reading extensively, and the effects of extensive reading especially on vocabulary acquisition for the case their students.

2.3.1. Questionnaire

Questionnaires are significant information sources. According to (Nunan) 1992, the questionnaire is a relatively popular means of collecting data. It enables the researcher to

collect data in field setting, and the data such as free-form fieldnotes, participant observers' journals, the transcripts of oral language (cited in El-Kouti & Goui, 2018). This questionnaire is primarily chosen as a kind of data collection to gain insights from the subjects about their viewpoints on the reading skill in general, extensive reading in particular, and their preferred ways of reading. The questions were selected so as to reflect the present study. They were twenty nine questions, a mixture of close-ended questions, and open-ended questions. They varied between 'yes-no', 'true-false', 'agree-disagree', and scaled (never-sometimes-often-always) questions. The questionnaire was distributed as an electronic version and took a place online. These questions, according to Nunan, are easy to quantify and analyse particularly when a researches uses computer statistics packages such as SPSS (ibid).

2.3.2. Interview

The interview is the second tool of research that has a significant importance as it aims to get insights from the teachers teaching the participants in this study. It includes twelve (12) questions about the impact of extensive reading on vocabulary acquisition, the obstacles that may prevent M2 students from reading extensively and strategies that may improve their attitudes towards extensive reading.

2.4. Data Analyses

2.4.1. Questionnaire

**Q1.** Reading skill is very important to my academic studies.
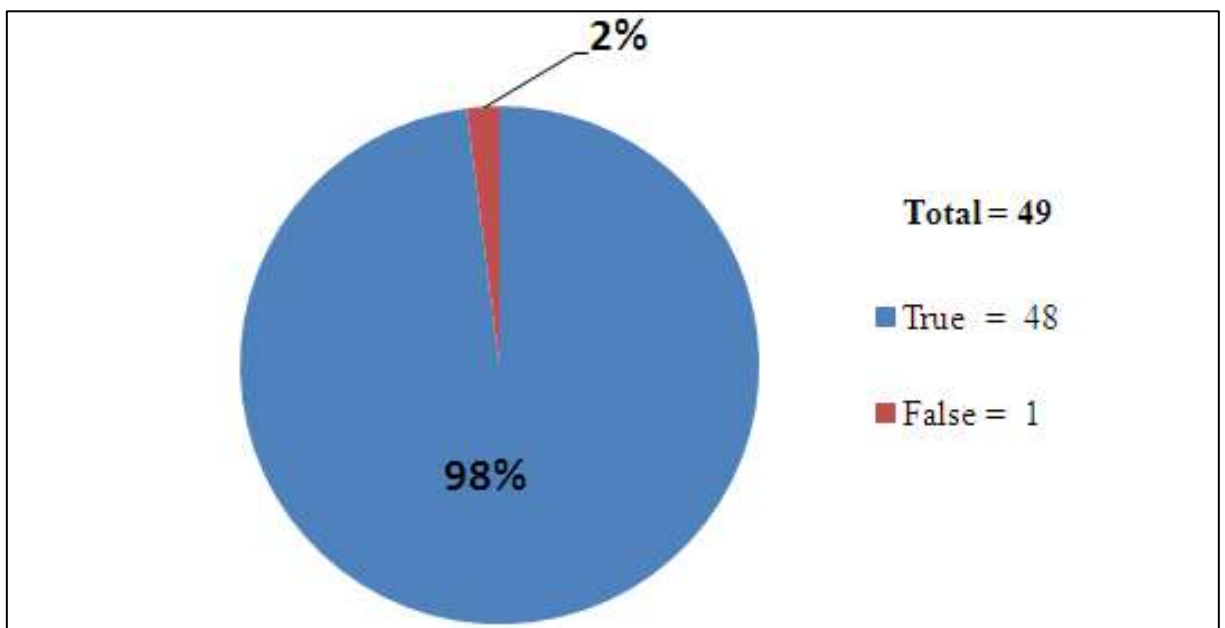
Figure 2.1. The Importance of the Reading Skill

Almost all the respondents agree that the reading skill is very important to their academic studies. According to many researchers such as Grabe (1991; 2009) and Saville-Troike (2006), Reading is the most important academic skill because it helps students discover new perspectives, learn new information, and broaden their thinking.

Q2. As a Master student, I prefer reading
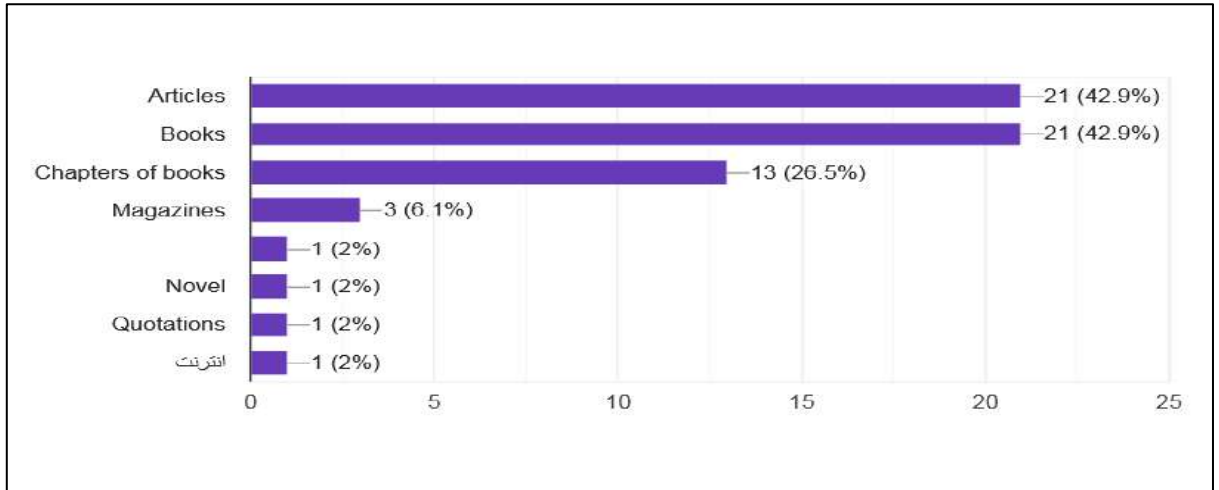
Figure 2.2 The types of Reading Materials

The majority of students (42,9%) read books and (42.9%) read articles, certainly for classroom purposes, whereas (26.5%) read chapters of books. This result reflects the assignments given by the teachers in the classroom. Most of the time, teachers ask students to read articles and books to be summarised or discussed. However, reading chapter of books is also favoured by so many students.

Q3. I usually read for the purpose of :
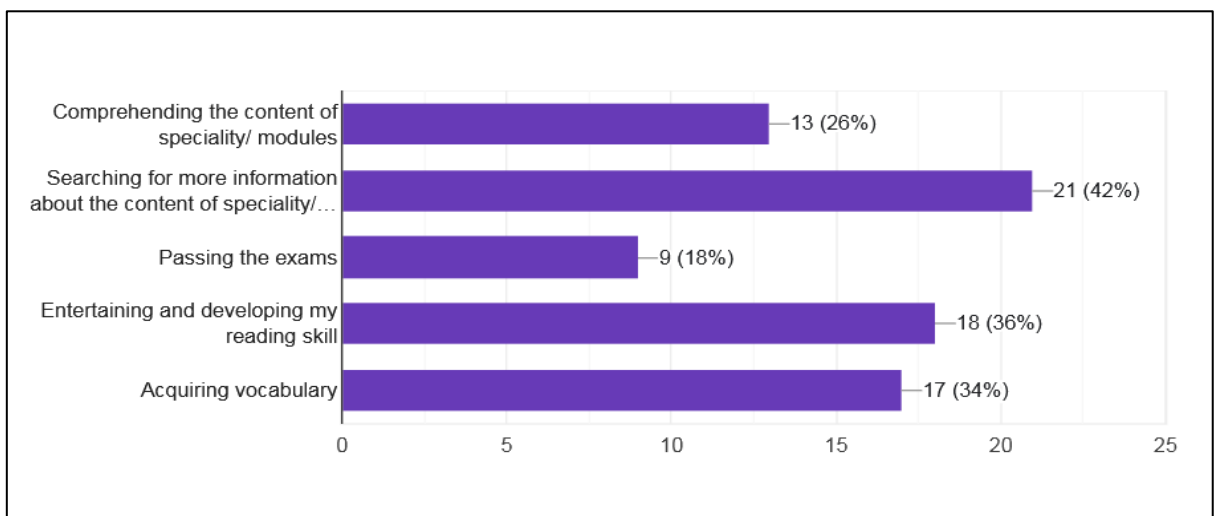
Figure 2.3. Purposes of Reading

The majority of the respondents (42%) read for the purpose of searching for more information about the content of their speciality, so they read for purely academic purposes. Whereas the ones who read for entertainment and developing their reading skills (36%), and who read for acquiring vocabulary (34%) are more likely to read for non academic purposes.

