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Faculty of Letters and languages
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Submitted by: Mouna Boughaba

Title

**The Contribution of Students' Vocabulary Mastery Toward
Reading Comprehension**

The case study of Third Year Middle School Learners of Djaber Ben Hayane Middle
School 2020-2021

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Before the jury

Dr. Fouzia Guerroudj

Dr. Sabrina Saighi

Dr. Youssra Seddiki

President

Supervisor

Examiner

KMU - Ouargla

KMU- Ouargla

KMU- Ouargla

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Dedication

I dedicate this thesis to my beloved parents who helped me to continue my master study despite many circumstances and obstaclesn , and for their (love , help , affection , trust , Prayers, care , encouragement and education) .

To my dear brothers and sisters:

" Youcef , Radja , Maissa, Noufel "

I would like to thank all people who care about me and encourage me, my friends, pupils, and colleagues at work especially my angel Mohamed Bedra.

Mouna

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Abstract

Reading is one of the four language skills that middle school learners need to master when learning SL. Reading is a door to literature field . One of the elements that most students find difficulties in reading is vocabulary since vocabulary is essential for the learners to infer and to negotiate meanings from the texts (Richards and Rodgers, 2014). On these grounds, our study is to investigate the correlation between vocabulary mastery and reading comprehension for middle school learners (MS3) at Djaber Ben Hayane Bouamer Ouargla in the academic year 2020 -2021. To fulfill our aim, we have adopted a correlation study where we have used two tests. One test is devoted to vocabulary mastery; while the other one is devoted to reading comprehension. The technique used to analyze data was linear regression analysis by using SPSS version 24. The results obtained that there is a positive correlation between the two variables namely, vocabulary mastery and reading comprehension. Also, they showed that the most used strategy is in this study are discovery strategy and synonym strategy. Furthermore, the results have showed that the significance of our hypothesis is 0.00 which less than 0.01. That means there is a strong relation between the two variables at level 0, 01 the percentage of being wrong in the tolls used is 1%.

Key words: Vocabulary Mastery, Reading Comprehension

List of Abbreviations

MS3 : Third year Middle School Learners

FL : Foreign Language

SL : Second Language

L1 : First Language

ESL : English Second Language

ALM : Audio Lingual Method

ESP : English for Specific Purposes

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Introduction

Introduction

1. Research Background

Among the four language skills, reading is one of the most important skills which the students should acquire .It has been defined by many researchers such as Broughton et al . (1980, p 89) ," reading is a complex skill that entails a number of sub-skills such as recognizing stylized shapes". They are either similar or different; correlating the patterned shapes with formal elements of language (words), and correlating these elements with meaning. However, this view is judged to be traditional since it demonstrates reading as a merely decoding activity. Silberstein (1994) views reading as "an active process" .Hedge (2000) describes reading as an interactive, selective and critical process. So, for Hedge, reading is a process.

Reading comprehension is a process in which words are interpreted and meaning is created Ahmed (vol. 15).In other words , it is a process of deriving meaning from text. For the majority of readers, this process involves decoding written text. We read for a variety of reasons: to obtain information, to communicate, orto enjoy.

Some individuals require adaptation such as Braille or auditorization to support the decoding process. Understanding a text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. In other words, reading is defined as understanding a written text, this means extracting the required information from it as efficiently as possible .Reading comprehension is a process in which words are interpreted and meaning is created.

For students who are learning English in an SL/FL context, reading is the most crucial skill to master due to several reasons . According to Hamer (2007) , reading is crucial because of two main reasons . First, it is beneficial to the students ' personal life. Reading English texts may have a positive impact on students' further studies and carriers or it may simply play the role of joyful reading .Second, it is beneficial to their language acquisition. Since reading improves students' writing abilities, spelling, and vocabulary knowledge.

So, Reading is crucial for our students, we can see the great importance of developing their reading ability. To achieve it, we should improve our reading lessons by implementing the best method and techniques provided by theories.

Words are building blocks of any language and any text spoken or written one.

One cannot construct meaning and understand those texts without knowing the meaning of most words. Vocabulary knowledge is fundamental to reading comprehension .Nagy (1988, p 9)

According to Nation (2000), Research on L1 reading shows that vocabulary knowledge and reading comprehension are very closely related to each other. This relationship is not one directional. Vocabulary knowledge can help reading, and reading can contribute to vocabulary growth Shall (1987) .That means one cannot construct meaning and understand those texts without knowing the meaning of most words.

For these learners, learning new words means acquiring new meanings, not just learning to recognize print words that are already a part of their oral vocabulary. Although the focus is on improving reading comprehension, some connections will be made to other aspects of instruction, linking vocabulary instruction and reading comprehension. Nagy (1988) .The more words you learn, the more you understand the texts better (p 10) .

2. Rationale

The major reason of conducting this study about reading skill and vocabulary knowledge rather than other skills and linguistic elements of the language, It is the failure of the students in decoding words, constructing meaning ,understanding what the reader wants to convey and answering comprehension questions . In addition to these, to shade light on how important is vocabulary knowledge for an effective reading.

3. Aim of the Research

The main objective of this thesis is to investigate whether there is a positive correlation between vocabulary mastery and reading comprehension for FL middle school learners in the academic year 2020-2021 .In addition , to investigate the most useful strategies by the learners to understand words' and texts' meanings .

4. Statement of the Problem

ESL learners in Djaber Ben Hayane middle school particularly MS 3 learners who faced difficulties in comprehending the suggested texts due to the lack of vocabulary mastery .The learners declared that they cannot understand texts because they do not know the meaning of wrds .

5. Research Questions

The research questions of the study are formulated as follows:

- To what extent vocabulary mastery and reading comprehension are correlated to each other?
- What are the most strategies used by the learners to understand the words' meanings?

6. Research Hypothesis

The hypothesis put forward in this study is the following:

- There is positive contribution of students' vocabulary mastery toward students' reading comprehension.
- Discovery strategy and synonym are the most useful strategies by the learners to understand meanings.

7. Research Method

The method adopted in the study is correlational method because we want to see the relationship between one variable to another. In our case, the relationship between vocabulary mastery and reading comprehension, and the sampling strategy which is used to choose a sample is non – probability sampling (Voluntary sample) .

In this research, two tests are submitted to 28 pupils of MS3 level at Djaber Ben Hayane Bouamer middle school Ouargla . One test is devoted to vocabulary mastery, while the other one is related to reading comprehension. The results obtained from the tests are analyzed using SPSS version 24.

8. Significance of Research

Some advantages that hopefully could be gained from this study are as follow:

- The results of this research provide both the teachers and the learners whether there is a significant correlation between vocabulary mastery and reading comprehension.
- The result of this study may help in improving teaching and learning process of reading by shedding the lights towards vocabulary.

9. Limitations of the Study

The present study remains only a case study. The results obtained may be different from another sample population and with different conditions.

10. Structure of the dissertation

This dissertation is composed of three chapters:: the first one is concerned with vocabulary mastery definition , the importance of vocabulary , vocabulary types , vocabulary elements , vocabulary learning , and vocabulary teaching . The second one focuses on Reading skill and reading comprehension definitions ,specific skills involving reading , purposes of reading ,reading strategies , models of reading processes ,specific models of reading ,specific skills related to reading comprehension , and the benefits of vocabulary mastery on reading comprehension . The last chapter is devoted to the methodology adopted in this study , sample and population , the procedures consist of two tests ,data analysis , pedagogical implication , comparison between the finding of this study and the previous ones .In addition , suggestion for further research , appendices

Chapter One : Vocabulary Mastery

Introduction

Vocabulary is a vital aspect of teaching and learning a foreign language (EFL) , learners must master to communicate effectively . There is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language.

Knowing the system of language alone is not enough to communicate, what is needed is how to use it.

To enable the learners construct vocabulary, there are an effective ways and techniques of teaching the vital aspect of language may the teacher use to install vocabulary.

There are several strategies that help the learners build vocabulary, encourage them communicate in different situations, and comprehend a language, whether written or spoken. Without vocabulary the learner cannot use and understand the target language.

One of the most benefits of vocabulary mastery is the ability to read texts, comprehend, decode words, and infer meaning from them.

1.1) Definition of Vocabulary

Various definitions have been given to vocabulary and the most agreed ones are :

"The words known and used by a particular person" (Cambridge advanced learner's dictionary (2003, p1423) .

Vocabulary' definition according to Oxford dictionary (2002) , "vocabulary is the body of words used in a particular language or with a particular speaker" .(P 788). That means vocabulary is the backbone and basic building blocks of language in which language stands on vocabulary to produce and understand spoken and written language .

"A word is a microcosm of human consciousness" Thornbury (2002 , p7) .

Thornbury (2000, p 14) also stated that " vocabulary is a largely a collection of items".

1.2) The Importance of Vocabulary.

"Without grammar very little can be conveyed without vocabulary nothing can be conveyed" ,(Thornbury 2002 , p 13). This speech sums up the importance of vocabulary learning . If someone spends most of his time studying grammar, his English will not improve very much , he will see more improvements . If s/he learns more words and expression. A student can produce very little with grammar, but s/he can produce anything

with words .Therefore, vocabulary is the core of language that the learner must focus on in learning a language and grammar only is not enough sufficient to learn a language .For example when the learners travel, they do not carry grammar books but they carry dictionaries.

However, vocabulary teaching has not always been very responsive to such problems and teachers have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary . (ibid, p 13)

Years ago, teaching approaches and methods such as **Direct method** and **audio-lingualism** (ALM) gave enormous importance to the teaching of grammatical structure and the words introduced in those courses was kept fairly low . The basic principles of direct method were the words which were taught were often chosen either because they were easy to demonstrate or they were used in the structure of the day .that's meant the concrete vocabulary was taught through demonstration , objects , pictures ; abstract vocabulary was taught through association of ideas and only every day vocabulary and sentences were taught . However; the audio-lingual method, the words' meanings can be learned only in a linguistic and cultural context and the knowledge of sufficient vocabulary to use with grammar patterns are some prominent objectives of ALM. (p 14)

In the 1970's, the communicative approach advent and set the stage for re-think of the role of vocabulary. The communicative value of vocabulary has always been recognised, particularly by tourists . Recognition of the meaning, making potential of words meant that vocabulary became the learning objective of many courses . In 1984, for example in the introduction to their Cambridge English courses, Swan and Walter wrote that "vocabulary acquisition is the largest and most important task facing the language learners" (p 14) Coursebooks started to include activities specifically targeted vocabulary . Since a vocabulary is largely collection of items , grammar is a system of rules . With one rule , you can generate many sentences , the teaching of grammar is considered to be more productive .Grammar multiplies whereas vocabulary merely adds . However, two key developments were to challenge the dominance of grammar. The first one, is the **lexical syllabus** which is a syllabus based on those words which appear with high degree of frequency in spoken and written English. The second one is the recognition of the role of **lexical chunks** in the acquisition of language and achieving fluency. (ibid, p 14)

The effect of these two developments has been to raise awareness to the vital role which vocabulary plays in language learning. Even of the most coursebooks still adapt a grammatical syllabus, vocabulary is not longer treated as "add – on ". Much attention is given to the grammar of words, to collocation and to word frequency. This is reflected in the way coursebooks now is promoted, the back covers of three recent courses claim:

- * Strong emphasis on vocabulary syllabus, with a particular focus on high frequency, useful words and phrases.
- * Well defined vocabulary syllabus plus dictionary training and pronunciation practice, including the use of phonetics.
- * a strong lexical syllabus , presenting and practicing hundreds of natural expressions which the students will find immediately useful . (Thornbury 2002. p14)

1.3) Vocabulary Types

Nation (2000) stated that "The validity of the receptive and the productive distinction in most cases depends on its resemblance to the distinction between the receptive skill of listening and reading, and the productive skills of writing and speaking" (p 39)

Receptive means that we receive language input from others through listening or reading and we try to comprehend it .Productive means that we produce language forms by speaking and writing to convey messages to others. The two terms, receptive and productive are not mostly agreed with because there are productive features in the receptive skills for example while listening and reading, we produce meaning. The terms passive for (listening and reading) and active for (speaking and writing) sometimes are used synonyms to receptive and productive .Receptive vocabulary use involves perceiving the form of a word; while listening and reading retrieving its meaning. Productive vocabulary use involves wanting to express a meaning through speaking and writing; retrieving and producing the suitable spoken or written word form.

