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Students' Attitudes Towards the Effect of Extensive Reading on Vocabulary Acquisition

The Case of Master Two Students of English at Mohammed Seddik Ben Yahia University-Jijel

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in didactics of foreign languages

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Declaration

we hereby declare that the dissertation entitled "students' attitudes towards the effect of extensive reading on vocabulary acquisition," is our own work and all the sources we have used have been acknowledged by means of references. we also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

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Dedication

In the Name of Allah, the Most Merciful, the Most compassionate.

This work is dedicated to:

Myself first, My parents, my beloved mother who has always encouraged me and has surrounded me with love and care, my deep love and thanks to her for all her sacrifices.

My beloved father who has supported me and has worked and is still working hard for my success and to whom I owe a great debt.

My dearest sisters and brothers who have always stood by my side. I remain eternally thankful for them.

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My special and prettiest friends who have always encouraged me, thank you for your patience and love.

To anyone who has a positive impact in my life.

Samiha

Dedication

In the name of Allah the most gracious, Most Merciful all the praise is due to Allah alone, the sustainer of all the words.

This work is dedicated to:

My dear mother, the lightening star in my sky, who has always supported me, the only one who has always been tolerant, kind and helpful.

My beloved father for his support

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Abstract

This study aims at investigating students' attitudes towards the effect of extensive reading on vocabulary acquisition. The study is built on the assumption that students have a positive attitude towards extensive reading and they see it as an important way to improve their vocabulary repertoire. To meet the aim of the study, a questionnaire was administered to a sample of (57) master two students at the department of English at Mohammed Seddik Ben Yahia University, Jijel. The analysis of the results has demonstrated that the majority of master two students believe that extensive reading plays an important role in developing their vocabulary. It helps them learn new vocabulary items, expand their understanding of words they know through repeated exposure to them in context, and develop an awareness of collocations and lexical phrases. Based on the results of the study, some pedagogical recommendations and suggestions for future research are suggested.

key words: extensive reading - vocabulary acquisition - learning.

List of abbreviations

- **EFL:** English as a Foreign Language

- **ER:** Extensive Reading

- **L1:** First Language

- **L2:** Second Language

- **P:** Page

- **TL:** Target Language

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General Introduction

1.Background of the Study

Vocabulary development is one of the most crucial aspects of language learning. Learners can not use the target language and communicate a large range of meanings without adequate knowledge of words and their meanings. Learners, therefore, need to develop their vocabulary knowledge throughout the use of different ways, an important one among which is extensive reading.

As a matter of fact, there is a number of studies that have already dealt with the topic of extensive reading and vocabulary acquisition. Hamed Alahirsh has conducted the research entitled, Exploring the Effectiveness of Extensive Reading on Incidental Vocabulary Acquisition. The objective of the study was to investigate lexical growth and retention by Libyan university EFL majors who were involved in a two month extensive reading program. The methodology was an experimental case study, an original number of 80 participants were randomly selected from the entire population in the English language department. The findings of the study demonstrated that extensive reading significantly improved the Libyan EFL learners' incidental vocabulary learning.

Another piece of research was conducted by Evelynm Lenning under the title The Effect of an Extensive Reading Program on the Reading Proficiency and Vocabulary Knowledge of Adult ESL Readers. The research examined the effect of an extensive reading program on reading proficiency and vocabulary knowledge for 2 classes of adult low intermediate ESL learners enrolled in a 15 week English language training program. The method was experimental. The inclusive results for the effect of the treatment on reading proficiency and vocabulary acquisition imply the need for future studies on the effectiveness of extensive reading programs on literacy in English as a concern for students and educators.

The previous studies focused on experiments while the present research relies on a questionnaire and investigates the students' attitudes towards the effect of extensive reading on vocabulary acquisition.