Q4. I usually make extra reading outside my teachers' assignments
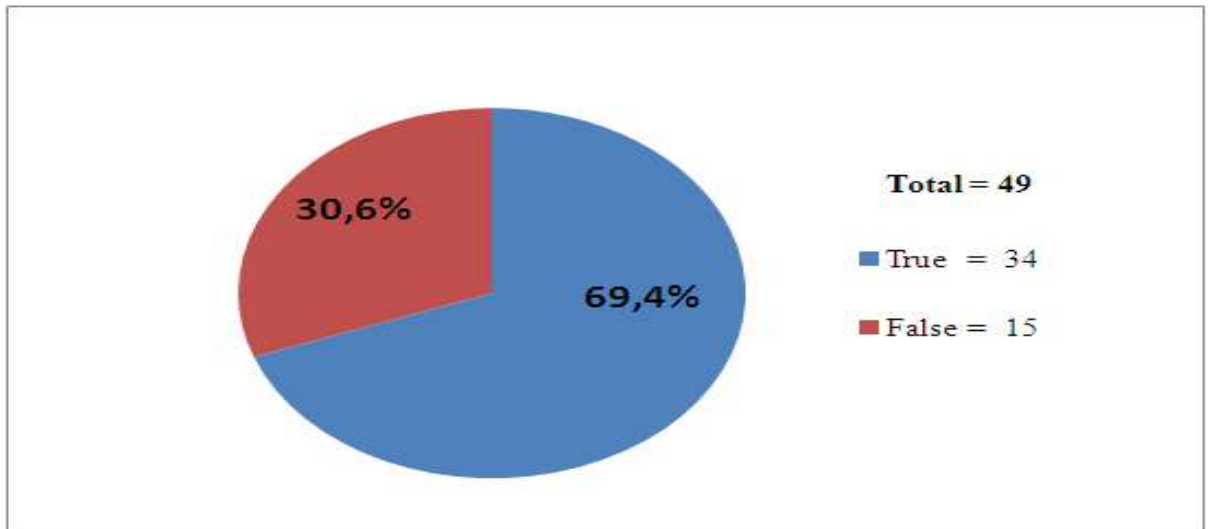
Figure 2.4. Extra Reading

69.4% of the respondents make extra reading, which is reasonable and essential in academic and non academic settings. Reading more extensively can help them to improve comprehension skills, enhance vocabulary, and build background knowledge. It can also help to deepen understanding of a subject, increase analytical skills, and develop critical thinking.

Q5. I read because
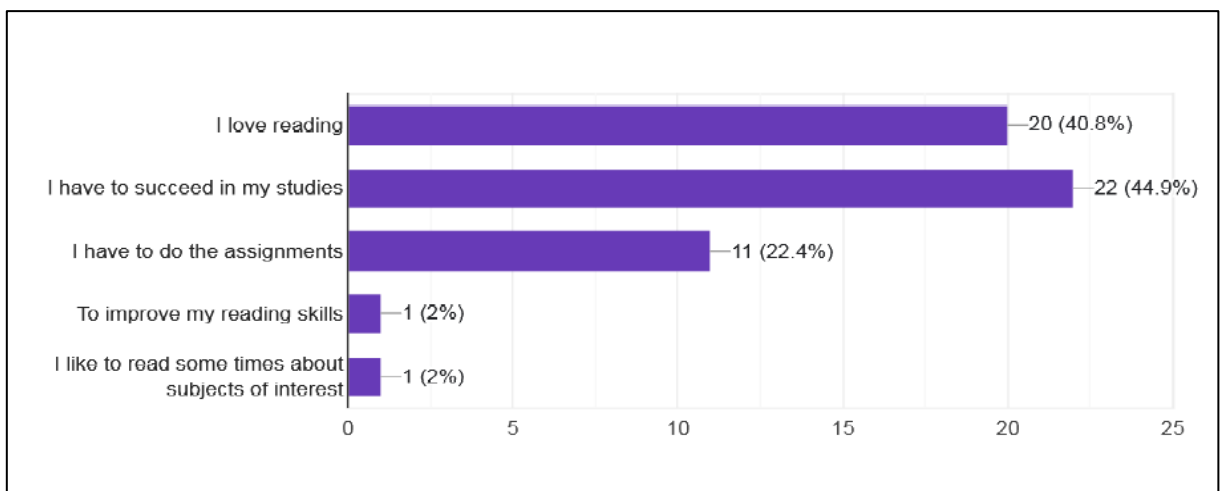
Figure 2.5. Reasons of Reading

Most of the respondents (44,9%) read because they want to succeed in their studies, they believe that reading helps them to gain knowledge which in turn can help them to get better grades in their studies, whereas (40,8%) read because they love readin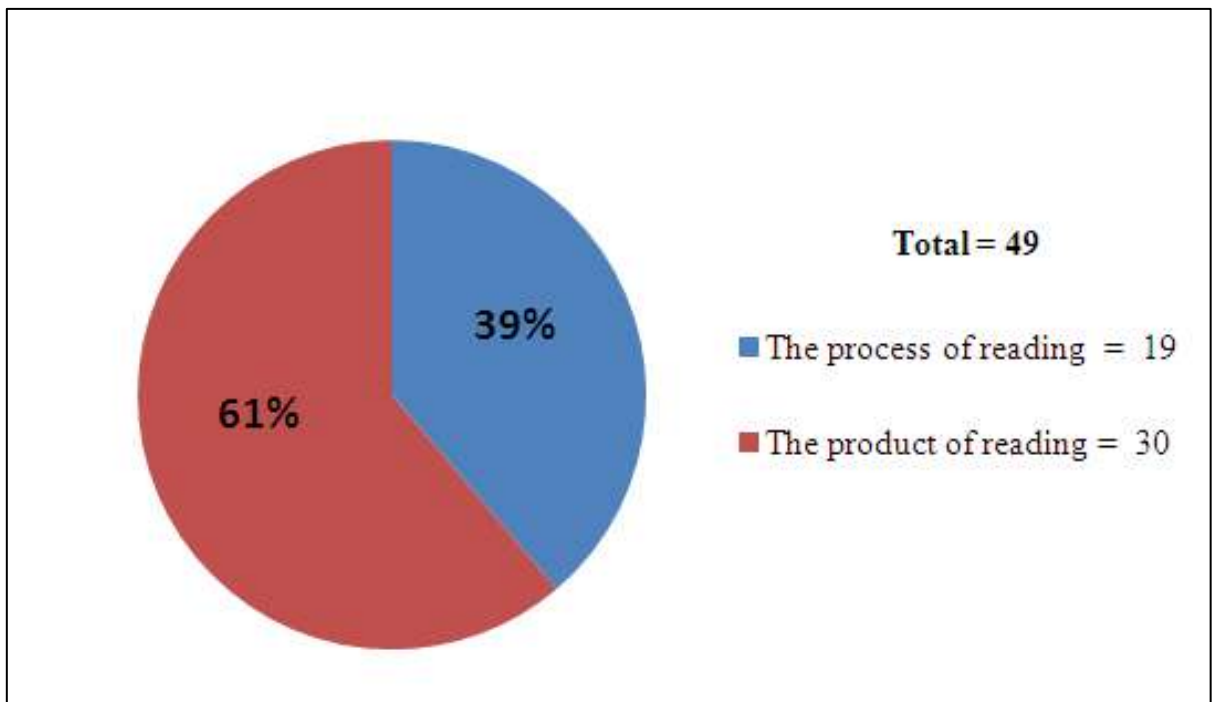g. Those who read to succeed are likely motivated by the practical benefits of reading and the need to gain knowledge to be successful in their studies. Those who love reading may do so for the sake of the enjoyment of reading itself, as well as the feeling of accomplishment after finishing a book.

Q6. While reading, I care more about

Figure 2.6. Reading as process/product

(61,2%) of respondents focus on the product of reading, whereas (38,8%) focus on the reading process. This indicates that the majority of students prioritize the product of reading, or what they get out of it, rather than focusing on the reading process itself. This could be due to a variety of factors, such as the need for a quick understanding of a subject or text.

Q7. Predictions challenge me to form questions on the topic and then motivate me to read the text
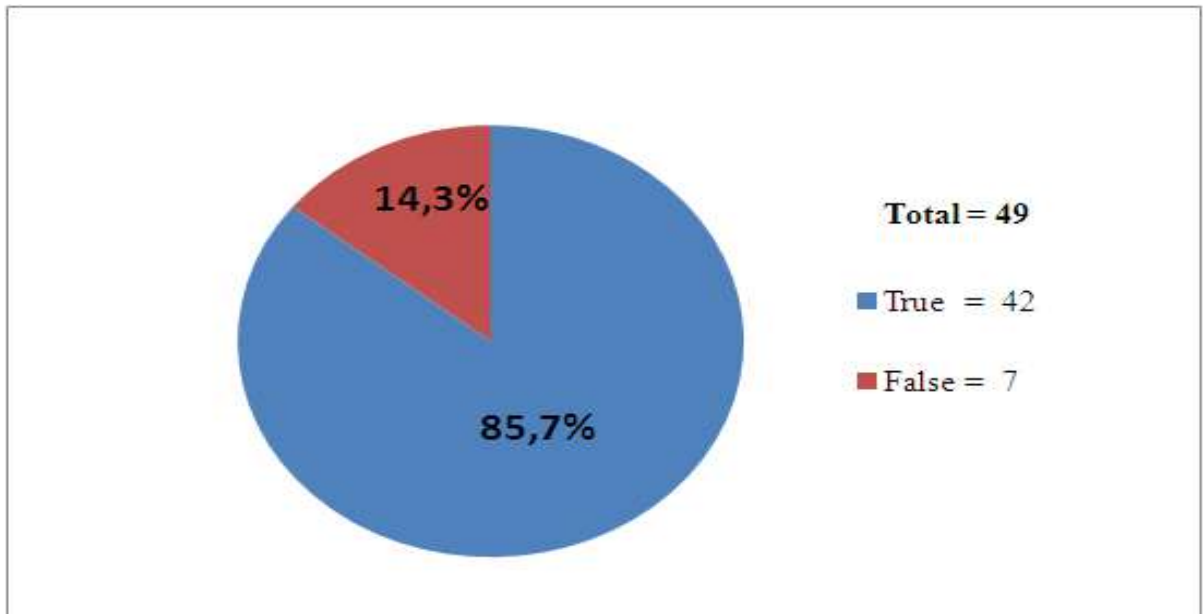
Figure 2.7. Forming Questions as a Motivational Strategy

   (85,7%) of the respondents form questions on the topic after predicting the content of the text, which motivates them to read it. This is likely due to the fact that asking questions allows readers to engage more with the text, as it encourages them to think more deeply and draw connections between ideas. This encourages them to read more closely and actively, helping them to better understand the text.