According to Nation (2000, p 15), we can distinguish four types of vocabulary in the text:

High frequency words, academic words, technical word and low frequency words.

1.3.1 High Frequency Word

There is a small group of high frequency words which are very important and these words cover a very large rate of running words in spoken and written texts and they exist in all language forms. (Nation 2000, p23).

1.3.2 Specialized Vocabulary

It is the use of special vocabularies for speaking, reading academic texts, children stories, newspaper or for letter writing. Technical words are also a kind of specialized vocabulary. Some specialized vocabularies are made by using specialized corpus and some are made by the experts in the field what they consider to be relevant to their texts . There is a very important specialized vocabulary for second language learners who intend to do academic studies in English. The academic vocabulary has sometimes been called sub-technical vocabularies because it does not contain technical words but it contains rather formal vocabulary. Nation (2000, p 24)

1.3.3 Low Frequency Vocabulary

This is a very large group of words which occur very infrequently and covers only a small rate of any text. Nation (2000, P 28) .

1.3.4 Strategic Vocabulary

They are words and expressions which writers use strategically to organize written texts , from simple conjunctions like 'and' and 'however' which organize ideas within and across sentences , and adverbs such as 'first' , 'secondly' , ect which list ideas within a paragraph or a text . Also expressions such as 'in brief' , 'to conclude', which signal that the text is about the end . Written text is found in books, newspapers , internet , and so on , as a model of teaching or own writing .But what is the strategic vocabulary which the speakers use to organize and manage conversations and how they are found ? vocabulary items that contain more than one word are sometimes called " chunks", " lexical bundles " or clusters ". This list contains "fragments " or bits of language which are meaningless as expressions such as in 'the' and 'I' , and 'of' the .However , we can remove these to find meaningful expressions . McCarten (2007, p 07)

1.4) Vocabulary Elements

McCarten (2007, p 03) stated some basic elements in the study of lexis as follow:

1.4.1 Frequency: means which words (nouns , verbs , pronouns ...) and expressions are most frequent and which are less used . For instance, 'I' is the most common words. The five most common verbs are 'know', 'think', 'go', 'get' and 'mean'. The most common nouns are 'people' , 'time' ,and 'things' .The most common adjective is 'good' .We can also see the most common similar or related words , such as 'yeah' which is more useful and frequent than **yes** . 'Little' is more frequent than 'small'. Some plurals like 'years' , 'kids' , 'things' and 'children' are more frequent than the singular form ('year' , 'kid' , 'child' etc)

In addition to this , there are some adverbs are most frequent than others like 'just' and 'actually' more frequent than grammatical items such as 'doesn't'.something' is more frequent than 'anything' , 'everything' and 'nothing '.

1.4.2) Differences in Speaking and Writing : some words are used in convirsation rather than written forms (newspapers , academic tests ...) such as the word 'probably' which is used in convirsation more than newspapers and the term ' however' is frequent in written forms rather than convirsations .

1.4.3) Context of Use : Certain items of vocabulary is used by everyone in all kind of situations ; or mostly by people who know each other very well ; or mostly in more polite situations with strangers or work colleagues, etc

This enable the speakers use the words appropriately.

1.4.4) Collocation : The term collocation generally refers to the way in which two or more words are typically used together McCarten (2007 ,p 05). According to Thornbury (2002, p07) collocations are how words couple up to form compounds, and how they "hunt in packs "in the shape of multi-word units . There is a loose of association called **collocation**.

1.4.5) Connecting Form and Meaning: It is important that the learner needs to know the form of the word and its meaning and they need to be able to connect the two . The strength of connection between the form and the meaning will determine how readily the learner can retrieve when hear or see the word form.

A successful retrieval of the form or the meaning leads to a strong link between the two. Nation (2000, p 64). Making the form - meaning connection easier if the word being learned is a cognate or loan word shared by the first language and the second one .

Another way of making the form – meaning easier is the link of first language and second language of form and meaning.

The form meaning connection easier to make if the word shape and sound form has a clear connection to the meaning.

1.4.6) Concept and Referants : When we look at the range of meaning which may be include for a single word , we notice that some of the entries are quite different from each other . The word which have the same form but have completely unrelated meaning called **homonyms** (this include **Homographs and Homophones**) This should be counted and learned as different words .

1.4.7) Word List : One of the most famous word- lists in English is Basic English ,devised by C.K . Ogden and I.A.Richards .

1.4.8) General Service List : One of the most prominent lists in General Service List of English words edited and compiled by Michael West and published by Longman that is based on about five million words . One of the strengths of this list is that it takes into account not only words , but also lexical items in which different meaning of the same word are listed , even the idiomatic phrases containing the word .Wallace (1989 , p 17)

1.4.9) Esp Vocabulary: Special kinds of vocabulary such as words and expressions which relevant to special interests or field of knowledge .Vocabulary term is important consideration in the matter of English for special purposes (ESP) and its inseparable part of any teaching syllabus which is must be taught in a well planned and regular basis. Wallace (1989, p17)

1.4.10) Stress: In English the stress pattern of word is important that determines the pronunciation of the individual vowel sounds. If the word is stressed wrongly, It will not make the native speaker catch in the flow of speech.

Word stress patterns is often used systematically in different ways e.g. to discriminate between noun and verb as in 'record (noun) and re'cord (verb) .Wallace (1989 , p 24)

1.4.11) Cognates and False Friends :Words have similar forms in related language but totally different meaning , these words known to the language learners " false friends " .For example : the word 'attendre' in French means to wait , but the word 'to attend' in English means to join or to participate . Wallace (1989, p 25)

1.4.12) Aspects of Meaning -

1.4.12.1) Homonyms: Words share the same form ,but have unrelated meaning e.g.the word 'address' to speak to someone or location .There is another aspect of homonym which sound the same but are spelt differently. These are called **homophones** . e.g.'meet' and 'meat' .There are also words that are pronounced differently but spelt the same.These are called **homographs** e.g.the verb 'read' and its past form 'read' .

1.4.12.2) polysemes :words or phrases have different but overlapping meanings or a word with multiple meanings . Thornbury (2002, p 9)

.e.g.She has long 'fair' hair .

-She was only a 'fair' cook

- It will be 'fair' and warm .

1.4.12.3) Synonyms: Words share a similar meanings .e.g. 'aubergine' is synonym of 'egg plant'.

1-4-12-4) Antonyms: words with opposite meanings. e.g. ' old ' woman is the opposite of 'young' woman.

1.4.12.5) Hyponyms : is useful when talking about the way word meaning are related .

A hyponymous relationship is a kind of relationship . e.g .pigeon , crow , eagle , and seagull are all hyponyms . **Co-hyponyms or co -ordinates** share the same ranking in a hierarchy

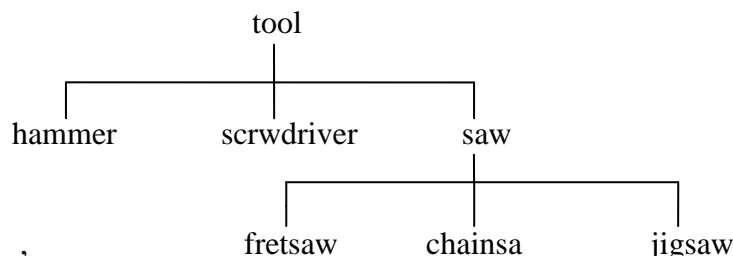


Figure 1.1: Hyponyms (Thornbury ,2002 , p 10)

Words which have this kind of relations called (**meronymy**) are underlined while co- hyponyms are in italics :

Under a low sky This morning Of red and Yellow leaves A bird disturbs no more than one twig of the green leaved peach tree.

Thus, leaves and twig are tree's parts, while red, yellow and green are colours .Thornbury (2002, p 9)

1.4.12.6) Lexical Field (Denotation) :Word which shares the same thematic relationship and it is a study of words relation to other words in a sentence . e.g 'body parts' is a lexical field belongs head , 'hands' , 'arm' , 'leg' , 'knee' ...ect .Thornbury (2002 , p 10).

1.4.12.7) Connotation and Style:

1.4.12.7.1 Semantic Field :(Connotation) : Words have meaning but it is used in different situations or for different effects . E.g.Sarah is a dove at heart .word 'dove' implies peace and gentility .

1.4.12.7.2 Style: It is closer to spoken , informal English than to formal written style e.g. two words may be synonyms but each evoke quite different associations e.g . Words (ibid, p 11)

1.4.13) Grammar : Knowing a word involves knowing how to use it in sentence.

1.4.13.1) Matching Sentence Halves: The learners are given sentence halves containing familiar vocabulary which they have already met and they have to match halves to make complete sentence.

1.4.13.2) Ordering Words: The learners are given words in scrabble then they have to put them in order to form coherent and meaningful sentence. Nation (2000, p 136)

1.5) Vocabulary Learning

All the languages emerged as words , in both sides historically and in the way the individual acquired his first language and learned second languages .Knowing a word is one thing but how this knowledge is acquired ?In learning the first language , the first words which a child learn are typically those used for **labeling** which is mapping words on the concepts for example a dog but not all legged animals are dogs , some are cats so then the child has to learn how far to extent the concept of dog . so as not to include cats but to include other people's dog , toy dogs even pictures of dogs .In other words , acquiring a vocabulary requires **categorasing** skills. Learning new words and meaning .Thornbury (2000 , p 01) . So learning the vocabulary of second language presents the learners with these challenges:

- *Making the correct connection between the form and the meaning of the word .
- *When producing language , using the correct form of the word for the intended meaning Thornbury (2000 , P 02) .

The learning of vocabulary is a challenge for learners partly because of the size , variety of the vocabulary , types to be learned , including single words , collocation , phrases , and strategic vocabulary as well as grammatical patterning idioms ,and fixed expressions . Richard(1976) and Nation (2001) list the different things learners need to know about the word before we can say that they have learned it .These include :

- *The meaning(s) of the word .
- *Its spoken and written form .
- *What " word parts " it has (e.g , any prefix ,suffix ,and" root" form) .
- *Its grammatical behavior (e,g its word class (whether it is a noun , a verb , an adjective , or a determiner ...ect) , typical grammatical patterns it occurs in)
- *Its collocation.
- *Its register.
- *What association it has (e,g words that are similar or opposite in meaning)
- *What connotations it has.
- *Its frequency.

To these we could add whether a word has a strategic use and if it has special uses that are different in registers such as conversatiobs or academic writing. So we can already see how

important to use corpus to give the learners all the right information they might need to master a word or a phrase . McCarten (2007, p 18)

Thornbury (2002) suggested that there are many kinds of tasks and learning strategies which help the learners to gain vocabulary and help move words into long – term memory .

1.5.1-Decision Making Tasks : Tasks in which learners make decision about words .