2.Statement of the Problem

Reading is one of the most important skills that EFL learners need to acquire since it has great importance in developing their language. In spite of its importance, we notice that it is almost a missing skill in EFL classes nowadays. Usually, we find that teachers at the university level rely on small passages or even on one paragraph to present their lessons. They rarely encourage their students to read in and outside the classroom. As a result, we find that the most struggling problem that faces the majority of EFL learners is the lack of vocabulary. In fact, the less reading students engage in, the less probably they are able to develop their vocabulary and language competence. Starting from those problems, this study seeks to explore the EFL learners' attitudes towards the effect of extensive reading on vocabulary acquisition.

3.Research Question

This study was conducted to answer the following questions:

1. What are the learners' attitudes towards the effect of extensive reading on vocabulary acquisition?

2. Does extensive reading lead to vocabulary improvement?

4.Research Assumptions

The present study is built on the assumptions that:

➢ Master 2 students have positive attitudes towards extensive reading.

➢ Master 2 students are aware of the effectiveness of extensive reading in developing their vocabulary.

➢ Extensive reading has a noticeable effect on Master 2 students vocabulary learning.

5. Significance of the Study

This research investigates the effectiveness of extensive reading on master 2 students' vocabulary knowledge. It helps raise students and learners awareness about the importance of extensive reading in improving students vocabulary.

6.Research Methodology

To achieve the research aims, we have relied on a quantitative online questionnaire which was administrated to a sample of 57 master 2 students at the department of English at Mohammed Seddik Ben Yahia University-Jijel during the academic year (2021–2022).

7.Organization of the Dissertation

This research study includes two main chapters. The first chapter is divided into two parts. The first part is devoted to extensive reading; its definitions, nature, the characteristics of extensive reading, its role, goals and the difficulties that may face the learners while reading. The second section focuses on vocabulary acquisition definition, knowledge, use, importance, and difficulties that may arise during the learning process. The second chapter focuses on the description and the analysis of the data gathered from the students' questionnaire and the interpretation of the findings. It concludes with some pedagogical implications and recommendations about the usefulness of extensive reading in enhancing vocabulary acquisition.

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CHAPTER ONE: EXTENSIVE READING AND VOCABULARY ACQUISITION

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Chapter One: Extensive Reading and Vocabulary Acquisition

Section One: Extensive Reading

Introduction:

Learning English as a foreign language requires the mastery of several types of skills and one of those skills is reading. Reading is defined as the process of decoding written language. It is a receptive skill that people, especially students, need to learn in order to achieve specific educational purposes. This section sheds light on extensive reading. It starts with a definition of reading as a skill, and then it sheds light on extensive reading; defining it and discussing its characteristics, purposes, role, and the difficulties encountered by students when they are engaged in extensive reading.

1.1.1.Definition of Reading

As defined in the Cambridge Dictionary, reading is "the skill or activity of getting information from written words". according to Essberger, "Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us ".

Grabe (1991) has defined reading as "an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guessing from context, defining expectations, making inferences about the text, skimming a head to fill in the context, etc." (P.377).

To put it another way, reading is not a passive activity but a active activity that requires the reader to use a variety of techniques, including inferences, guesswork, prediction, in order to understand the context. Moreover, reading gives learners the opportunity to analyze their own performance as well as their fluency and accuracy. Generally speaking, reading entails sounding out a piece of writing in order to decode the information contained inside.

1.1.2. Definition of Extensive Reading

Numerous studies have shown that extensive reading has a positive effect on language learning. Over the years, there have been many different definitions of Extensive Reading (ER).

Susser and Robb (1990) argue that reading extensively involves reading large quantities of materials for general understanding with the purpose of obtaining pleasure." It incorporates techniques that a highly literate reader would use in L1, which call for a rather quick reading while taking the readers' comfort into account. It implies that learners have the freedom to select the topic they find most interesting for discussion. Its objective is to increase readers' delight and confidence. Where the teacher serves as an example of a reader for the learners during extensive reading, which is a form of solo and silent reading that may involve reading books, magazines, and newspapers. Also, Alshamrani (2003), has defined it as "individual and silent independent reading of self-selected materials according to both the interests and level of a language learner in the environment, where the focus is on obtaining a general understanding of content rather than on surface details." (As cited in Al-Hammad, 2009, p.28). According to Day & Bamford (2004.p.1), "extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language." Moreover, scholars added that learners may select their own reading material depending on their interests, which would provide them with individual reading enjoyment.