Q8. I read the text quickly to know its gist (main idea)
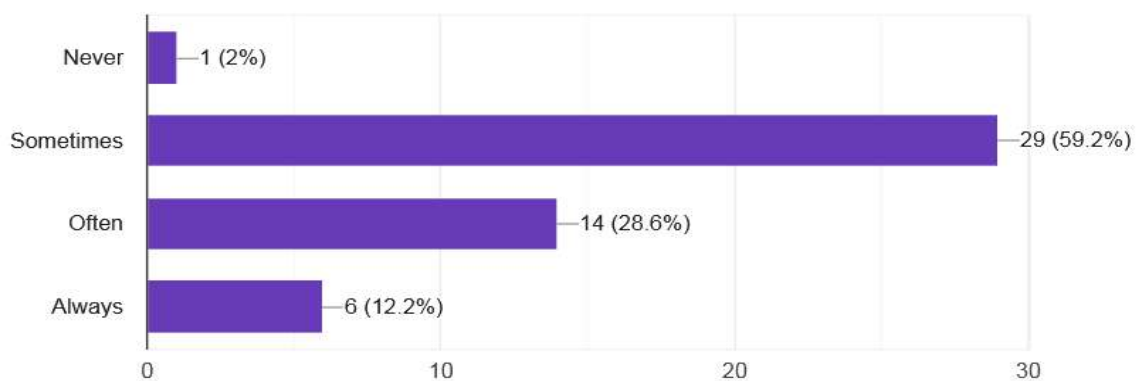
Figure 2.8. Skimming as a Motivational Strategy

(59,2%) of the respondents 'sometimes' skim texts to determine their major ideas; this finding indicates that respondents are unaware of the value of skimming for the main idea in encouraging reading

Q9. For looking for specific information, I do not read the whole text
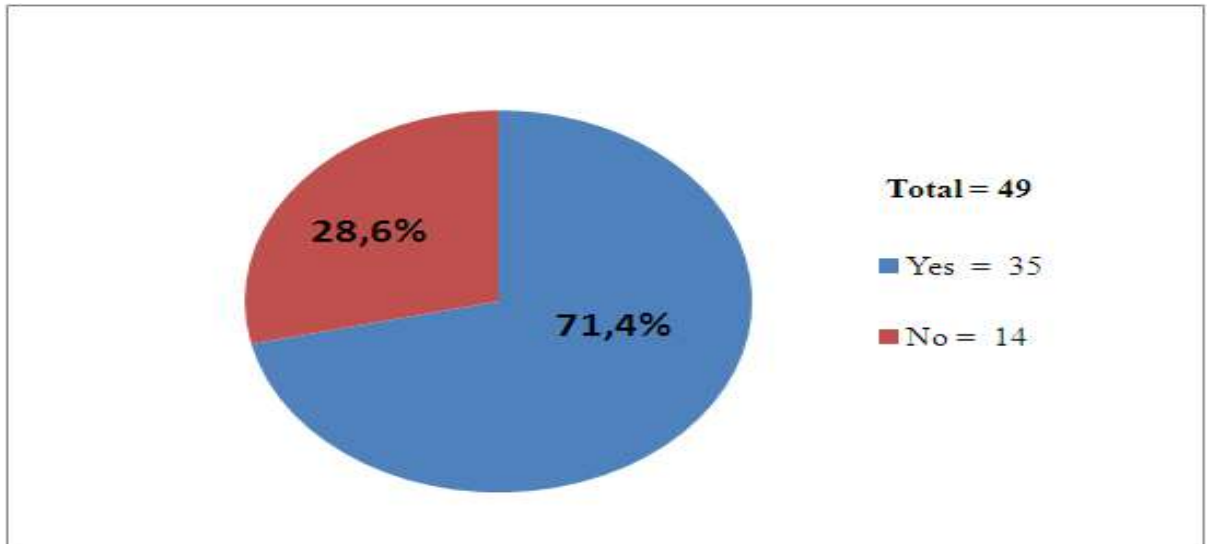
Figure 2.9. Scanning as a Motivational Strategy

While (71,4%) of respondents scan the text for specific information, (28,6%) do not, which reveals that some students do not recognize the value of the scanning method in fostering reading motivation. This suggests that the students who do not use the scanning method may be lacking in motivation or may not be aware of the benefits of the scanning method. Further research is needed to understand why some students choose not to use the scanning method.

Q10. For comprehending a text, the following is/are important
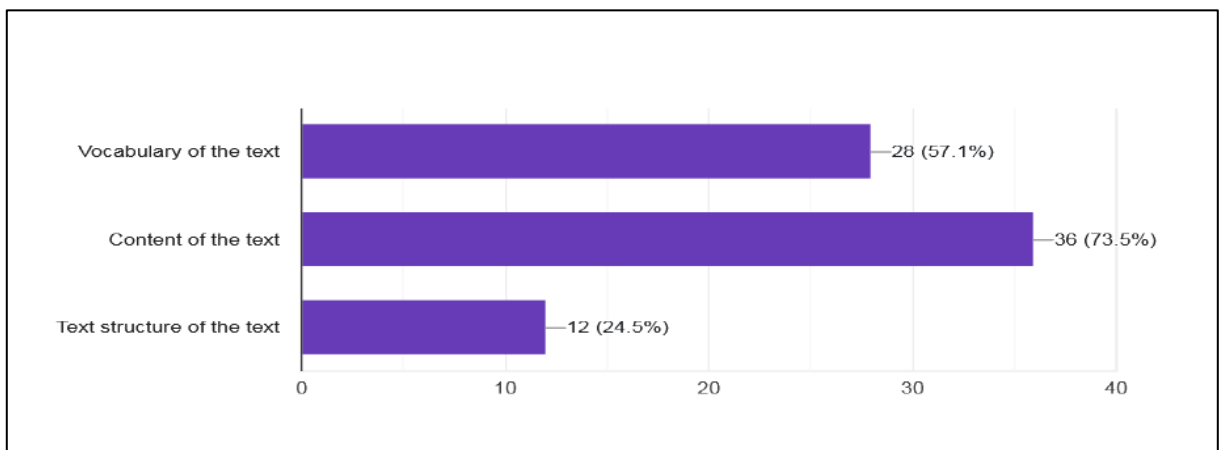
Figure 2.10. The important Component of text Comprehension

(73.5%) of the respondents focus on the content of the text for comprehension and (57.1%) focus on vocabulary, which is logical and important and (24.5%) of them consider the text structure. All these results are reasonable in terms of priority. Reading entails comprehension of the content as a first step, and the other components are also important.

Q11. .For understanding a word, I use the following
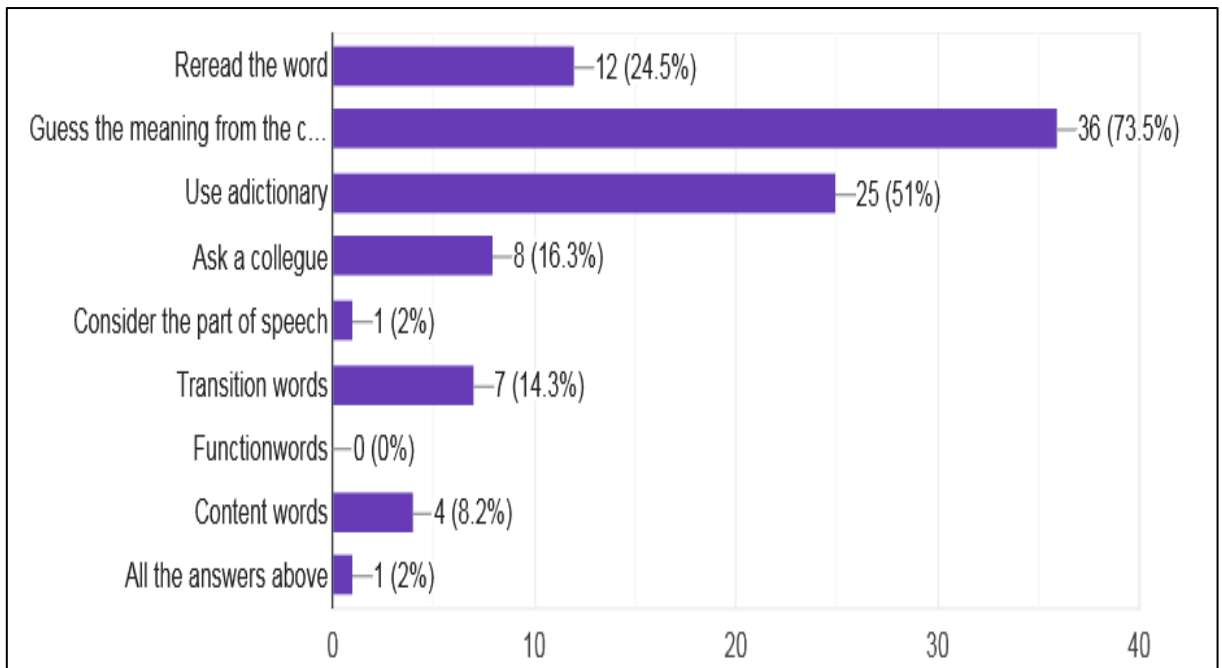
Figure 2.11. Methods for understanding words

The majority of the respondents (73.5%) guess the meaning of words from the context. This result confirms the idea that good readers are able to use their knowledge of the context to infer the meaning of words and not simply rely on word-for-word translation. This is an important skill that can help readers better understand and appreciate the text they are reading.