1.5.1.1) Identifying Tasks : means finding words where they may otherwise be 'hidden' , such as in text , recorded or spoken text .Thornbury (2002 , p 94)

1.5.1.2) Selecting Tasks : are more complex than identification tasks , since they involve both recognising words and making choice amongst them (op. cit , p 95)

1.5.1.3) Matching Tasks : involves recognising words and then pairing them with .

1.5.1.4) Sorting: activities require learners to sort words into different categories .The categories can either given or guessed .

1.5.1.5) Ranking and Sequencing : activities require learners put the words into some kinds of order . This involves arranging the words on a cline (op. cit , p 98)

1.5.2) Production Tasks :

1.5.2.1) Completion Tasks : which is known as **gap-fills** . In completion tasks the context is given , and it is simply a matter of slotting the right word in .

1.5.2.2) Sentence and Text Creation: activity requires learners to create the context for given word.

1.5.3) Games : According to Wallace (1989 , p104) vocabulary games play crucial role in developing the student 's vocabulary , perhaps by extending his vocabulary or by giving him practice in using what they already receive and adding an element of fun or relaxation and enjoyment to the lesson . Language games have become more used these days for two reasons :

First, an increasing emphasis on the importance of motivation , and the appropriate kind of positive atmosphere in the classroom .

Secondly, an increasing emphasis on the importance of " real communication ".One of the characteristics of games organization is a competitive elements, scoring is important :

It must be clear who has won and scoring system should be easy to work. The teacher often becomes a "referee ".The competitive elements is often balanced by co-operative elements, especially when the class is divided into "teams" . The members of each team participate for the success of their team .Games have to be carefully organized, clear, easily understood, and designed for situation.

Thornbury (2002 :p 102) Language play including word games of " I spy "or 'Hangman' , using games encouraging learners to learn and recall words , such as :

1.5.3.1) Word Clap: This game requires rhythm and quick thinking! This game requires no – equipment or preparation . It can be played indoors or outdoors .Students stand or sit in a circle , following the teachers' lead , maintain a four –beat rhythm , clapping their hands on their thighs three times (one – two – three) then four .The game should start slowly but the pace of the clapping increases gradually .The idea is to take turns , clockwise , to shout out different word from a pre-selected lexis on every fourth beat . Players who repeat a word already used , or break the rhythm , or say nothing are out and the game resumes without them , until one player is left . The teacher can change the lexis by shouting out the name of the new set.

1.5.3.2) Categories: Learners work in pairs or in small groups , they draw up a number of columns on piece of paper , according to the model on the board , each column labelled with the name of lexical set e .g fruit , animals , spots ...ect . The teacher calls out a letter of the alphabet(e.g B),and the time limit (e.g three minutes), students write down as many words as start with the given letter in the separate column (banana , berry) . The group with the most correct words wins. (ibid)

1.5.3.3) Noughts and Crosses : First , draw two noughts and crosses grids on the board . One is blank. In the other each square is labelled with nine categories, or nine affixes (tion , less , non , un ...ect) , or nine phrasal verb particles (up , an , off , in back ...ect) . Then, prepare some questions relating to each category . For example to ask for the opposite of a word or to say a word in English if the class monolingual Next, divide the class into two teams : noughts and crosses .The game 's principles is to take turns choosing a category and answering a question in this category correctly so they earn the right to place their team's symbol in the corresponding position in the blank grid . The winning team is the first to creat a line of three (noughts and crosses), either vertically , horizontally , or diagonally .

			body	colours	Clothes
			Food	shapes	Jobs
			Animals	drinks	Sports

Figure 1.2 Nought and Crosses (Thornbury, 2002, p 103)

1.5.3.4) Coffeepot : This game is good for practicing and reviewing action verbs and adverbs .and also a guessing game in which a learner answer yes/no questions from the rest of the class or group about a verb that he has thought of , or that a teacher whispered to her . In the question the word coffeepot is used in place of the mystery verb. For example the learner might ask:Do you coffeepot lonely or with your sister ? Is coffeepot fried or grilled ? (ibid)

To make it easier , the teacher can state cues or verbs on the board ,then the learner chooses one . It can be played in pairs. (ibid)

1-5-3-5) Back to Board : This is another guessing game ,but in this game the learner who has to guess a word by asking questions to the rest of the class . The student sits facing the class, back to the board and the teacher writes a studied word, or phrase ,or idioms on the board out of the sight of the student . The student asks different students yes/No or either / or questions in order to guess the word . For example: Manga is a fruit or game . To simplify the game , the words chosen can be limited – e.g All phrasal verbs , adjectives ...ets (ibid)

1.5.3.6) Pictionary: This involves students guessing words or phrases from drawing . It is played in team and each member from the team plays the role of the artist. If there are three teams , the three artists from the teams go to the front of the class where the teacher shows them the word or phrase on a card . They quickly return to their group and ask their groups a help by drawing it on paper. The first team guess the word earns point and three other artists have turn with a new word. (op . cit . p 104)

1.5.3.7) Word Snap: Using word card e.g from the class word. Students work in small group with the objective of collecting as many word "pairs". One player deals two words card, face up, so everyone can read them. The first player to think of a way the word are connected gets to keep the pair , and two or more words lead down .A connection could be same part of speech synonyms or antonyms , same lexical set.. . If no connection can be made , the two cards are shuffled back into the pack . The teacher must be available to decide in the case of connection being. (ibid)

1.5.3.8) Word Race: The class is divided into teams and each team is given a board marker . The board is divided into many sections as there are teams. The teacher says a word in the students' language, and the first team to get the correct English translation on the board earns a point. The game continues for many words. The game is suitable for monolingual class , but a variation of it suitable for multilingual classes such as giving a

word definition in English , or giving synonyms or to show pictures rather than giving translation .(ibid)

1.5.3.9) Spelling Race: The board is divided into two halves, and a representative from each of two teams stands at the board with a marker. The teacher shows the rest of the class the word on a card . The teams simultaneously spell the word to their representative, who cannot see the word . The first team to get the word on the board with its correct spelling earns a point . The game continues with different students taking turns to be the team representative. This game seems difficult, especially if the word contains letters which are frequently confused such as: i and e , g and j .(ibid)

1.5.3.10) Grammar Games: They are games which engaging and encouraging the learners to use the target structure with enthusiasm.

Example 1 : 'Ask the right question'. In this game, we split the learners into two teams .Thers is a pile of cards between them .Each card contains a word or a phrase. The cards are faced down .A membre of team (A) pick up the first card then he/ she has to ask the others team(B) members questions till they get the exact answer that is mentioned in the card .

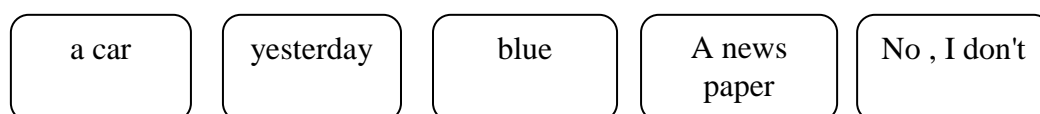


Figure 1.3 : Answer Cards (Harmer , 2007 , p223)

This game is suitable for all levels , it forces learners to think extremely and carefully about the exact questions' construction they are asking .

Example 2 : ' Putting sentences back together again ' . This game helps learners testing and practising syntax by giving them sentences with words in scrable e . g do / eating / not / . / I / like / potatoes / fried /

The teacher provides the learners two sets of envelopes, each one is numbered from 1-12 .In each envelope there are the words which make up a sentence .Both envelopes are marked 1 will have the same word cards and there will be two envelopes for sentence number 2 , and number 3 etc . Harmer (ibid)

The teacher then writes the numbers 1-12 on the board twice, once for each team . The two pils of envelopes are put at the front of each class . A learner from each team come up and selects an envelope then takes it back to the team . When the team have reordered the

sentence and written down on a paper , they cross off the relevant number of the envelope on the board .

The first team to finish gets two bonus points. The teacher then looks at the sentence which they have written down and each team gets a point for each correct sentence.

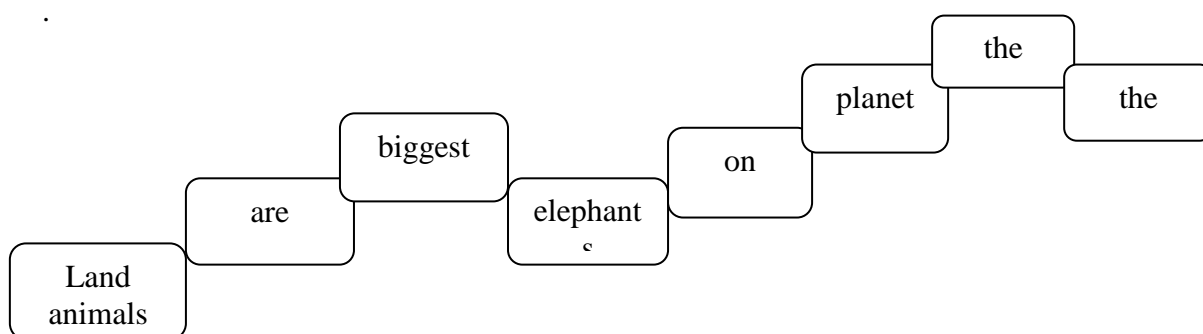


Figure 1.4 Cards for Game Envelope (Harmer , 2007 p 224)

1.5.3.11) Communication Games: There are several communication games , all of which aim to make students talking as quickly fluently as possible . This type of games is categorised into two particular categories Harmer (2007, p 249) :

1. 5.3.11.1) Information Gap Games : Many games depend on an information gap: one student has to talk to a partner to solve puzzle , to draw a picture , to put things in their right order , or to find similarities and differences between pictures (ibid)

e.g : Students are put in pairs , in each pair one student is A and the other student is B . They are going to look at maps of London . But we make sure that they may not show their maps to each other . Student A is given map A and student B is given map B . We inform them that some differences may be in the picture, but others in the writing. (p 357)

1.5.3.11.2) Television and Radio Games : Games from radio and TV often provide good fluency activities when imported into classroom as the following examples :

- ' In twenty questions ' the chairperson thinks of an object and tells a team that the object is either animal , vegetable , mineral , or a combination of two or three of them. The team has to find out what the object only yes/ no questions are asked , such as Can you use it in the kitchen ? ... They get points if they guess the answer in 20 questions or fewer. (ibid)

- 'Call me bluff' involves two teams. Team A is given a word that members of the other team are unlikely to know . Team A find a correct dictionary definition of the word then makes up two false ones . They read out their definitions and team B has to guess the

correct one. Now team B is given a word and reads out three definitions of their word and team A has to guess the correct one.

-In other games, different tricks or devices are used to make fluent speaking amusing. In 'fishbowl' for example two students speak on any topic they prefer, but at pre-arranged signal one of them has to reach into a fishbowl and take out one of the paper pieces which students have previously written phrases, questions and sentences. They have to incorporate whatever is on the paper into the conversation straight away. (p 350)

1.5.4) Inferencing (Guessing) Procedure: Wallace (1989, p31) stated that in his book. The learner guesses the meaning of words by hearing or reading them in certain situations and contexts.

1.5.5) Word Formation: According to Thornbury (2002, p 5) the word is formed from old one by :

1.5.5.1) Word Building: (ibid, p4) summarized three different forms of word building are :

1.5.5.1.1) Affixation: Is a process of add –one (suffixes or prefixes) to the root. In this way the meaning of the word change and also, it is a fundamental principle of word formation. e.g 'beautiful', **writer**, **happiness**. Note that ('ful', 'er', and 'ness') are end of the word **suffixes**.

e.g **irregular**, **reorder**, **disrespect**, (ir, re, dis) while beginning of the word **prefixes**.