Scrivener (2011) said that the more someone reads, the more they pick up items of vocabulary and grammar from the texts. Without realizing it, his widening language knowledge seems to increase their overall linguistic confidence, which then influences and improves their skills in other language areas too (p.268).

According to Day and Bamford (1997), the term "extensive reading" was originally created by Palmer to make a distinction from "intensive reading," which means careful reading of complex and short texts for detailed understanding (as cited in Powell, 2008). He also used the term "rapidly read book after book" for foreign language pedagogy (as cited in Dao, 2014,

p.72), and this implies that learners will read widely while concentrating primarily on the text's content rather than on the language forms.

1.1.3. Principles of Extensive Reading

Bamford and Day identified ten qualities that define how extensive reading should be taught or introduced in order to provide a better understanding of ER as a TEFL strategy. Ray Williams provided these ten principles in his article (1986) as follows:

1.1.3.1. Reading Materials is Easy

Extensive reading is an unconventional educational strategy in TEFL. Learners will certainly appreciate it and complete reading if the text is suitable for their level. Whereas beginners may face translation issues whenever they are given an intermediate text, they are unable to comprehend complex sentence structures which is another failing because there is no pleasure or delight in the reading material. To sum up, if learners are struggling with challenging books, they will not be successful in reading extensively.

1.1.3.2. A variety of Reading Material on a Wide Range of Topics Must be Available

Inspiring learners to read is essential for the success of extensive reading. The texts that are made available should be as diverse as the learners who read them and the goals for which they wish to read, in order to stimulate or promote a desire to read. Following Williams' advice, "ask them what they like reading in their own language" .Learners learn to read in different ways, e.g., skimming, scanning, more careful reading (hitosugi & Day, 2004). Having a variety of materials allows students to find their desired material that they want to read.

1.1.3.3. Learners Choose What They Want to Read

According to the idea of self-selection, learners can pick texts they anticipate understanding, enjoying, or learning from just as they would in their native language. In accordance with this idea, learners are also dependent and encouraged to stop reading any material they consider challenging (Day & Bamford, 2002, p.137)

1.1.3.4. Learners Read as Much as Possible

The benefit of ER comes from the quantity of time spent reading, which is the most important factor in learning to read while being highly motivated in order to reap the benefits of extensive reading and develop a reading habit (Day & Bamford,2002.p 138).

1.1.3.5. The Purpose for Reading is Usually Related to Pleasure, Information and General Understanding

Learners are encouraged to read for the same sorts of purposes as the general population of first-language readers while using an extensive reading method. In this method, learners read for a variety of purposes, from amusement to learning specific information (hitosugi & Day.2004).

The reason a reader is reading determines how they connect with the content in ER. The learner's objective is adequate comprehension to achieve a specific reading purpose.

1.1.3.6. Reading is Down Reward

Unlike intensive reading, which necessitates deep knowledge, Extensive reading encourages students to read for information and enjoyment. The goal of in-depth reading is to have adequate knowledge rather than complete comprehension. (Kredatusova.p.11.2004).

There are several reasons for doing this, including determining what learners understood and felt from the reading to keep track of what and how much learners read, to evaluate their attitudes about reading and to make it a shared experience.

1.1.3.7. Reading Speed is Usually Faster Rather than Slower

In ER, learners read content that is simple for them to grasp, which helps them to read quickly. With practice and word-by-word decoding, learners eventually develop proficient reading skills. Nuttall noted that " speed enjoyment and comprehension are closely linked with one another" (1996.128).