Q12. What do you prefer: intensive reading or extensive reading?
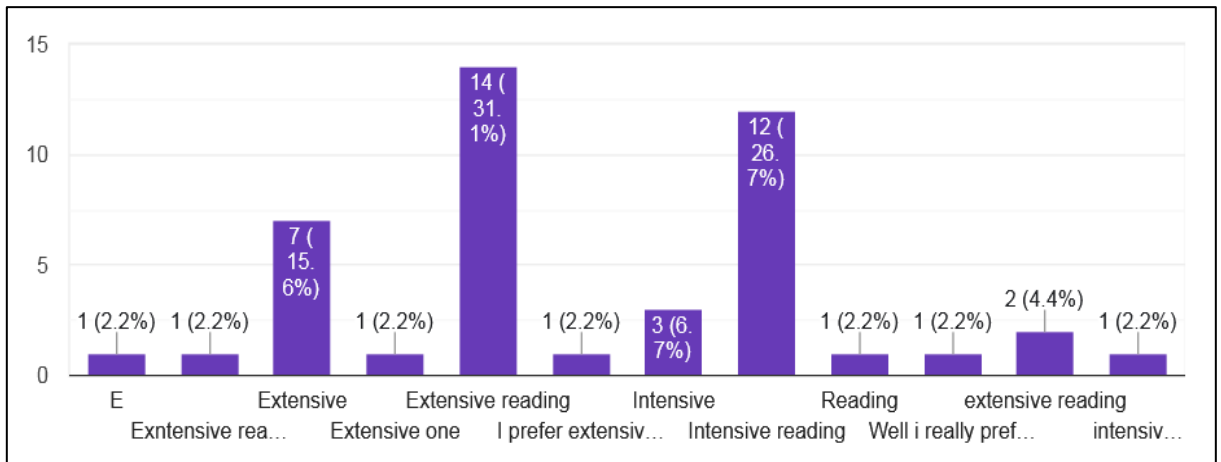
Figure 2.12. Intensive Reading Vs Extensive Reading

The majority of students (31.1%) read extensively, and (26.7%) read intensively. Extensive reading involves reading for pleasure, while intensive reading involves reading to gain knowledge or to understand instructions. The higher percentage of students reading extensively suggests that reading is an enjoyable activity for many students.

Q13. Do you read extensively?
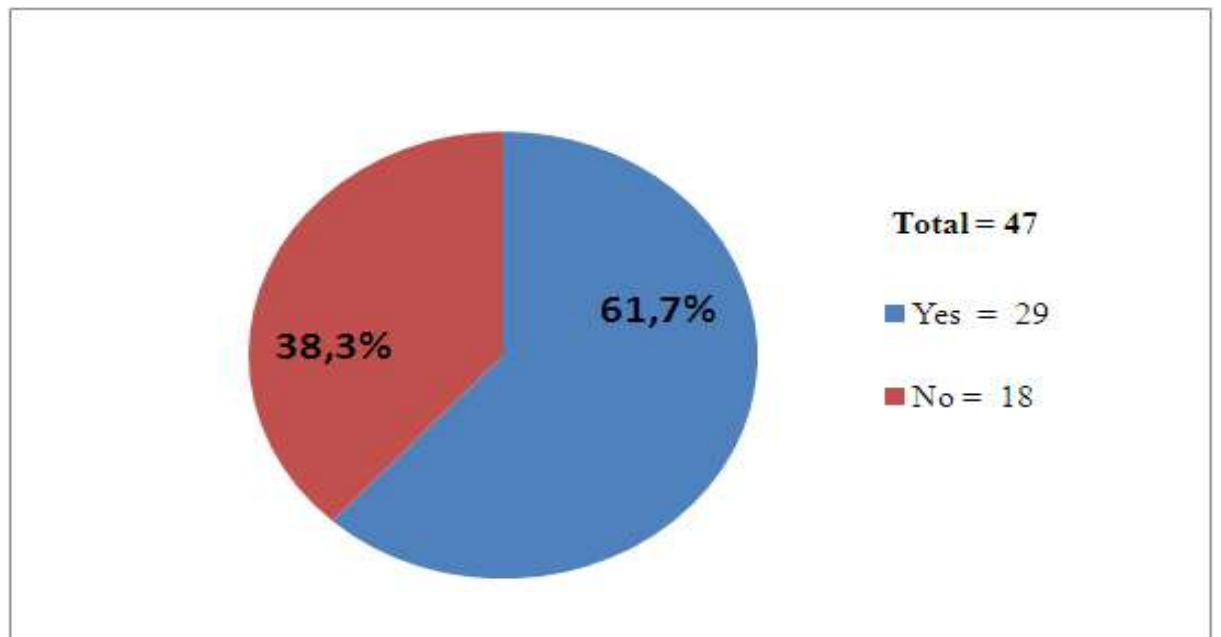
Figure 2.13 Practicing Extensive Reading

(61.7%) of EFL students read extensively, whereas (38.3)% do not. This could be due to a variety of factors, such as the availability of reading material, the amount of time they have to dedicate to reading, and their level of motivation to read. Additionally, students may have different learning styles and find it easier or harder to comprehend written material.

Q14. If yes, what do you read?

Figure 2.14. Extensive Reading Materials

Some of the students (21,9%) read books and (9.4%) read novels, and the remaining ones are distributed evenly in reading articles, Magazines, short stories, newspapers. The data suggests that the majority of students prefer to read books, while a small percentage prefer to read novels. The remaining students appear to have a more diverse reading habits, with a roughly equal distribution among reading articles, magazines, short stories, and newspapers.

Q15. Extensive reading enables me to

Figure 2.15. Advantages of Extensive Reading to EFL learners

The majority of respondents (56.3%) agree that reading extensively helps them improve their general knowledge, while 52.1% think it improves their vocabulary. The remaining respondents benefit from reading extensively by improving their reading and communication skills.This suggests that reading extensively can be beneficial in a number of ways, as it allows people to become more knowledgeable, increase their vocabulary, and improve their reading and communication skills.

Q16. Extensive reading in L1 is different from extensive reading in L2

Figure 2.16. L1 Extensive Reading is distinct from L2 Extensive reading

    The overwhelming majority of the students (79.2%) agree that extensive reading in a second language is different from extensive reading in a first language . This result strengthens what has been investigated in the theoretical part. The result shows that even though students are familiar with the language, they have a harder time understanding and comprehending in a second language than in their native language. This supports the idea that reading in a second language is a more difficult task than reading in a native language.

Q17. If you "agree", what are the major differences?
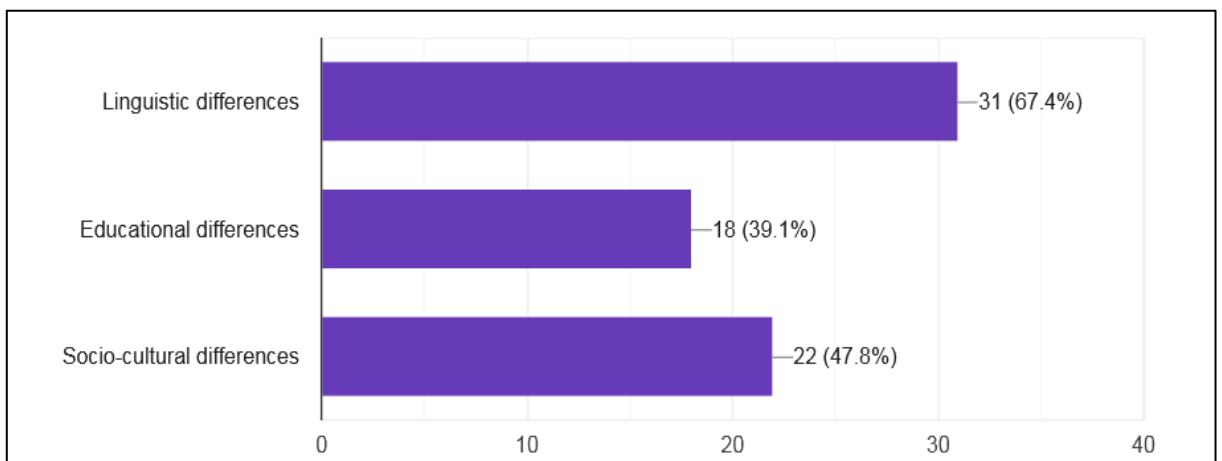
Figure 2.17. Major Differences between L1 and L2 Reading

    Most of the respondents (67.4%) view that the major differences are linguistic differences, (47.8%) socio-cultural differences, and (39.1) educational differences. This demonstrates that

the respondents recognize that language, culture, and education all play a role in the differences between reading in one's first language and reading in a second language. These differences can include things such as unfamiliar vocabulary, cultural references, and the level of literacy required to understand the text.

Q18. Extensive reading results in developing my vocabulary
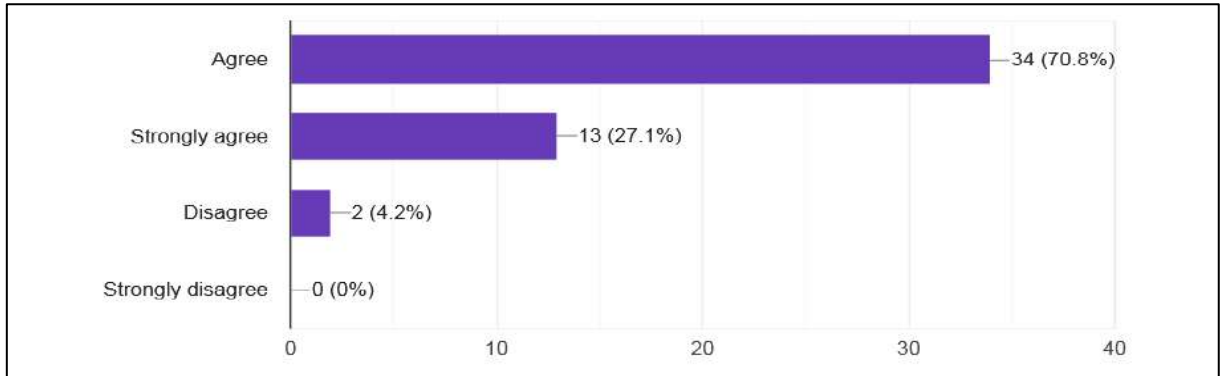
Figure 2.18. Extensive Reading role in Developing vocabulary

Nearly all of the responders agree that extensive reading results in developing their vocabulary. Just as was mentioned in the theoretical section, this is because when readers come across new words, they are able to comprehend the meaning of the text better, which leads to a greater understanding of the material. Additionally, the more they read, the more words they become familiar with and the more they are able to remember and use in everyday life.