1.5.5.1.2) Inflexions: Is the construction of the word which does not result the change of word class. There are four kinds of inflexions

- plural form such as 'glass'-'glasses', 'car'-'cars', 'knife'-'knives'
- possession: such as 'Jack's bag' - 'Susan's book'
- pronoun: such as David offers 'his' mother a gift.
- Third singular verbs: such as I like reading books, she 'likes' reading book too.

1.5.5.1.3) Derivation: A word that results from the addition of the affix to a root, and which has a different meaning from the root.

e.g write

wire+ r

re- write

writable

1.5.5.2) Compounding: That is the combination of two or more independent words. There are two common and highly productive ways of compounding words in English are :

(noun+verb) ,or (noun+noun)

For example :1: candlestick (candle+stick)

2 : Airplane (air +plane)

1.5.5.3) Blending : One of the ways of learning vocabulary. A word blend is formed by two separated words .

For example 1:-brunch (breakfast+lunch)

2-infotainment (information + entertainment)

1.5.5.4) Conversion: It is a process of which a word can be co-opted from one part of speech and used as another. nouns are converted into verbs this means changing the class of the word without changing its form

For example :Yesterday ,I watched a wonderful 'play' on T.V .

Ali and Sami 'play' chess .

1-5-5-5) Clipping : Word can be coined by shortening or clipping .

For example : flu from (influenza)

email (electronic mail)

1.5.5.6) Acronyms: A word formed from the initial letter or sound of string words (abbreviations) .(ibid)

For example : **TGG** :transformational generative grammar

ESP : English for specific purposes

Art :article

1.5.5.7) Synonyms : Words share a similar meanings .

For example : contaminated = polluted

Pain = ache

Cool = calm

1.5.5.8) Antonyms : Words with opposite meanings .

For example : selfish ≠ generous

tidy≠messy

1.5.5.9) Homonyms: Words share the same form, but have unrelated meaning.

For example: I 'left' my bag in the bus.

I use my 'left' hand to eat.

1.5.5.10) polysemes : Words or phrases have different but overlapping meanings or a word with multiple meanings .

For example : .She has long 'fair' hair .

-She was only a 'fair' cook.

- It will be 'fair' and warm

1.6) Teaching Vocabulary

(Nation 1978) attempted that the useful way of teaching new vocabulary, in particular becoming familiar with the spoken form of the word and linking it to its meaning is using technique. The teacher gradually explain the word's meaning by using it in the context. When the learner constructs meaning to the word, they can participate then the teacher asks the learners for the explanation and the translation of the word .When using the technique several things are important . First, not too much information is provided about the word at the beginning . So that the learners must listen attentively to the word in different contexts. Second , the teacher repeats the sentences wherever possible by uttering each sentence at least two times when it is first used also , the teacher doesn't ask the learners about the meaning of the word (a translation , synonym , or definition) but keeps describing and clarifying until the most of the class get the meaning of the word . If the technique is used properly, the learners will have made a very good step forward to knowing the word, however ;if the technique is used badly by providing the meaning too quickly , by not repeating the sentences . Nation (2000, p 95)

There are features in the effective use of technique which encourage learning. These design features are the repetition of the word and its context, the presence of a variety of rich contexts ,and giving careful attention to the word and its context .

Thornbury (2002, p 30) stated that the implication for teaching vocabulary as follow :

*Learners need tasks and strategies which help them to organise their mental lexicon.

*Teachers need to accept that the learning of a new word involves a period of initial fuzziness.

*Learners need to wean themselves off a reliance on direct translation from their mother tongue.

*Words need to be presented in their typical contexts, so that the learner can get a feel for their meaning, their register , their collocations , and their syntactic environment .

*Teaching should direct attention to the sound of new words, particularly the way they are stressed.

- *Learners should aim to build a threshold vocabulary as quickly as possible.
- *Learners need to be actively involved in the learning of words.
- *Learners need to make multiple exposures to words and they need to retrieve words from memory repeatedly.
- *Learners need to make multiple decisions about words.
- *Memory of new words can be reinforced if they are used to express relevant meanings.
- *Not all the vocabulary that are needed can be "taught"; learners will need plentiful exposure to talk and text as training for self-directed learning.

According to Thornbury (2000), the teacher before deciding to present vocabulary, he has to take in consideration these factors:

- -The level of the learners(whether beginners , intermediate ,or advanced)
- -The learners' likely familiarity with the word.
- -The difficulty of the items (whether they express abstract rather than concrete meaning or whether they are difficult to pronounce) .
- -Their reachability (whether they can be explained or demonstrated)
- -Whether the items are being learned for production (speaking – writing) or for recognition only (listening – reading) .
- The new words presented should not overstretch the learner's capacity to remember them
- Not should the presentation extend so far into the lesson which no time available to put the words in work.
- Teacher must follow and use a method or a technique of relaxation and suggestion which predispose the learner to massive amount of input and enable them to retain new vocabulary.
- Deciding whether he teaches meaning first, then form or form first, then meaning.
- Whether to present the word in its spoken or written form.

Thornbury (2002) suggested some teaching techniques to present vocabulary such as translation, using real objects "realia", pictures, flashcards, body movements "actions", gestures, definitions, and situations.

1.6.1) Using Translation: Traditionally, translation has been the most used means of presenting the meaning of a word in monolingual classes and it is a direct route to the word meaning. It is therefore very economical, and suitable for dealing with incidental vocabulary that may crop up in a lesson. However; the learner cannot work very hard to

access the meaning, it means that the word is less memorable . A case of "no pain, no gain". In addition to this, it is not useful in mixed nationality classes

1.6.2) Illustrating Meaning: Illustrate or demonstrate words can be done either by using real objects (**realia**) or pictures or mime . The use of realia , pictures , and demonstration was a defining technique of the **direct method** in rejecting the use of translation , developed as a reaction to such approaches to language learning as Grammar translation . Thornbury (2002, p 78)

1.6.3) Visual Aids : It takes many forms : flashcards (published and home- made) , wall charts transparencies projected on to the board drawings . Many teachers collect their own set of flashcards from magazines, calendars, etc.

The use of pictures or objects as prompts for vocabulary teaching can be enhanced if some basic principles of memory are taken into account .

1.6.4) Explaining Meaning : Reliance on real objects , illustration , or demonstrations is limited , if the teacher does not have visual aids or realia at hand , there is an alternative way of conveying the meaning of the new word by using other words . Non – visual verbal means of clarifying meaning include :

- *Providing an example situation
- *Giving several example sentences
- *Giving synonyms , antonyms , or superordinate terms
- *Giving a full definition

All these procedures can be used in combination with visual means such as board drawing or mime . Although a verbal explanation may take longer than using translation , or visuals or mime , the advantage is that , the learners are getting extra " free – listening practice , and making him work harder to get the meaning of a word , they may be more cognitively engaged . Thornbury (2002 , p 81)

1.6.4.1) Situational Presentation : It provides a scenario which clearly contextualises the target word . Reinforcing a situational presentation with pictures , board drawing , or gesture makes it more intelligible and memorable . More memorable is the situation which comes directly from the experience of the people or the teacher in the room (real life problem situation)

.(ibid)

1.6.4.2) Example Sentence : The teacher gives sentence example which enables the students to hypothesise the meaning of the target word using **induction** that is a mental

process of hypothesising from examples .The advantages of this approach, Firstly ,is that the learners hear the word several times , increasing of retention in memory .Secondly ,the learners hear the word in a variety of typical context .Finally , they get information on the words form and grammar .(ibid, p 82)

1.6.4.3) Definitions :Such as those in dictionaries .Learners dictionaries phrase their definitions in language that gives teachers a reliable model . In this way the meaning of a word are built up piece by piece and the learners hear the target word not only in context but repeated. (ibid, p 83)

1.6.5) Highlighting the Form: There are ways of highlighting the spoken forms of the word.

- listening drills
- oral drill
- boardwork

1.6.5.1) Listening Drill :Which is any repetition of a short chunk of language , this is repeated twice or three times to draw the learners ' attention to the syllable structure , stress of the word . This process can be accompanied by some kind of visual stimulus, such as using the fingers of one hand to represent the syllables' numbers and the teacher can also ask the class to identify the stressed syllable.

1.6.5.2) Oral Drill : In drill and repeat methodologies , such as audiolingualism centres on learners to repeat the new word both in chorus or individually in order to install it in memory .This allowing learners to hear and repeat (**articulation loop**, a process of subvocal repetition on which working memory depends)) the word to retain the word in memory .One way of encouraging subvocalisation is known as a **mumble drill** .(op . cit , p 85)

1.6.5.3) Boardwork :The teacher needs a board to highlight words' transcription using **phonetic script** ,which is a way of highlighting pronunciation visually .(op . cit , p 86)

1.6.6) Elicitation: It is a procedure for teacher to present the meaning of a word (eg , by showing pictures) and asks the learners to supply the form , the word and elicit a definition . This procedure , going from form to meaning . (op . cit ,p 88)

1.6.7) Role Play :This technique helps the learners build and construct vocabulary through dramatization that encouraging the learners to produce vocabulary appropriately in real life

situations .According to Nation (2000 ; p 174) Role play activities can involve a written text and it may involve written instruction to the role player The 'say it' ! activity in which the learners read the short text such as newspapers report containing wanted vocabulary carefully and discuss it before doing the 'say it' ! activity .For example , the teacher report a dialogue on the board then reads it and invites some learners to read it again , they discuss it before , then , the teacher invites the learners to act it using role play .

1.6.8) Jigsaw Technique: It is co-operative learning method which enables the learners co-operate and dependent on each other to succeed. This technique splits classes into groups , and breaks assignments into pieces(topics) and each member assigned to each topic that the group assembles to complete the (jigsaw) puzzle . It was designed by social psychologist Eliot Aronson.

Jigsaw lessons divided the class up into two different groups , expert groups and learning groups . All the expert groups read and study the same material . They become expert on the topic in which they prepare and outline which summarize their critical information of their group. They determine how to share these information with peers, after the expert groups complete their study , they meet with their learning groups .This technique is beneficial for students . First, It provides students with opportunities to become experts in a particular subject,. Secondly, share that knowledge with their peers.

1.7) Benefits of Vocabulary

Thornbury (2002 , p 13) stated "Without grammar very little can be conveyed , without vocabulary nothing can be conveyed " , it means that in learning all languages skills and other language components , vocabulary takes vital roles in learning four skills

(reading, listening, writing , and speaking) , and using it is a part from reading , listening , speaking , and writing .In learning foreign languages , learners usually learn vocabulary as a first step before they master more complex structures such as grammar. The next benefit of vocabulary, It brings meaning to what we think , use , and produce either spoken or written messages . A student with vocabulary mastery will be better able to communicate with others, convey their messages, and to be more confident in expressing themselves and their ideas.

Conclusion

In brief, vocabulary is one of the most crucial aspects of language teaching and learning and basic element for understanding written or spoken speech, and communicating effectively. This chapter attempted to shed light on the importance, and the benefits of vocabulary mastery, some effective vocabulary teaching techniques, and effective vocabulary learning strategies.

In next chapter, we are going to shed light on reading skill and reading comprehension.

We will mention definitions, reading purposes, specific skills involve reading, models of reading processes, and reading comprehension strategies.

Chapter Two : Reading Skill

Introduction

Among the four skills , Reading is a lifelong skill to be used both at school or outside school . It is one of the most important and useful skills for language learning. It is a crucial skill for the students who are learning (SL) or (FL) to master due to a variety of purposes :whether for their career, for their study purposes or for their pleasure .According to Grabe (2009) , the most common pupose for reading among fluent readers is reading for general comprehension .