Q19. For me, the concepts of extensive reading and reading fluency are similar.
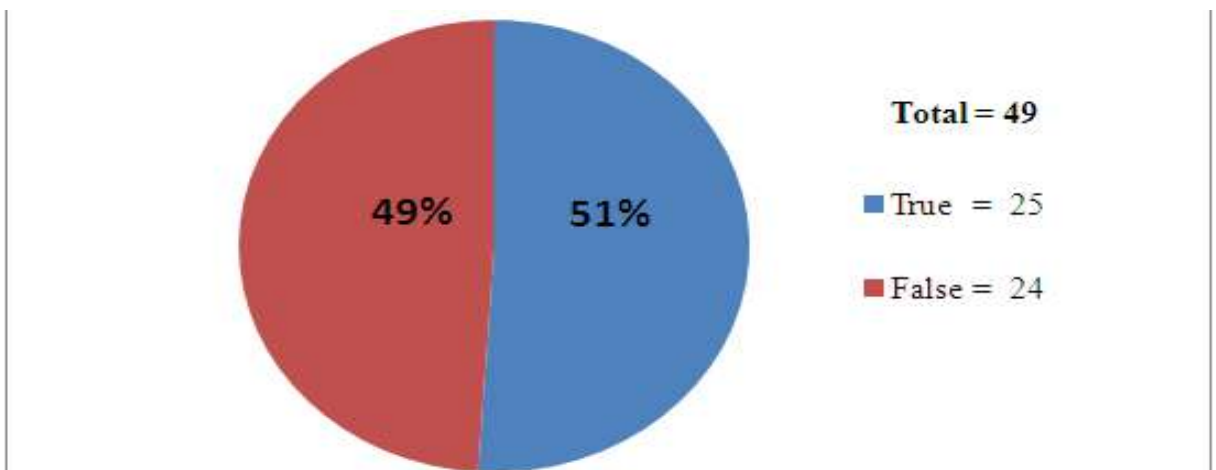
Figure 2.19. Extensive Reading Vs Fluency

Minority of students (49%) view that the two concepts are different, while (51%) of them think that the concept of extensive reading is similar to fluency, which is totally wrong. Extensive reading entails reading large amounts of material with the goal of understanding the overall meaning, while fluency focuses on reading quickly with accuracy. Therefore, the two concepts are not the same.

Q20. I usually acquire a large amount of vocabulary from extensive reading
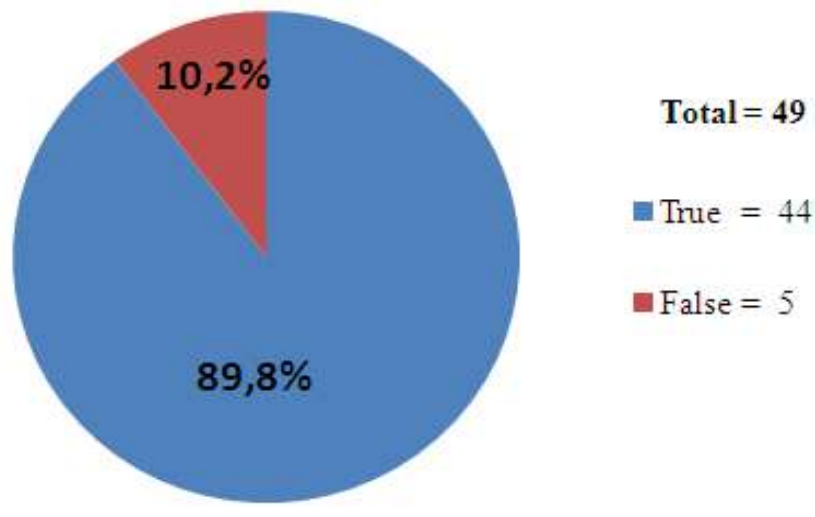
Figure 2.20. Extensive Reading and Vocabulary Acquisition

(89.8%) of students do acquire a large amount of vocabulary from extensive reading. This is largely due to the fact that reading extensively exposes students to a wide range of vocabulary in context, which helps them acquire the words more easily because they are able to see how the words are used in sentences.

Q21. In my speciality,
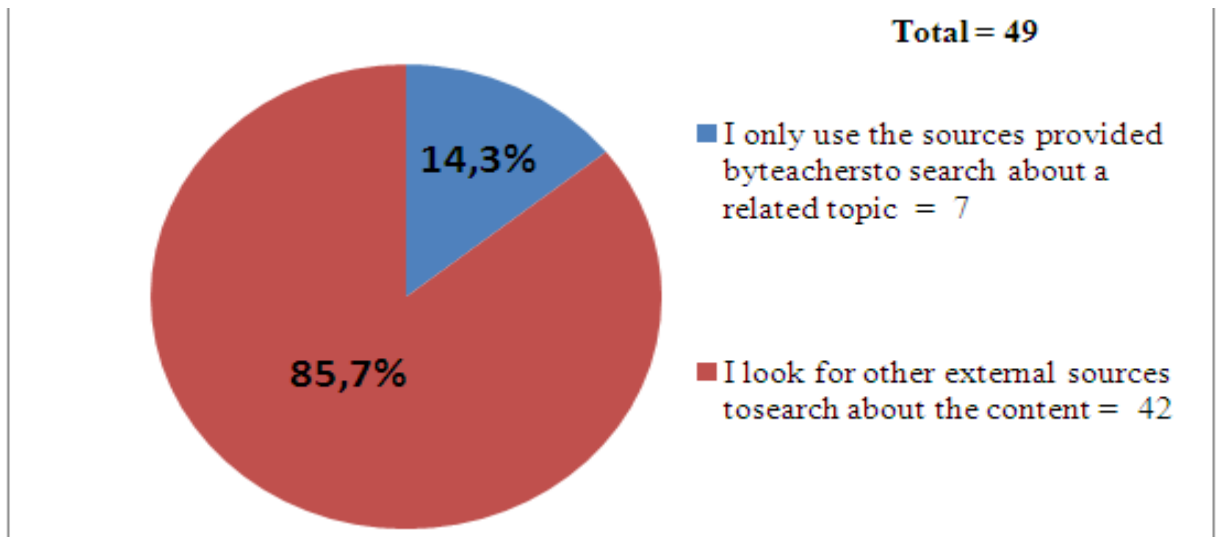
Figure 2.21. Reading Sources

(85.7%) read from external sources to search for topics related to their specialities, whereas (14.3%) use only the sources provided by the teachers. This is likely because external sources provide access to a greater variety of resources and a broader range of expertise, which can be of great help to students in their research.

Q22. The most frequent external sources that I use is/are
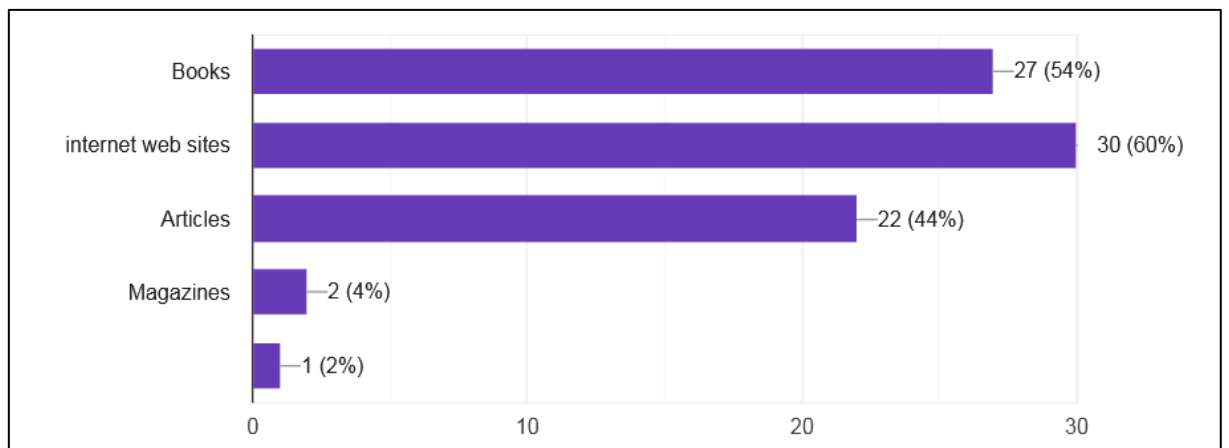
Figure 2.22. The External Sources of Reading

Most of the respondents (60%) use the Internet website as an external source of reading, (54%) use books, and (44%) use articles. This suggests that the majority of respondents chose to access information from the internet, followed by books and articles. This could be due to the convenience and ease of use of the internet, as well as the availability of a wide variety of sources.