Reading provides students with more or less understanding of what they read . In other words ,the more they read , the better they get from the text .In addition , reading has a positive effect on students ' vocabulary mastery , or on their spelling , or on their writing . Also , reading skill is used to demonstrate the way sentences , paragraphs , and the whole text is constructed .Harmer (2010) .

Grellet (1981) stated that understanding a written text means extracting the required information from it and understanding new information from written materials by applying different reading strategies . In that way, she / he can deduce the intended meaning of the writer.

A reader uses such procedures and methods to facilitate and to enhance a text understanding , and to solve reading obstacles which are used in three reading stage (before reading , during reading , and after reading) .

2.1) Definition of Reading

Grabe. (2009) defined reading as a process of receiving and interpreting information encoded in language form via the medium of print " (p 14) . That means reading is a process of understanding a written text .(ibid) A reader negotiates meaning via a print form .Also , he defined reading as a complex combination of processes" .In other words, reading involves different steps for constructing meaning in order to arrive to the writer's intended meaning which are shown in this table .

- "Fluent reading is certainly a rapid and efficient process ".That is to say, we read most materials about 250 -300. Even written materials about learning and professional work will read
- .Reading is efficient in term of the overall reading rate and the term of the ways which various processing skills work together smoothly.When we read , we coordinate rapid and automatic words recognition , syntactic parsing , meaning formation , text comprehension building , inferencing , critical evaluation , and we link the prior knowledge and our background knowledge . (*ibid*)
- "Reading is a comprehending process ". We read to understand what the writer wants to convey .Reading assumes comprehension because all cognitive processing are involved in reading. Comprehension is not only centred reading, but also it is centred listening skill too, and there are visual comprehension as well .Reading and comprehension should not be equated; comprehension is a more all – encompassing concept than reading .However, comprehension for fluent reader is the central goal .

(*ibid* , p 15)

- "Reading is an interactive process in two ways ".Reading is a combination of many cognitive processes which work together at the same time . (*ibid*)

Firstly ,reading also is an interaction between the reader and the the writer . That means the text provides information which the author wants from the reader to understand.

Second , The reader brings a wide range of background knowledge to reading , and she:he actively constructs the meaning by understanding what the writer intends to communicate , So , reading is like jigsaw , where the reader put different pieces of the text to shape the overall meaning of the intended meaning of the writer .

- "Reading is a strategic process" .The reader uses a number of skills and processes to anticipate text information. (Grabe , 2009 , p 15) .He selects key information , organizes and mentally summarizes information ,monitors comprehension ,repairs comprehension breakdowns ,and finally , matches comprehension output to reader goals .(*ibid*)
- "Reading is a flexible process". Flexibility of reading comes when the reader adjusts reading processes and its goals .In other word, the alignment between the processes and the purposes .Reading also is purposeful process. (Grabe, 2009. p 15)

- "Reading is also a continuously evaluative process" .Evaluation requires being strategic and purposeful. Then, we evaluate how well we are reading .Evaluation takes place when we decide how we should respond to a text. (*ibid*)

Ongoing evaluation makes reading as a learning process .Reading activity is itself a learning process, while we evaluate each text, we read and make decision how we respond to it which make reading a learning process. (*ibid*)

Finally, "reading is a linguistic process" .The reader should make graphemic – phonemic connection, recognizing the words to be read and the structural phrases organizing the word ,and having a reasonable store of linguistics knowledge (morphological, syntactic , and semantic) of the language of the text . (*ibid*).

Grellet (1981) defined reading as an active process " .The first aspect of reading as an active process that it involves guessing ,predicting , checking and asking oneself questions. All these activities should take in consideration when designing reading comprehension exercises .For example ,teachers try to encourage students to anticipate the content of the text from the title , to develop the students' power of inference through systematic practice. The second aspect, reading has a communication function.That is to say, each text has a certain function. The activities designed for must be meaningful and relevant as possible to what the reader expect to do with the text.

"Reading is the ability to draw meaning from the printed page and interpret these information appropriately "Grabe and Stoller (2011 , p 3)

"Reading can be thought as a way to draw information from the text and to form an interpretation to these information" . (*ibid* , p 17).

Reading is a complex skill which involves a whole series of lesser skills .First of these skills is the ability to recognise stylised shapes whether the same or different .The second skill is the ability to correlate the black marks on the paper , the elements of the patterns and the formal elements of language such as (words , phrases ,sentences , or paragraphs , chapters , or books) . The third skill involves the total skill of reading which is the ability to correlate by way of the formal elements of language (words with meanings)

(Geoffrey et al .1980)

From all previous definitions, we can say that reading is an active process that pertains to a person's ability to read, understand, interpret and decode the intended meaning from written materials.

2-2) Specific Skills Involving Reading

According to Grellet (1981, p 5), reading involves a variety of skills. The main ones are stated below :

- -Recognizing the script of a language.
- -Deducing the meaning and use of unfamiliar lexical items.
- -Understanding explicitly stated information.
- -Understanding conceptual meaning..
- -Understanding the communicative value (function) of sentences and utterances.
- -Understanding relations within the sentence.
- -Understanding relation between the parts of a text through lexical cohesion devices. (e.g repetition , synonyms , antithesis)
- -Understanding cohesion between parts of a text through grammatical cohesion devices. anaphoric and cataphoric reference e.g (since, after ,because ,although, however , in addition)
- -Interpreting text by going outside it.
- -Recognizing indicators in discourse.
- -Identifying the main points or important information in a piece of discourse.
- -Distinguishing the main idea from supporting details.
- -Extracting salient points to summarize (the text, an idea ...)
- -Selective extraction of relevant points from a text .
- -Basic reference skills.
- -Skimming.
- -Scanning to locate specifically required information.
- -Transcoding information to diagrammatic display.

2-3) Purposes of Reading

Reading has many purposes, when the reader approaches a text, s/he has different purposes from it .

Grabe and Stoller (2009) classified reading purposes under seven main headings :

- ✓ Reading for simple information: It is the most common reading ability. Some researchers consider it as independent cognitive process in which the readers scan the text for specific words, or specific piece of information, or a few representative phrases .
- ✓ Reading to skim: It is looking for the gist . It is a useful skill and a common part of reading tasks . Reading to skim involves a set of strategies for guessing the location of the important information in the text , then using reading comprehension skills on those segments until the general idea is founded . (Grabe and Stoller, p7)
- ✓ Reading to learn from texts: it occurs in academic and professional contexts where the reader needs to learn certain amount of information from those written materials.
- ✓ Reading to learn is usually slower than reading for general comprehension due to re-reading and reflection strategies in order to help the reader remember information. In addition, it needs stronger inferencing rather than general comprehension. (*ibid*)
- ✓ Reading to integrate information: This skill requires critical evaluation of the information being read so that the reader can decide what information to integrate, and how to integrate it for the reader's goal . (*ibid*)
- ✓ Reading to write: It requires ability to search and select information which are needed in writing. (op .cit)
- ✓ Reading to criticize texts : It requires ability to criticize and compose information from the text .(*ibid*)
- ✓ Reading for general comprehension : It is the most basic purposes for reading that supporting other purposes , and it is assumed more complex . It requires rapid and automatic processing of words , strong skills in forming a general meaning , representation of main ideas , and efficient coordination of many processes .(*ibid*)

In this essence, Alderson (2000) claimed that a reader has different purposes from reading texts. Wherever the purpose differs, the reader gets a different meaning from it.

We notice that most learners in middle school read for general comprehension in order to be evaluated in (diagnostic assessment, formative assessment, and summative assessment)

2-4) Reading Strategies

Before defining reading strategies and giving examples, it is necessary to define the term strategy first.

2-4-1 – Strategy Definition

Grabe (2009 , p 221) in his turn defined strategy as " processes that are consciously controlled by reader to solve reading problems ".That means strategies are methods or pocedures that are made and used by the learners to overcome problems which we encounter while learning .In addition , strategies are cognitive processes that open to conscious reflection ... (*ibid*)

2-4-2 – Reading Strategies Definition

Since strategy is a cognitive process and a procedure that is used by the learners to solve such learning problems .So, reading strategies are montal actions consciously or unconsciously used by the reader with the intention to facilitate text comprehension .

2-4-2-1 Inference

Inference refers to reading between lines to draw meaning to the text and the words , and it is the use of syntactic , logical and cultural clues to identify the meaning of unknown words (p 14) .Word formation and derivation ...will also play a vital role .Students guess the meaning of unfamiliar words from the context rather than using dictionaries .

Grabe (2009; p 68) stated that inferencing is one of the basic cognitive mechanisms that connect what the reader attempt to understand currently with memory sources that provide our background knowledge . In our daily life,when we communicate and interect with the others , we use nonverbal communication where physical behavior is used to convey messages . and we can infer the others intentions from their actions such as (body language , gestures , miming , and eyes contact) . For instance, keeping your arms by your sides. That means when you fold your arms over your body , that means you are hiding something , lying , or you are nervous .Also , when you avoid eye contact with other person , that means (you do not like him / her , you do not like this person know you , you do not feel comfortable ...) . We determine our needs and likes from a various sources of information. Humans engage in inferrencing from childhood stage and

inferencing skills that are parts from the cognitive process that all humans perform in interpreting their environment,

All comprehension types such as (written, oral, , and visual) rely on inferencing and inferencing abilities begin well before we engage in reading comprehension.

(*ibid*) stated two distinctive types of inferencing which are bridging inferences (the need to maintain coherent text models during comprehension) and elaborative inference (adding information that elaborates on the situation model) .

Humans naturally infer on a continual basis , the major contribution of inferencing for reading comprehension include abilities to

- Integrate new information with prior knowledge
- Interpret and situate, information that is decontextualized
- Evaluate information in terms of a reader's goal and attitudes
- Understand information that may be conceptually different from prior expectations.

Since inferencing is a fundamental part of our cognitive processing and interpretation of our the world around us , it should not be limited only to the reading strategy or reading strategy in educational sense , but there are other cases that make perfect sense to refer to inferencing as a reading strategy . Certain inferences types are not performed in our everyday life but they are applied in academic tasks , or to more complex challenging textual input ,or they will be applied as a problem solving situations by poor readers who face difficulties with texts to improve their reading comprehension.

Inferences help to create a coherent interpretation of academic texts , or understanding new information or explanations are required skills .Such academic inferencing requires a text evaluation of many linguistics cues , the prioritization of potentially conflicting cues , or the synthesis of evidence from multiple texts to build critical reading comprehension abilities .(Grellet , 1981)

2-4- 2-2 Understanding Relations Within the Sentence

It is the ability to understand the core of the sentence (subject + verb) and to get immediate grasp of sentence structures. In order to get that , the learners can split the text into sense groups and underline , box ,or recognize the important elements of each sentence in a passage .(*ibid*)

2-4-2-3 Linking Sentences and Items

It is the recognition of various devices that are used to create textual cohesion and the use of reference and link words. Reference covers all the devices that allow lexical relationship within a text such as anaphora (reference to an element previously mentioned), or cataphora (the one to be mentioned below), use of synonyms, hyponyms, comparison, nominalization ...), because the text is a set of related ideas that are announced, introduced throughout the passage. If the reader does not understand some words of the passage, she/he would not get the meaning of the passage. However, if he does not understand inter or intra sentential connectors, he will also fail to recognize the communicative value of the passage. (ibid)

2-4-2-4 Predicting

One strategy for improving comprehension and allowing the students' interaction is prediction. It is a process of guessing and predicting what is to come next using grammatical, logical and cultural clues. (ibid).