Q23. I gain more vocabulary when reading from these external sources
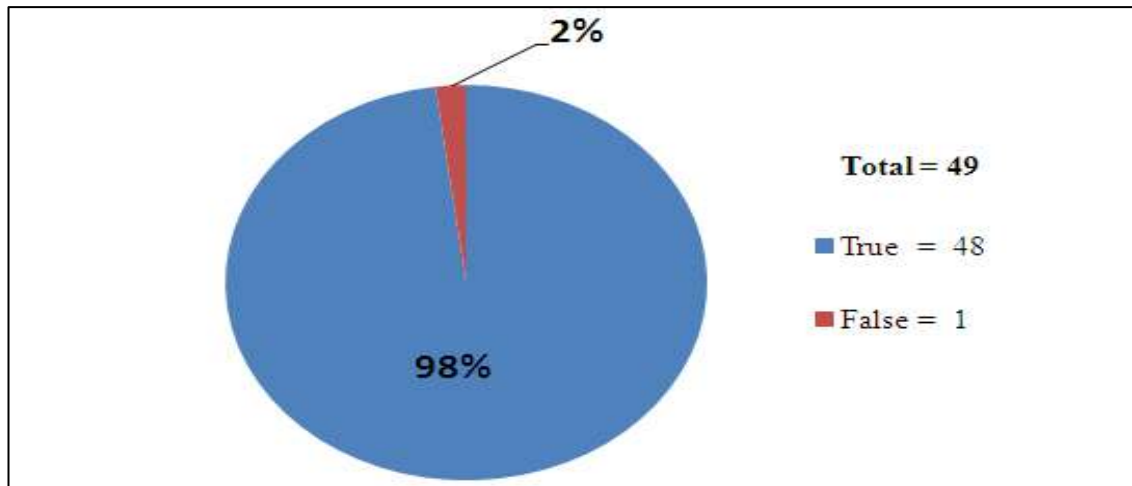
Figure 2.23 The role of External Sources in Vocabulary Acquisition

All of the respondents benefit from these external sources and they admit that they acquire more vocabulary when they read from these external sources. They indicated that they were able to gain a better understanding of the material as well as to expand their vocabulary by reading from external sources. This shows that they recognize the benefits of having access to a variety of reading sources.

Q24. If the answer is true, what kind of vocabulary do you mostly acquire
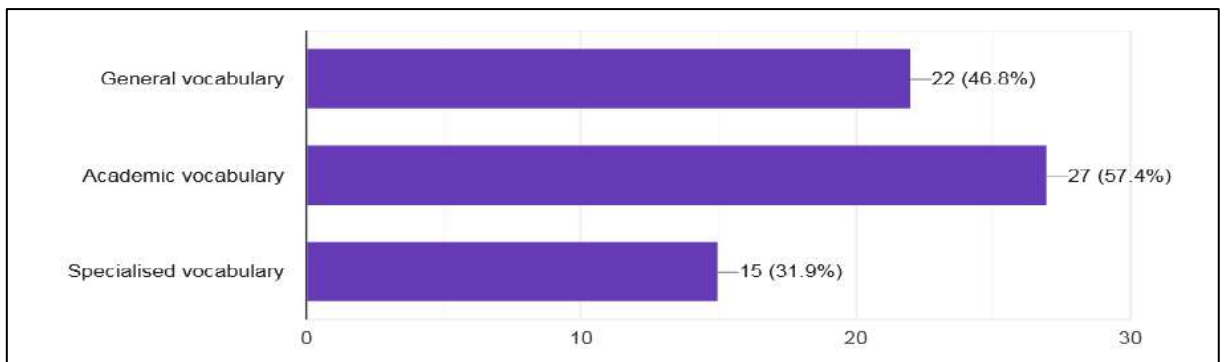
Figure 2.24 Type of Acquired Vocabulary

(57.4%) of students acquire academic vocabulary, and (46.6%) acquire general vocabulary from extensive reading. This suggests that while both types of vocabulary can be acquired through extensive reading, academic vocabulary is more likely to be acquired than general vocabulary. This is likely due to the fact that academic texts are written in a more formal style and typically contain more technical words.

Q25. The reading rate (frequency) affects the vocabulary acquisition process
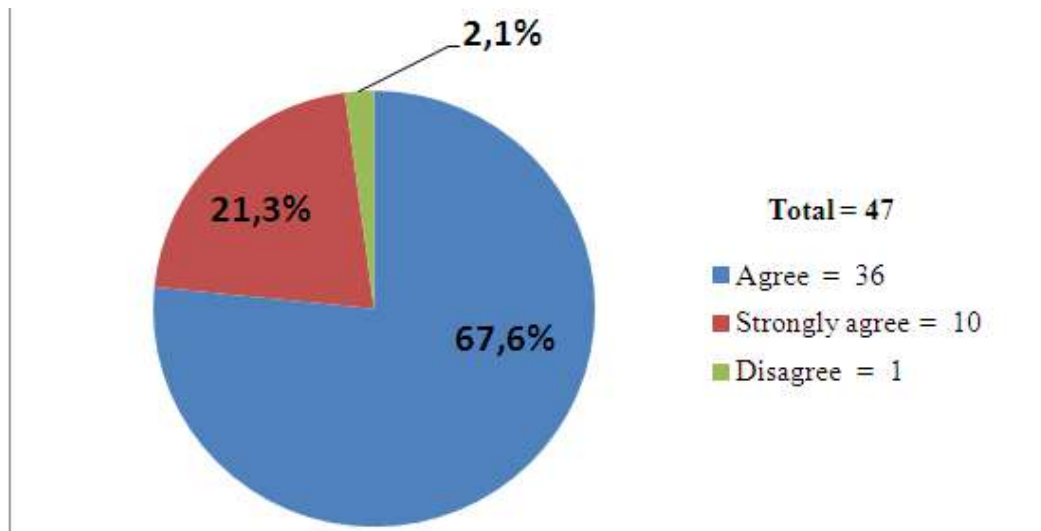
Figure 2.25. Reading Rate and Vocabulary Acquisition

Almost all of the respondents agree that the reading rate effects the vocabulary acquisition process. Which approves what has been mentioned in the theoretical part; that is, When people read at a faster rate, they are able to absorb more information and thus acquire more words. Slower readers tend to struggle with understanding the text and thus their vocabulary acquisition rate is significantly lower.

Q26. If the answer is yes, for you as a reader, these effects are
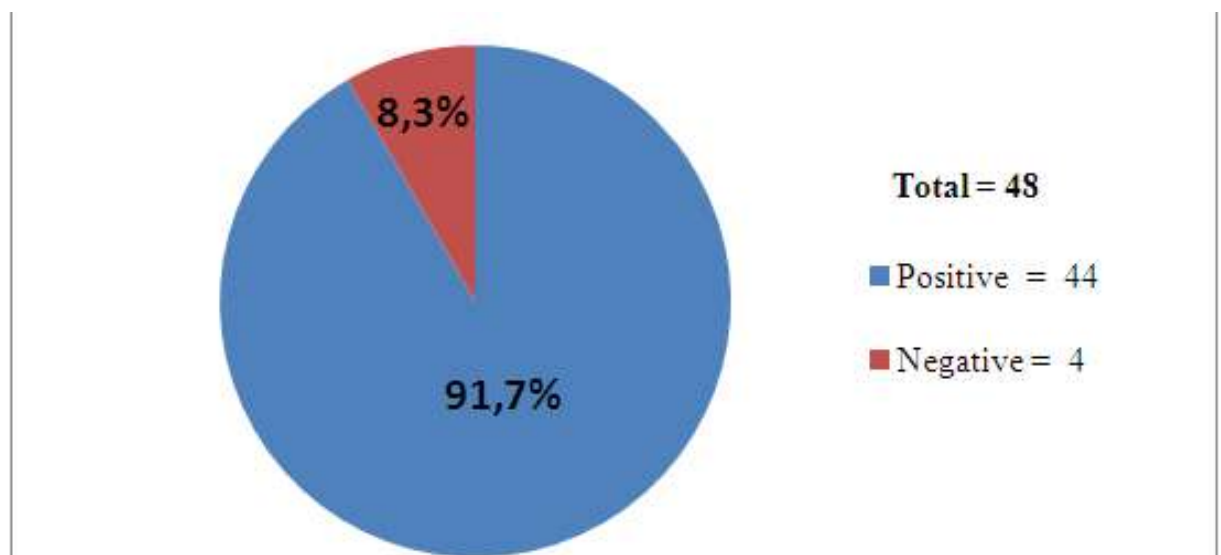
Figure 2.26. Effects of Reading Rate on vocabulary acquisition

(91.7%) of the respondents view that the effects of the reading rate are positive. The respondents recognize that reading at a faster rate improves the ability to comprehend and

understand context from the text, which in turn enhances the ability to acquire and retain new words.

Q27. Are there any other methods besides extensive reading to acquire vocabulary
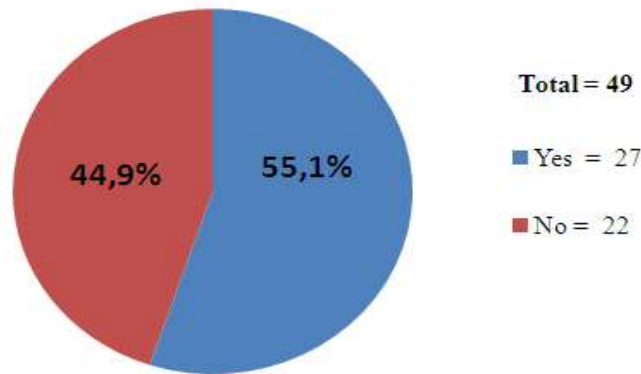
Figure 2.27. Other Methods of Vocabulary Acquisition

(55.1%) of the participants view that there are other methods for acquiring vocabulary, which is true. (44.9%) of the participants, however, considered extensive reading to be the most effective method. The data collected from the survey showed that the majority of participants believed that there are multiple ways to learn vocabulary.

Q28. If the answer is yes, mention some of these methods
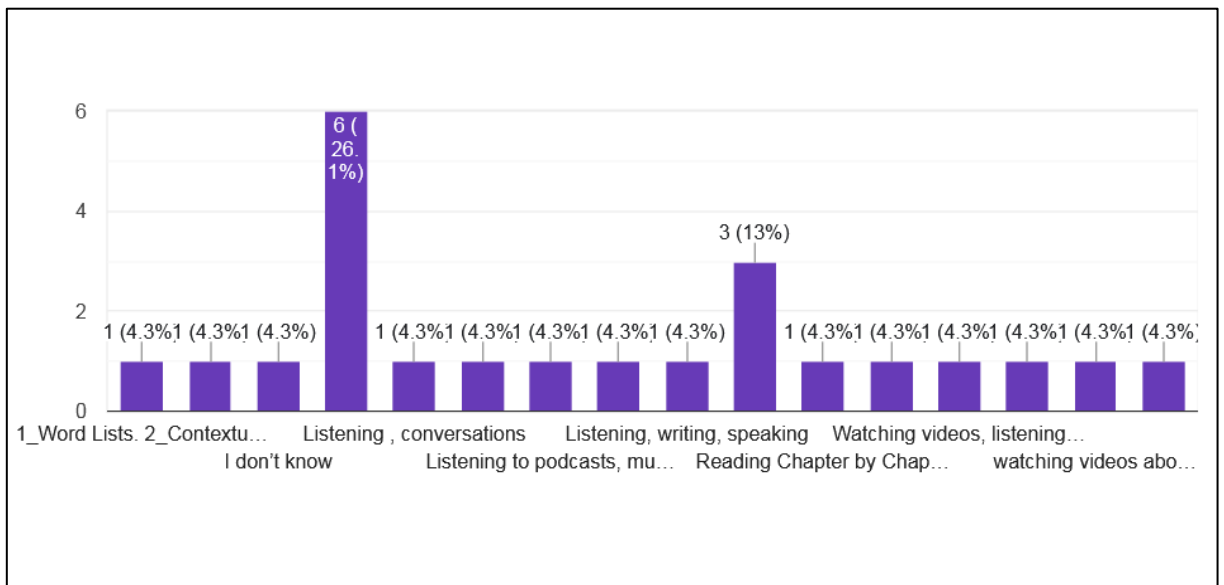
Figure 2.28. Examples of Vocabulary Acquisition Methods

Speaking was suggested by 13% of the participants, while 26.1% of the students suggested listening as an efficient way to learn vocabulary. Other methods included word lists, contextual learning, writing, vocabulary applications, words puzzles and games, music,

translation, and podcast listening . Overall, the participants suggested a variety of methods to learn vocabulary, and they all had their own merits. Different methods may work better for different students, so it is important to find a method that works best for an individual. Additionally, combining multiple methods may also be beneficial for learning vocabulary.

Q29. Do you consider reading as the best receptive skill for acquiring vocabulary ?
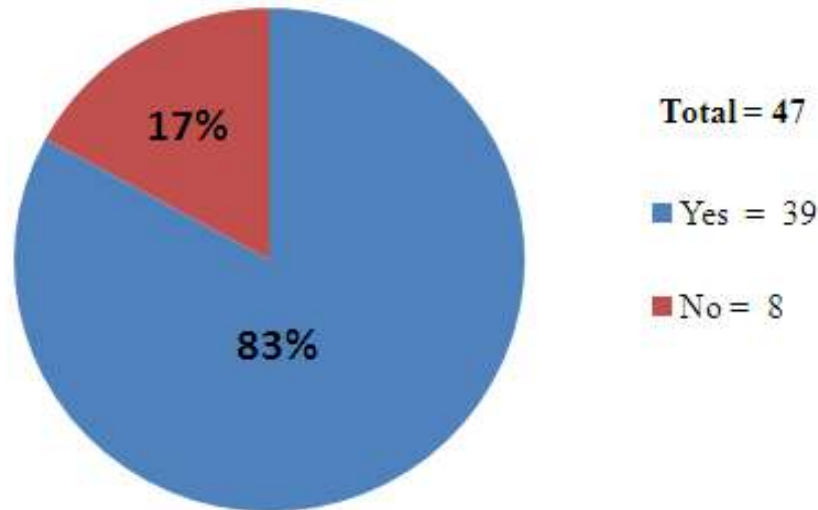
Figure 2.29. The Best Method for Acquiring Vocabulary

The majority of the respondents (83%) agree that reading is the best method for acquiring vocabulary. Reading in general, not just academic materials, can help to introduce new words and increase the understanding of the context in which the words are used. Reading also allows one to see how words are used in different contexts, which can help to deepen understanding of the language.

2.4.2. Interview

Q1. To what extent is reading important to your M2 students 'academic studies?

All the respondents agree that the reading skill is very essential and important to M2 students academic success. They believe that reading is a fundamental skill for academic success, as it allows students to comprehend and interpret written material, which is essential for understanding and analysing complex concepts. Additionally, reading allows students to build their vocabulary and develop their critical thinking skills.

Q2. How often do they read?

According to the replies, EFL students practice reading maximum three times per week. This indicates that reading is not a priority for most EFL students. They need to be encouraged to read more often in order to improve their language skills. Regular reading practice is essential for learning any language.

Q3. Do your students read with their desire or for external motives?

The results show that EFL students read for reasons other than their own desire. The study found that students often read because they are assigned to, in order to pass exams, or because it is part of a required curriculum. It showed that students are not necessarily reading for leisure or because they have a genuine interest in the material.

Q4. Are the references related to their specialities available in the faculty's library?

The respondents believe that although the majority of the references are available in the library, EFL students rarely read. This could be due to a lack of understanding of how to use the library, or a lack of motivation to use the library, or a lack of access to the library. It could also be due to a lack of confidence in their reading skills or a lack of interest in the materials available in the library.

Q5. Do your M2 students make extra reading besides the teachers' assignments and selected readings?

All the teachers confirmed that students make extra reading, but not all of them read more than what their teachers assigned them to. Some students find that they do not have the time, energy, or interest to read beyond what is assigned. Others may think that what is assigned is sufficient to get a good grade and don't feel the need to do more. Nevertheless, there are still students who are motivated to read more than what is assigned. They may be curious and want to learn more or be looking for a challenge. Some may even be passionate about a certain subject, and reading about it can provide them with the satisfaction they are looking for.

Q6. Do they read extensively?

The findings demonstrate that a majority of EFL students read extensively, but not all of them; others only appreciate reading intensely. The results show that some students prefer to

read more deeply and critically, while others prefer to read more for pleasure. This indicates that there is a variety of reading styles among EFL students.

Q7. According to you, what are the obstacles that may prevent them from extensive reading?

According to the respondents, there are various barriers that may prevent EFL students from engaging in extensive reading, including their busy lives with technology, social media, chatting, and playing videogames. These activities are often seen as more enjoyable and engaging than reading, and they tend to take up more of the students' time, leaving them with less time and motivation to read. This means that students often prioritize these activities over reading, leading to less reading overall. Furthermore, this lack of reading can have a negative impact on academic performance, as reading is an important skill for many subjects.

Q8. Does extensive reading help students acquire or develop their vocabulary?

It does. According to respondents, the primary goal of extensive reading is to aid students in expanding their vocabulary. By reading more books, students are able to become familiar with more words and their definitions. This increases their understanding of language and helps them to communicate more effectively.

Q9. What kind of vocabulary do they mostly acquire: academic or general vocabulary?

The respondents claim that extensive reading helps people acquire both academic and general vocabulary. It depends on the reader and the sort of material he is reading. By reading extensively, students are exposed to a wide variety of words and phrases, which helps them to acquire both academic and general vocabulary. The amount of vocabulary acquired largely depends on the reader's interests and motivations, as well as the type of material they are reading. For example, if the reader is more interested in academic material, they may be more likely to acquire academic vocabulary.

Q10. Does the reading rate affect their vocabulary acquisition process? If yes, explain.

The answers show that the reading rate effects the vocabulary acquisition process, and that the more students read the more Vocabulary they acquire. With more reading comes more exposure to new words, which helps to expand one's vocabulary. The more words a person knows, the easier it becomes to understand new words they encounter. As a result, the reading rate can have a direct impact on how quickly and effectively a person can acquire new vocabulary.

Q11. Do you consider reading as the best receptive skill for acquiring vocabulary?

The participants answered "yes". The results demonstrate that reading is the most effective receptive skill for learning vocabulary. It helps to increase the amount of vocabulary that is acquired and retained, as compared to other receptive skills such as listening and speaking. This is because when we read, we have the ability to go back and reread difficult words and phrases, which gives us more time to process and understand them.

Q12. As a teacher, what do you recommend as strategies to motivate students to read, and to improve their attitudes towards extensive reading?

The participants offered a variety of practical methods to encourage students to read and to change their perceptions of in-depth reading such as: Creating reading clubs, using technology ,providing incentives for reading, utilising audio books, or encouraging reading aloud, increasing access to books, utilising library resources, offering rewards for reading, providing recommendations for age-appropriate books to read, offering books in multiple languages, Having students share their preferred books with the class, promoting book clubs and reading challenges, encouraging teachers to read books aloud in the classroom, and making reading fun and engaging.

2.5. Discussion of findings

2.5.1. Questionnaire

The questionnaire was used to have an idea about how students approach reading and to know their attitudes towards extensive reading and how they acquire vocabulary. For this reason, it was advisable to them to investigate the learners' attitude towards extensive reading, the obstacles that may prevent them from extensive reading, and to find out some strategies to motivate students to read and to improve their attitudes towards extensive reading. The respondents' answers varied and some of them showed a lack of awareness of the role of extensive reading. However, others were aware of some of its advantages such as building vocabulary, increasing general knowledge, developing reading skill, and improving communication and conversation skills. In short, not all of the subjects in the present study are aware of the importance of extensive reading.

2.5.2. Interview

It was advisable to approach the EFL M2 students' teachers to learn more about their attitudes toward extensive reading, the potential barriers to that reading, and possible strategies to encourage students to read and change their attitudes about it. Respondents' answers were very similar, some of them showed a lack of awareness of students of the role of extensive reading . However, others were aware of some of its advantages. The respondents have also provided a number of useful strategies to motivate the students to practice extensive reading . It was evident from the responses that there is a need for more information about the benefits of extensive reading and the strategies to motivate students to engage in it.