2-4-2-5 Previewing

It is a reading strategy which involves the content table, the appendix, the preface, the chapter and paragraph headings to find where is the needed information. It is useful when skimming and scanning. (ibid)

2-4-2-6 Anticipating

It is expecting to find answers to a number of questions and specific information or ideas we look for. This expectation is a permanent mutual relation between the reader and the text in the reading process. While reading, we keep making predictions which will be confirmed or corrected. Before the students start reading a text, they can always be asked to look for the answer of specific questions that will give an incentive to their reading activity. Those are some suggested exercises in this procedure:

- Psychological sensitizing aimed at making the students think about the subject of the text and ask themselves questions.
- Using the title and the pictures to talk about the various ways the text may develop.
- Using the key words of the text. (ibid, p 18)

2-4-2-7 Skimming and Scanning

Both skimming and scanning are specific reading strategies necessary for quick and efficient reading.

When skimming, we go through the reading materials quickly in order to get the core of it, to know how it is organized , or to get an idea of the tone or the intention of the author .

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 let our eyes over the text wonderly until we get what we are looking for ,.

Skimming is an overall activity which requires an overall view of the text and reveal a definite reading competence. However, scanning is more limited since only means seeking what information is relevant to our purpose .We can use these two activities together while reading a given text.

The first two exercises in the skimming section are traning and preliminary exercices. They try to recreate authentic reading situations .They should contribute to building up the students' confidence by showing them how much they can learn by looking at some prominent parts of an article, by catching few words , and by reading a few paragraphs . In addition , their aim to make the students better readers , the reader can decide quickly what they want or need to read .

The exercises suggested to practise scanning also try to put the students in an authentic situation, where they scan the text rather than read it .The students are asked to solve some problems as quickly as possible which are suitable for scanning .(*ibid*)

2-4-2-8 Grabe (2009) suggested some reading strategies as below :

Sample Reading Strategies
<ul style="list-style-type: none"> *Specifying a purpose for reading *Planning what to do / what steps to take *Previewing the text *Predicting the content of the text or section of text *Checking prediction *Posing questions about the text *Finding answers to posed questions *Connecting text to background knowledge *Summarising information *Making inferences *Connecting one part of the text to another *Paying attention to text structure *Rereading *Guessing the meaning of a new word from context *Using discourse markers to see relationships *Checking comprehension *Identifying difficulties *Taking steps to repair faulty comprehension *Critiquing the author *Critiquing the text *Judging how well purposes for reading were met *Reflecting on what has been learned from the text

Table 2.1: Sample Reading Strategies (Grabe, 2009)

Reading is a one of the receptive skills which has great importance in language teaching and learning. There are many reasons for its being important. Firstly, learners read in their daily lives. Secondly, learners read for academic purposes. Without understanding the text, they cannot learn anything. As a result, they cannot succeed in the exams. So, the action of understanding and interpreting texts called reading comprehension.

2.5) What is Reading Comprehension?

Reading comprehension is the act of decoding and understanding what the student have read. In other words, reading comprehension is active and interactive process which take place pre-reading, while reading, and post reading stages between the reader and a particular piece of writing.

"Comprehension occurs while the extraction and the integration of many information from the written materials by the reader and combining the new receptive knowledge with the prior ones". (ibid ;p 14). Reading comprehension is remarkably complex, since it involves many coordinated processing skills that are combined efficiently. Grabe and Stoller. (2011, p 17).

From the previous definition, comprehension is the understanding and the interpretation of what is read. To be able to comprehend written materials, the learner needs to be able to decode what they read, to make connections between what they read and what they already know, and to think deeply about what they have read.

2.6) Models of Reading Processes

General reading models serve useful purposes, the most common models, providing a metaphorical interpretation of many processes involved in reading comprehension, and other models are specific in nature.

Two Ways of Viewing Models of Reading

Metaphorical Model of Reading

Specific Models of Reading

1-Bottom- up reading

1-Interactive Compensatory Model

2 -Top- down model

2-Word Recognition Model

3-Interactive models

3-Simple View of Reading Model

4-Dual- Coding Model

5-Psycholinguistic Guessing Game

Model

Table 2-2 Models of Reading Processes (Grabe and Stoller, 2011)

2.6. 1 Metaphorical Models of Reading

2.6.1.1 Bottom Up Models : They suggest that all reading follow a mechanical in which the reader creates a mental translation of the information in the text piece by piece with a little interference to the reader's background knowledge , the reader processes each word letter by letter , each sentence word by word , and each text sentence by sentence .

In this essence ,the reader grasp the text meaning by recognizing the multiplicity of linguistic signals letter , morphemes , syllables ,words , phrases , grammatical cues , and discourse markers with the interference of what the reader already know .Grabe and Stoller (*ibid*)

2.6.1.2 Reading is Directed by the Top Down Models: Top down models assume that reader's goal and expectation .Also , these model characterise the reader as someone who has some expectations and sample enough information about the text to confirm or reject this expectation . The reader direct his eyes to the most likely places in the text to find needed information. Inferencing is a common feature of top down models as the importance of background knowledge. Grabe and Stoller (*ibid*)

2.6.1.3 Interactive Models: This model is a combination between bottom up and top down models. . So word recognition must be fast and efficient and background knowledge serves a major contributor to text understanding as inferencing and predicting too .

(ibid. p26)

2.7)-Specific Models of Reading

2.7.1 Interactive compensatory model : This model argues that

- ✓ reader develop efficient reading processes.
- ✓ less automatic processes interact regularly
- ✓ automatic processes operate, relatively independently
- ✓ reading difficulties lead to increased interaction compensation

The reader uses context clues to understand the text and the words meanings (ibid, p28)

2.7.2 The Word Recognition Model : This model is based on connectionist theory in which the mind organises information and learns from exposures to a text .That is the human brain is composed of millions of neuron network bits which create larger neuron networks representing a given lexical item concept , or non verbal information , in case of words with similar meaning or multiple times used , the neuron network resembles itself again with slightly greater facility , automaticity development in recognising words forms based on previous input and experiences .These models basically are bottom up directions , they account for a lot of what we know about the word recognition processes .(ibid)

2.7.3 Simple View of Reading Models : This model argues that reading comprehension is a combination of word recognition and abilities and general comprehension abilities .When decoding skill and measure and listening comprehension skill measure multiplied , the resulting score is a precise measure of reading comprehension .(ibid)

2.7.4 Dual Coding Model: This model relies on several key concepts from other reading models including interactive compensatory model, simple view of reading model and verbal efficiency model .But also highlights that verbal and visual information represent two linked but cognitive processing systems separately .Visual representation of the key information match and support prose information from the text lead to improvement of learning effectiveness. Both verbal and visual processes input (e.g through imagery, visual representation, action responses to show comprehension ...) work simultaneously to improve reading comprehension abilities. The model also suggests that the abstract representation of meaning information and text model network are not necessary (e.g semantic propositions, conceptual schemata); rather, comprehension is constructed from linguistic and visual input directly. (op.cit ,p 30)

2.7.5 Psycholinguistic Guessing Game Model: This model depicts reading comprehension as a universal applicable correlative process of

a) Hypothesising

b) Sampling

c) Cofirming information based on background knowledge , expectation about the text , a sampling of surface features of the text and the deriving of context information from the text .

This model appeals all instances of reading are the same at all the levels of proficiency and all the languages and all reading abilities transfer across languages automatically.

(*ibid*)

2.8) Specific Skills Related to Reading Comprehension

Grellet (1981) stressed that reading comprehension should not be independent from the other skills (listening , speaking , and writing) .In our rial life , there are few cases in which the reader does not talk or write about what he/she has read , or he does not link what he has read with what he has heard .Reading skill may be linked with different skills through chosen reading tasks . (p 18)

- Reading and writing : The reader may write about what he has read through these activities, such as summarizing, mentioning, note – making ...
- Reading and listening : e.g .comparing an article and a new – bulletin, using recorded information to solve a written problem, matching opinions and texts ...
- Reading and speaking : e.g .discussions, debates, appreciation ...

2.9) The Benefits of Vocabulary Mastery on Reading Comprehension

Grabe (2009) stated that many L1 reading research such as Thorndike (1973) and Stonovich (1986-2000) and many studies demonstrate the strong connection between vocabulary learning and reading comprehension .That is" vocabulary growth lead to reading comprehension development, and amount of reading lead to vocabulary growth " (*ibid*, p 266)

Beck et al demonstrates the strong role of early vocabulary learning in later reading achievements, describing the importance of vocabulary learning from the early ages of life (the age of one) to its effect on reading at later ages (the age of 16) .(*ibid*)

In further set of research , Carver (2000 ,2003) has argued that " the relation between vocabulary knowledge and reading comprehension is so strong that they produce perfect correlations "(*ibid*)

In L2 settings, Verhoeven (2000) reported strong relations between vocabulary knowledge and reading abilities in a LISREL, multivariate component analysis

" vocabulary was a predictor variable for reading " . In a second major study, Vehoeven and Droop (2003) showed a sturdy causal impact of vocabulary on Reading comprehension. (*ibid*)

Conclusion

This chapter has reviewed various definitions of reading skill. Grabe and Stoller (2001) argue that reading in academic settings is the main means for getting

Information and gaining access to alternative explanations and interpretations. Besides , reading is inseparable from other skills. We have also tackled the purposes of reading. Also , the learners should be aware of using some reading strategies which help them in making sense of the text and solving reading problems which they encounter when they read. These strategies take place before reading , while reading , and after reading .

In addition, we tried to explain what is reading comprehension, the reading models, the major skills that work together with reading, finally we shade light on the importance of vocabulary knowlede on reading comprehension.

In the following chapter, we showed the correlation between vocabulary mastery and reading comprehension.

Chapter Three: Methodology and Pedagogical Implications

Introduction

The main goal behind this study is to investigate the positive correlation between vocabulary mastery and reading comprehension . To fulfill this goal , we adopted correlational method . This chapter provides the method of investigation , data collection , procedure of collecting data , and interpretation of results , pedagogical implementation , and comparison between this research and previous ones .

3.1 Method

In order to investigate the hypothesis , we have adopted correlational method to show if there is a positive correlation between vocabulary mastery and reading comprehension .

3.2 Sample and Population

This study is conducted on MS3 learners population at Djaber Ben Hayane Bouamer middle school during the academic year 2020-2021. We have used non -probability sampling method (voluntary sampling) which we have proposed 28 pupils as a sample from three MS3 classes . This type of sample made up of self-chosen sample.

These learners volunteer to take a part in this study.

3-3 The Procedures

We have administrated two tests. The first test is suggested to test the learners' vocabulary knowledge and the second one is suggested to test the learners' reading comprehension.