Conclusion

In conclusion, this chapter has focused on investigating the relationship between Extensive Reading and Vocabulary acquisition. The questionnaire was used as a tool for gaining insights on the students' attitudes towards extensive reading. Results showed that most of the students had a positive attitude towards ER. However, there were some students who felt that they were unable to keep up with the amount of reading required. This highlights the need for teachers to help scaffold their students' reading and provide support to ensure they can access the material. Therefore, an interview was scheduled with the teachers, with the aim of discovering the students view of extensive reading, the obstacles that may prevent them from extensive reading, and to find out strategies to improve their attitudes towards extensive reading.

results confirmed our hypothesis set at the beginning, in that extensive reading do effect the vocabulary acquisition process. That is, whenever students practice extensive reading, there is an improvement in the amount of vocabulary they acquire. This improvement is seen in terms of both academic and general vocabulary. Moreover, this improvement in vocabulary has been shown to have a positive effect on overall language proficiency.

Recommendations

The motivational strategies recommended by the teachers are considered to be helpful and useful. However they are not based on scientific evidence and research that has been conducted in the field of education, and they have not been tested in classrooms. Therefore, there is a need for more research into the effectiveness of these strategies, in order to ensure

that they are effective in promoting students motivation towards extensive reading, and further research is necessary , since reading improvement is an ongoing process in order to revalidate what have been explored.

General Conclusion

General Conclusion

The major aim of extensive reading is vocabulary acquisition and development. Extensive reading exposes readers to a large number of words, which in turn helps to increase their vocabulary. Therefore, this study attempted to investigate the role that extensive reading have in developing M2 students vocabulary.

To achieve the study's objectives, one main question was raised: to what extent does extensive reading assist EFL learners in acquiring vocabulary? In addition to two sub questions: 1) can frequent reading lead to vocabulary acquisition? And 2) how can EFL learners' attitudes towards reading be improved? To answer these questions, data of 51 M2 were collected using a questionnaire, and others were collected using structured interviews with their teachers.

The results of the questionnaire revealed that the majority of M2 students do practice extensive reading, and they acquire a large amount of vocabulary from it. However, not all of them does. For the interview, teachers assume that students practice extensive reading but with a low reading rate, as a result, they do not benefit from it as they are supposed to. Teachers also have mentioned some obstacles that may prevent M2 students from extensive reading, and suggested some solutions and strategies to improve the students attitudes towards extensive reading.

The conclusion that can be drawn from this study is that M2 students in academic and mainly in EFL settings should be aware of the importance of extensive reading since it has been shown to improve students' ability to understand and use new vocabulary.

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Appendices

Appendix A: Students' Questionnaire

Kasdi Merbah University Ouargla

Faculty of Letters and Languages

Departement of English

Class : Master 2

The purpose of this questionnaire is to shed light on the effects of extensive reading on vocabulary aqcuisition to EFL learners of kasdi merbah university. You have been selected as the best source of information to contribute to this study. You are kindly invited to answer this questionnaire as accurately as you can. Instruction is provided for the way of answering. Thank you in advance.

Instruction:

1- Put an (x) in each □
2- Circle the selected item in the remaining types of questions.

1. Reading skill is very important to my academic studies.

          True   False

2. As a Master student, I prefer reading :
   - Articles □
   - Books □
   - Chapters of books □
   - Magazines □

   Other :

   ....

3. I usually read for the purpose of :
   - Comprehending the content of speciality/ modules □
   - Searching for more information about the content of speciality/ modules □
   - Passing the exams □
   - Entertainment and developing my reading skill □
   - Acquiring new vocabulary □

4. I usually make extra reading outside my teacher assignment.

          True   False

5. I read because :

    - I love reading ☐

    - I have to succeed in my studies ☐

    - I have to do the assignments ☐

    - Other: ………………………………………………………………….

6. While reading, I care more about

    - the process of reading ☐

    - the product of reading ☐

7. Predictions challenge me to form questions on the topic and then motivate me to read the text

        True   False

8. I read the text quickly to know its gist (main idea)

    - Never   ☐

    - Sometimes ☐

    - Often   ☐

    - Always   ☐

9. For looking for specific information, I do not read the whole text

        Yes   No

10. For comprehending a text, the following is/are important :

    - Vocabulary   ☐

    - Content of the text ☐

    - Text structure   ☐

    - Other :

    ………………………………………………………………………………

    ………………………

11. For understanding a word, I use the following :

    - Reread the word ☐

    - Guess the meaning from the context ☐

    - Use a dictionary ☐

    - Ask a collegue ☐

    - Consider the part of speech ☐

    - Other : ……………………………………………………………….

12. What do you prefer: intensive reading or extensive reading?

…………………………………………………………………………………………………

13. Do you read extensively?

Yes   No

14. If yes, what do you read?

…………………………………………………………………………………………………

……………………

15. Extensive reading enables me to:

- acquire

16. Extensive reading in L1 is different from extensive reading in L2

Agree   strongly agree   Disagree   strongly disagree

17. If you "agree", what are the major differences?

- Linguistic differences   ☐

- Educational differences   ☐

- Socio-cultural differences ☐

18. Extensive reading results on developping my vocabulary

Agree   Disagree

19. For me, the concepts of extensive reading and fluency are similar

True   False

20. I usually acquire a large amount of vocabulary from extensive reading

True   False

21. In my speciality,

- I only use the teacher s sources to sreach about a related topic ☐

- I look for other external sources to search about the top   ☐

22. The most frequent external sources that I use is/are :

- Books   ☐

- The internet ☐

- Articles   ☐

Others :

....

23. I gain more vocabulary when reading from these external sources

       True   False

24. If the answer is true, what kind of vocabulary do you mostly acquire

- General vocabulary ☐
- Academic vocabulary ☐

25. The reading rate (frequency) effects the vocabulary acquisition processs

      Agree   Disagree

26. If the answer is yes, for you as a reader, these effects are

- Positive ☐
- Negative ☐

27. Are there any other methods besides extensive reading to acquire vocabulary ?

      Yes   No

28. If the answer is yes, mention some of these methods

....
....

29. Do you concider reading as the best receptive skill for acquiring vocabulary ?

      Yes   No

APPENDIX B : Teachers' Interview

Dear teacher,

For completing my MA dissertation, I would like to meet you for an interview; however, because there is not much time, I send you this interview, and you are kindly invited to answer its questions at distance and in a written form.

Thank you in advance.

Interview Questions:

Q1. To what extent is reading important to your M2 students 'academic studies?

Q2. How often do they read?

Q3. Do your students read with their desire or for external motives?

Q4. Are the references related to their specialities available in the faculty's library?

Q5. Do your M2 students make extra reading besides the teachers' assignments and selected readings?

Q6. Do they read extensively?

Q7. According to you, what are the obstacles that may prevent them from extensive Reading?

Q8. Does extensive reading help students acquire or develop their vocabulary?

Q9. What kind of vocabulary do they mostly acquire: academic or general vocabulary?

Q10. Does the reading rate affect their vocabulary acquisition process? If yes, explain.

Q11. Do you consider reading as the best receptive skill for acquiring vocabulary?

Q12. As a teacher, what do you recommend as strategies to motivate students to read, and to improve their attitudes towards extensive reading?

Abstract

Abstract

ملخص

الهدف من هذه الدراسة هو استكشاف آثار القراءة المكثفة في اكتساب متعلمي اللغة الانجليزية كلغة أجنبية رصيدا معتبرا من المفردات. لا يزال طلبة السنة الثانية ماستر في قسم الأداب واللغة الإنجليزية بجامعة قاصدي مرباح - ورقلة يفتقرون إلى معرفة المفردات في التخصصات الثلاثة ، وهي اللغويات والترجمة والأدب والحضارة على الرغم من تعرضهم لعدد كبير من المراجع كلا حسب تخصصه. لدراسة هذا الموضوع ، تم اعتماد نهج تحليلي وصفي ، وكأدوات لجمع البيانات ، تم توزيع استبيان من 29 سؤالًا على 51 طالبًا من طلبة الماستر، وتم جدولة عرض تقديمي منظم من 12 سؤالًا مع أربعة معلمين ، علاوة على ذلك ، تم تحليل النتائج باستخدام برنامج SPSS. أظهرت النتائج التي تم الحصول عليها أن الطلاب يفتقرون إلى المعرفة الكافية بالمفردات بسبب نقص القراءة المكثفة.

الكلمــــات المفتاحيـــة: القــراءة المكثفـة ، اكتســاب المفــردات ، القــراءة المتكـــررة ، متعلمــي اللغــة الإنجليزية كلغة أجنبية

Résumé

L'objectif de cette étude est d'explorer les effets de la lecture extensive sur l'acquisition du vocabulaire par les apprenants EFL. Les étudiants en Master 2 au Département de Lettres et de Langue anglaise à l'Université Kasdi Merbah-Ouargla manquent encore de connaissances en vocabulaire dans les trois spécialités, à savoir la linguistique, la traduction, et la littérature et la civilisation, bien qu'ils aient été exposés à un nombre assez important de références dans leurs domaines de contenu. Pour aborder ce sujet, une approche analytique descriptive a été adoptée, et comme outils de collecte de données, un questionnaire de 29 questions a été distribué à 51 étudiants de M2, et un entretien structuré de 12 questions a été programmé avec quatre enseignants. En outre, les résultats ont été analysés à l'aide d'un logiciel SPSS. Les résultats obtenus ont montré que les étudiants n'ont pas une connaissance suffisante du vocabulaire en raison d'un manque de lecture extensive.

Mots-clés : Lecture extensive, acquisition de vocabulaire, lecture fréquente, apprenants EFL.