3-3-1 Test One: It is vocabulary test, its aim is to test the learners' vocabulary mastery and to know the most useful strategies used to understand the meaning of words. The time allotted to the first test is one hour .This test contains 14 questions of varied vocabulary techniques (guessing the meaning from the context , polysemes , synonyms , antonyms ,and word building). The learners were asked to select the right answer by circling the appropriate letter (a, b, or c) .See appendix (A)

Vocabulary Strategies	Questions Number	Marking
Word building	4 – 7- 9	1.5 p
Discovery strategy	3-6-8-10--12-13 11	1.5 p 1 p
Synonym	1 5	1 p 1.5 p
Antonym	2	1.5 p
Polyseme	14	1 .5 p

Table 3.1 : The First Test Strategies and Marking

3.3.2 Test Two: It is reading comprehension test. It aims to test the learners' reading comprehension and know the most useful strategies used by the learners of MS3 to get meanings from the texts . The time is given to this test is one hour . Reading comprehension test contains 8 question varied between inferencing questions , scannig questions , general idea questions , guessing the meaning from the context , and connecting text to background knowledge questions . The learners answered them by circling the correct choice whether (**a** , **b** , or **c**) .See appendix (C)

Reading comprehension Strategies	Question Number	Marking
Guessing the meaning from the context	5	2.5 p
Connecting the text to background knowledge	7	2.5 p
General Idea	1	2.5 p
Scanning	2-3-4-8	2.5 p
Inferencing	5-6	2.5 p

Table 3.2 : Reading Comprehension Strategies and Marking

3.4) Data Analysis

3.4.1 Reliability

According to Cronbach's alpha examination which is used to study and to examine the reliability of the two tests , the result is found that the reliability value is 79,2 % from 22 questions .This value indicates that the two tests are reliable to use as a tool to collect data in this study .

		N	%
Observations	Valid	27	96.4
	Excluded ^a	1	3.6
	Total	28	100.0

Table 3.3 : Observation Processing Recapitulation (according to SPSS settings)

Alpha Cronbach ^a	Number of elements
0.792	22

Table 3.4. : Reliability Statistics (according to SPSS settings)

3-4-2) Correlation Between Vocabulary and Reading Comprehension

Concerning the first hypothesis "There is a positive correlation between vocabulary mastery and reading comprehension " , the results showed that there is a relation between the two variables at the point 0,01 .

3-4-2-1 The Interpretation of the First Hypothesis

The table 8 demonstrates that through pearson correlation which is used to confirm the correlation between the two variables vocabulary and reading comprehension , sig= 0,000 which is $0,000 > 0,001$. That means there is a correlation between vocabulary

mastery and reading for the MS3 learners (sample of study) . In addition , the table shows pearson correlation = 0,635 (63,5 %) . So there is a strong correlation between the two variables at 0,01 (2 tailed) .

A positive correlation means that to have a good vocabulary mastery, learners should have a good reading comprehension. These type of correlation creates an assumption that reading comprehension occurs by vocabulary mastery.

These results fulfilled due to many activities , tasks , and extra sessions which are provided to MS3 learners ,before we conduct this study .In these extra sessions , we made the learners grasp new words of the sequence through techniques used by the teacher , such as (cross words , games , word cards , role play , discussions , flash cards , miming , visual aids , listening scripts , group work ..) . All these techniques enabled the learners of MS3 to learn , to master , and to understand the meaning of the text .

		score_test1	score_test2
score_test1	Pearson correlation	1	.635**
	Sig. (2 tailed)		.000
	N	28	28
score_test2	Pearson correlation	.635**	1
	Sig. (2 tailed)	.000	
	N	28	28

Table 3.5 : Correlation Between Vocabulary Mastery and Reading Comprehension (According to SPSS settings

3-4-3 Discovery Strategy and Synonym Strategies are the most Useful by MS3 Learners for Reading Comprehension

Concerning hypothesis two:" The discovery and synonym strategies are the most useful by MS3 learners for reading comprehension " , the MS3 learners at Djaber Ben Hayane Bouamer middle school used some strategies which helped them to understand and to construct meaning from the words .In addition , they also used them in reading to interpret and to approach meanings which intended by the writer .

3-4-3-1 The Interpretation of Second Hypothesis

To discuss and to analyse this hypothesis, we rely on multiple linear regression formula in which table 7 shows the coefficients belong to model equation which are the strategies are used by the learners (sample), (discovery strategy and synonym strategy) are the most useful strategies by the learners to comprehend the text ,whereas , word building strategy , antonym , and polysemy are less used by the learners of this sample. The antonym strategy was rejected by the SPSS because the learners do not use it , while discovery and synonym strategies accepted because they are used by the learners . Polyseme and word building were less used by the learners than discovery strategy and synonym

Model	Variables participate	Variables omitted	Method
1	Polysemes, Word building, Discovery strategy, Synonym ^b	antonym.	participate

Table 3.6 : Participated and Omitted Variables (SPSS setting)

*. Variable dependent : score_test2

*. All variables required are participated .

Model	R	R-two	R-deux average	Erreur standard estimation
1	.839 ^a	.704	.652	2.4701

Table ; 3.7 : Recapitulation of Models (According to SPSS setting)

a. Prédicteurs : (Constante), Polysemes, Word Building, Discovery Strategy, Synonym

Model		Sum of squares	ddl	mean	F	Sig.
1	Regression	333.166	4	83.292	13.651	.000 ^b
	Residual	140.334	23	6.101		
	Total	473.500	27			

Table 3.8 : Analysis of Variance (According to SPSS setting)

*. Dependent variable : score_test2

*. Predictors : (Constante), Polysemes, Word Building, Discovery Strategy, Synonym

Table 3.6 indicates that : Word building =0,948 , 94,8 % . 94,8 % < 5%

Polysemes =0,488 , 48,8% . 48,8% < 5%

Reading =1,383 × discovery strategy +1,149 polysemes . That means whenever reading increases with (1) , the discovery strategy at learners will increase with 1,38 , and whenever reading at learners increases with (1) ,the polysemes at learners will increase .

So , discovery strategy and synonym strategy are the most useful ones by the learners (sample) in reading comprehension which enable them interpret and construct meaning from the text .

Model	Non standardized coefficients		Standardized coefficients	t	Sig.
	B	Standard errors	Bêta		
¹ (Constant)	12.494	8.128		1.537	.138
Word Building	-.031-	.472	-.008-	-.066-	.948
Discovery Strategy	1.383	.275	.612	5.026	.000
Synonym	-7.457-	1.642	-.561-	-4.540-	.000
Polysemes	1.149	1.629	.086	.705	.488

Table 3.9 : Coefficients

*.Dependent variable : Score_test2

3-5) Pedagogical Implications

In this essence , the learners at Djaber Ben Hayane Bouamer middle school should have extra tutorial sessions for vocabulary construction and reading comprehension where they encounter many types of texts . In addition, they should be aware of the importance of vocabulary knowledge for reading comprehension, and the importance of reading in their lives.

The teachers have to increase learners' awareness toward reading through competitions, rewards , and marks .As noticed that learners read only to be evaluated in tests and exams , and for general information .

Course books are not sufficient for academic vocabulary learning .Academic vocabulary need to be presented in their typical context, so that learners can feel and know their meanings , their register , their collocations , and their syntactic environment .

Not all the vocabulary that the learners need can be taught, but they can learn words by themselves (self directed learning), by reading text, or by listening scripts and conversations,

The learners need more practice in order they test, produce, and develop their vocabulary. The teacher can bring to the class games, crosswords puzzles, role play, drama, presentations, dialogues, writing, whole class discussions etc. Learners need to be actively involved in learning words.

Also they need practice by providing them various types of text to read and to analyse. Learners need to make multiple decisions about texts, and to choose texts they want to read.

Teachers should teach learners strategies to help them organise their mental lexicon by building networks of associations. As well as, learners need reading strategies which help them to solve reading problems and enable them to interpret and understand texts.

Finally, vocabulary knowledge and reading comprehension should be assessed regularly, and they can be assessed:

- Qualitatively: by using assessment scales.
- Quantitatively: by doing words counts to test for lexical density for a good reading comprehension.

3.6) Comparison between the Finding of this Study and the Previous Ones

The result of this research showed that there is a positive correlation between vocabulary mastery and reading comprehension. It means that a good vocabulary mastery leads to a good reading comprehension. $\text{sig} = 0,000$ which is $0,000 > 0,001$. So, there is a positive correlation between vocabulary mastery and reading for the MS3 learners (sample of study). In addition, the table shows Pearson correlation = 0,635 (63,5 %). So there is a strong correlation between the two variables at 0,01 (2 tailed).

In this essence, many researches have done before a similar study to show if there is a positive correlation between vocabulary mastery and reading comprehension, an example of that is the study done by Dewi Ratnawati, which he carried out on the seventh grade students of SMP N 13 Semarang in academic year 2005 -2006.

The result of his research showed that the correlation coefficient between the two variables was 0,417, while the critical value for 80 samples of 95 % confidence level was 0,220. It means that there is a positive correlation between the two variables.

Besides, Tri Daryanti in his thesis "The contribution of vocabulary mastery toward reading comprehension" which aimed to know whether there is a positive correlation between vocabulary mastery and reading comprehension on the eighth grade students of SMP Negeri 4 Wates in the academic year 2013-2014 found that there is a positive correlation between vocabulary mastery and reading comprehension.

A positive correlation means that the increase of vocabulary mastery is followed by the increase of reading comprehension. In addition, reading comprehension can be regressed explained, and predicted from vocabulary mastery.

In addition, Zakariya Allag investigated his research "The impact of EFL vocabulary teaching on enhancing EFL students reading comprehension" on third year pupils at Behloul Said secondary school Ain Fakroun 2016-2017. His study conducted to explore the effectiveness of vocabulary teaching to EFL pupils in enhancing their reading text comprehension ability.

He gained that the pupils in experimental group showed a significant improvement in their reading comprehension while the control group improvement was limited to minority of informants. Therefore, he affirmed that vocabulary teaching has a positive effect on enhancing reading text comprehension.

Conclusion

In brief , this chapter has focused on investigating if there is a positive correlation between the vocabulary mastery and reading comprehension . Two tests were used as a procedures for collecting data on MS3 learners at Djaber Ben Hayane middle school .First test was conducted to test their vocabulary mastery , whereas test two was conducted to test their reading comprehension .The aim behind that was to show the impact of vocabulary mastery on reading comprehension , moreover , to know the most effective strategies which help the learners to understand the words meaning , and to interpret texts .

The results confirmed that there is a positive correlation between vocabulary mastery and reading comprehension. In addition , the MS3 learners at Djaber Ben Hayane used discovery strategy and synonym strategy to understand lexis and negotiate meaning from written materials .

General Conclusion

General Conclusion

This study is conducted to investigate the impact of vocabulary knowledge on reading text understanding ability , and to show if there is a positive correlation between them.

Learning language cannot be separated from learning vocabulary because vocabulary is an essential part in it .It is also impotant to a language teaching .

Without vocabulary learners cannot communicate with others , and express their feelings and ideas .Also , they cannot understand what they receive through listening and reading skills .

Knowing words is key to reading comprehension . The more words a learner knows, the better s/he will understand the text .

Using a variety of effective teaching methods and techniques will increase learners' vocabulary knowledge and their abilities to understand words meanings.

Teachers should teach learners some strategies to enable them use to interpret texts and understand words. In addition, these strategies facilitate their comprehension.

Vocabulary and reading are inseparable, they work interchangeably where learners can learn words from texts, and they can interpret these texts by vocabulary knowledge.

In our life, we read for many purposes such as reading for enjoying, reading general information , reading for learning

We notice that MS3 learners at Djaber Ben Hayane read for general information and for academic purposes such as tests and exams to be evaluated.

To sum up, this study succeded to prove that there is a strong and a positive correlation between vocabulary mastery and reading comprehension .So , the results gained from this study showed the strength of this relation .

Suggestions and Recommendations

Due to the importance of vocabulary mastery, we suggest to look for effective and dynamic teaching methods to improve learners' vocabulary knowledge. It is also suggested to set other strategies facilitate learners' vocabulary learning and reading understanding.

Furthermore, it will be very interesting to relate between vocabulary mastery and other skills (listening , speaking , and writing) .

Appendices

Appendix (A) ; Vocabulary Test

I choose the right answer of the following questions by circling **A, B or C**

1 –My friend Jack is interested in playing electronic games.

The underlined word has similare meaning to:

a : keen on

b - hate

c - not fond of

2 - Maria is a sociable girl .

The antonym on sociable is :

a – cool

b – shy

c – out going

3 – I am a fan of reading in English , I always read for one hour a day . So , I
get bored .

a – always

b – usually

c – never

4 – Sara is a verygirl . I have ever seen .

a – talkative

b – talking

c : talked

5 – Hundred years ago , people used to live in ancient houses .

The underlined word is the synonym of :

a - modern

b – old

c – new

6 –Mohamed Farah Jalood was awarded the first prize of the Arab Reading Challenge
competition by a great prince , the Emir of Dubai .

The underlined word has the same meaning to :

a - lesson

b – book

c – contest

7 – **Mohamed** : You looktoday . What 's happened ?

Saif : I got bad mark in Franch exam .

a - happy

b – unhappy

c – relaxed

8 – Last year , my brother travelled to Canada by plane .

The underlined word is :

a – food

b – game

c – transport

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9 –Sally : What do you want to be in the future ?

Hadjer: I want to be a botanist.

The word **botanist** means the scientific study of :

a – language

b – nature

c – plants

10 –Last Monday , Iat home revising my lessons for the exams .

a - am

b - was

c- were

11 – Adam : **Can** you ride a horse ?

Me : No , I can't . I can ride a bike.

The modal **can** is used to express :

a – past habits

b – inability

c - ability

12 -Enzo is from Japan . He is a fan of Anime and he likes Manga too .

The word Manga in the above sentence means :

a – A Japanese television animation or cartoon .

b – A fruit .

c : A Japanese comic book that tells stories in pictures .

13 : Jenny :Did you have fun grandma ? What games did you use to play ?

Grandma : Well girls used to play with rag dolls made of old pieces of cloth . We also playedand seek .

The missing word is :

a – hide

b – ride

c – like

14 – My father puts on sun glasses made of glass .

The word glass in this sentence means :

a – icecream

b – cup

c - material

Adapted from(**Harris , 1969**)

Appendices

Appendix (B): Vocabulary Test Statistics

1-My friend Jack is interested in playing electronic games .

		Frequency	Percentage	Valid Percentage	Cumulative percentage
Valid	1	1	3.6	3.6	3.6
	2	18	64.3	64.3	67.9
	3	9	32.1	32.1	100.0
	Total	28	100.0	100.0	

2-Maria is a sociable girl .

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	28	100.0	100.0	100.0

3-I am a fan of reading in English , I always read for one hour a day . So , I get bored .

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	7	25.0	25.0	25.0
	2	3	10.7	10.7	35.7
	3	18	64.3	64.3	100.0
	Total	28	100.0	100.0	

4-Sara is a verygirl I have ever seen .

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	1	3.6	3.6	3.6
	2	24	85.7	85.7	89.3
	3	3	10.7	10.7	100.0
	Total	28	100.0	100.0	

5-Hundred years ago , people used to live in ancient houses .

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	23	82.1	82.1	82.1
	2	5	17.9	17.9	100.0
	Total	28	100.0	100.0	

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6-Mohamed Farah Jalood was awarded the first prize of the Arab Reading Challenge competition by a great prince , the Emir of Dubai .

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	7	25.0	25.0	25.0
	2	17	60.7	60.7	85.7
	3	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

7-Mohamed : You looktoday . What 's happened ?

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	3	10.7	10.7	10.7
	2	1	3.6	3.6	14.3
	3	24	85.7	85.7	100.0
	Total	28	100.0	100.0	

8-Last year , my brother travelled to Canada by plane .

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	1	3.6	3.6	3.6
	3	27	96.4	96.4	100.0
	Total	28	100.0	100.0	

9-Sally : What do you want to be in the future ?

		Fryquence	Percentage	Valid percentage	Cumulative percentage
Valid	1	7	25.0	25.0	25.0
	2	2	7.1	7.1	32.1
	3	19	67.9	67.9	100.0
	Total	28	100.0	100.0	

10-Last Monday , Iat home revising my lessons for the exams .

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	6	21.4	21.4	21.4
	2	18	64.3	64.3	85.7
	3	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

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11-Adam : Can you ride a horse

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	1	3.6	3.6	3.6
	2	3	10.7	10.7	14.3
	3	24	85.7	85.7	100.0
	Total	28	100.0	100.0	

12-Enzo is from Japan . He is a fan of Anime and he likes Manga too.

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	12	42.9	42.9	42.9
	2	5	17.9	17.9	60.7
	3	11	39.3	39.3	100.0
	Total	28	100.0	100.0	

13-Jenny :Did you have fun grandma ? What games did you use to play ?

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	23	82.1	82.1	82.1
	2	2	7.1	7.1	89.3
	3	3	10.7	10.7	100.0
	Total	28	100.0	100.0	

14- Grandma: Well girls used to play with rag dolls made of old pieces of cloth . We also playedand seek.

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	2	3	10.7	10.7	10.7
	3	25	89.3	89.3	100.0
	Total	28	100.0	100.0	

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Appendix (C) :Reading Comprehension Test

Text

Hello everyone, I am very happy to introduce myself to you . My full name is Mohamed Younes Sharhabil. I am twelve years old .I am from Algeria and I live in M'sila . I am a pupil in middle school .I am ambitious ,brave , smart and active boy . I am keen on physics and mathimatics . I am also interested in playing foot ball and speaking English . I can speak three languages Arabic , French and English . I always do videos on youtube helping people to learn English . In the future, I want to be a physicist or a scientist.



Adapted from the internet

I choose the right answer of the following question by circling A , B , C

1 – In this text , Mohamed is :

- a – narrating his childhood memories
- b – Introducing himself**
- c – describing his physical appearance

2 – He is a pupil in :

- a – middle school**
- b – elementary school
- c – secondary school

3 –Which is **Not true** about Mohamed's personality

- a –smart and active
- b – ambitious and brave
- c – unfriendly and lazy**

4-Why does Mohamed want to be a physicist or scientist in the future ?

- a –because he dislikes physics and Mathimatics .
- b – because he is keen on physics and mathimatics.**
- c – because he is not fond of physics and mathimatics.

5 –What does the word **youtuber** mean :

- a –A person who do videos on youtube .**

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b – A person who teach people .

c – A person who sing Hip Hop .

6 – Which word from those is the opposite of **interested in**

a – fond of

b – hate

c – a fan of

7 – " **I can speak three languages Arabic , French and English** " This sentence expresses :

a – Interests

b – personality

c – Ability

8 – How often does Mohamed do videos on youtube?

a – sometimes

b – never

c - always

Adapted from (**Saddleback .E . 2002.**)

Résumé

La lecture est l'une des quatre compétences linguistiques que les élèves doivent maîtriser. le vocabulaire est l'un des éléments difficile pour nos apprenants, puisque il est primordiale afin qu'ils puissent déduire et négocier le sens des textes (Richards et Rodgers, 2014). C'est pour cela, la visée de cette étude descriptive est d'étudier s'il existe une relation entre le vocabulaire de la langue anglaise et la compréhension à la lecture des textes chez les apprenants de *3ème Année Moyenne* du collège (Djaber Ibn Hayane Bouameur –Ouargla) au cours de l'année académique 2020 -2021.

Et à l'effet d'atteindre notre but , nous avons adopté une étude de corrélation où nous avons appliqué deux textes. Une épreuve est consacrée à la maîtrise du vocabulaire ; tandis que l'autre est consacré à la compréhension à la lecture. La technique employée pour analyser les données était l'analyse de régression linéaire en utilisant SPSS version 24. Les résultats obtenus indiquent qu'il existe une corrélation positive entre les deux variables, à savoir la maîtrise du vocabulaire et la compréhension à la lecture. De plus, ils ont décelé que les stratégies les plus employées dans cette étude sont : la stratégie de découverte et la stratégie de synonymes. Les résultats ont montré également que la significativité de notre hypothèse est de 0,00 ce qui est inférieur à 0,01. Cela signifie qu'il existe une forte relation entre les deux variables au niveau 0,01 le pourcentage d'erreur dans les péages utilisés est de 1%.

Mots clés : Maîtrise du Vocabulaire, Compréhension à la Lecture

ملخص البحث

تهدف هذه الدراسة الترابطية الوصفية إلى دراسة إذا ما كان هناك علاقة ترابطية بين مفردات اللغة الانجليزية و فهم النصوص المقروءة , استهدفنا تلاميذ السنة الثالثة من الطور المتوسط بمتوسطة جابر بن حيان بوعامر ورقلة كعينة دراسة للسنة الأكاديمية 2020-2021. ينصب هذا البحث تحت الفرضيات التالية : يوجد علاقة ايجابية ترابطية بين إتقان المفردات و فهم النصوص و الفرضية الثانية إستراتيجية اكتشاف المعاني من السياق و المرادفات الأكثر استعمالا من طرف التلاميذ لفهم المعاني . لذلك قمنا باختيار هذان المتغيران في هذه الدراسة لما لهما من أهمية كبيرة في تدريس و تعليم اللغات الأجنبية . تعد القراءة من أهم المهارات التي يجب على المتعلم إتقانها , لكن نلاحظ أن اغلب تلاميذ الثالثة متوسط بمتوسطة جابر بن حيان بوعامر ورقلة يواجهون صعوبات في قراءة النصوص الانجليزية ومن بين هذه الصعوبات عدم فهم وإتقان التلاميذ لمفردات النصوص كما تعد المفردات نواة كل اللغات بحيث لا يمكن للمتعلم التواصل ولا القراءة من دونها . للمفردات أهمية عظيمة بحيث تسهل على القارئ استنباط معاني النصوص . لإنجاح هذه الدراسة قمنا باختيار عينة مكونة من 28 تلميذ بشكل تطوعي من تلاميذ السنة الثالثة متوسط لمتوسطة جابر بن حيان بوعامر ورقلة . قمنا باختبار تعلمانهم في اختبارين , الأول لاختبار تعلمات التلاميذ في إتقان مفردات اللغة و الآخر اختبار مدى فهم التلاميذ للنصوص المقروءة . لتحليل نتائج الفرضيتين قمنا باستخدام الانحدار الخطي عن طريق برنامج التحليل الإحصائي (SPSS) إصدار 24 . بعد تحليل النتائج , تبين لنا أن هناك علاقة ايجابية ترابطية بين المتغيرين بالنسبة للفرضية الأولى كما توضح النتائج أن الاستراتيجيات الأكثر استخداما من طرف التلاميذ في فهم المعاني هي إستراتيجيتي اكتشاف المعاني من السياق و المرادفات بالنسبة للفرضية الثانية . بالإضافة إلى ذلك تظهر النتائج مستوى الدلالة لاختبار قيمة sig قيمة متساوية إلى 0,000 و هي قيمة اقل من مستوى الدلالة المعياري 0,001 ما يعني وجود علاقة ذات دلالة إحصائية بين متغيري الدراسة إتقان المفردات و القراءة لتلاميذ السنة الثالثة متوسط عينة الدراسة كما يبين الجدول قيمة معامل pearson و التي تساوي 0,635 أي بنسبة 63% وهي علاقة قوية بين المتغيرين . أما بنسبة لنتائج الفرضية الثانية اتضح من خلال النتائج أن أكثر الاستراتيجيات استخداما من طرف التلاميذ لفهم معاني الكلمات والنصوص أيضا هي إستراتيجيتي اكتشاف المعاني من السياق و المرادفات .

الكلمات المفتاحية: إتقان المفردات , فهم النصوص المقروءة

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