Extensive reading is an opportunity to practice reading methods, including guessing or ignoring new words or sections, opting for the overall meaning, and being okay with some degree of ambiguity.

1.1.3.8. Individual Reading and Silent

The goal of ER is not for learners to grasp what they read entirely but rather to acquire general knowledge and personal experience. Learners who read extensively do so at their own speed. It can be done either on the learners' own time, whenever and wherever they want (Day and Bamford, 2010.p.139), or as Henry describes it, "the most beautiful silence on earth, that of students engrossed in their reading"

1.1.3.9. Teachers Orient and Guide their Students

Learners can learn from their teachers about ER, its rationale, goals, and approach. Moreover, teachers should act as role models for their learners. as well as explaining or describing the ER package. Practical is the last element of orientation. It should be kept in mind that learners who aren't used to looking through foreign language books could need help

choosing acceptable readings that interest them. Additionally, teachers must push learners to read outside of their comfort zone so that they can eventually read books they previously thought challenging (hitosugi & Day, 2004).

1.1.3.10. The Teacher is a Role Model of a Reader

According to Nuttall, "reading is caught, not taught." (1996) Henry's added that teachers of extensive reading "have to commit to reading what their students do." (1995, p.52) The classroom may be the space where learners and teachers share and discuss books and respond to learners' questions and give them book suggestions to experience together the value and pleasure of reading.

Based on the aforementioned traits, it's evident that encouraging learners to read widely may be a successful strategy for helping them to learn the target language. Also, teachers should exercise caution while selecting tasks for a lengthy reading procedure. They must avoid boring tasks in contrast, teachers should focus on extensive reading activities that make them want to read more and allow them to enjoy what they have read.

1.1.4. Goals of Extensive Reading

The extensive reading program promotes reading in the target language of a wide range of materials from various genres. It is crucial that the learner may select what to read, and if the text is appropriate for his/her level of understanding, reading is the main subject of extensive reading. Language competency is mostly developed by extensive reading; it improves vocabulary, reading, writing, and knowledge growth, all of which help with understanding.

Peregoy and Boyle (2000, p.240) stated that "wide reading increases general knowledge, which in turns facilitates comprehension when reading texts of all kinds, including content area texts." According to him, ER teaches learners how to identify the format, internal text structure, language patterns, and vocabulary that are specific to certain text types. That allows learners to create their own texts and develop their vocabulary, and background information will help them grasp the topic. As Nation (2004.p.22) stated, teachers could point to some goals that students

can achieve by reading extensively, such as learning new vocabulary while enriching previous ones, paying more attention to grammatical structure, and becoming familiar with discourse features and patterns. Furthermore, ER makes them more fluent in reading and knowledge development, which supports the other skills while they enjoy the reading process by selecting interesting topics.

1.1.5. The Role of Extensive Reading in Language Learning

Different goals give rise to different needs, and for the needs to be a good reader, learners have to read enough material extensively. Extensive reading is briefly defined as "experiences of reading extended texts for extended periods of time" (Grabe& Stroller, 2011) ER has a facilitating role in language development; it highly contributes to reading comprehension (Davis, 1995) and it enriches vocabulary, grammar knowledge, and seeing the relationship among words (McCarthy, 2000, Elley.1991).

Furthermore, ER influences other language skills such as writing and speaking, because while reading learners have different unpressured feelings about language structures because they read for pleasure (Bell, 1998). It increases learners motivation and gives them a more positive attitude towards the target language. It also provides valuable reinforcement of language and structures already presented in the classroom. In addition, Davies (1995) claims that a program of extensive reading will make learners more positive about reading and improve their overall comprehension skills. and give them a wider passive and active vocabulary.

1.1.6. Difficulties that Students Face in Extensive Reading

Research has shown a wide range of learning benefits arising from extensive reading. But also, understanding difficult words and the inability to find the meaning of these new words are among the common barriers for learners while reading. Furthermore, as noted by Walkins (2018, p. 36), text books may not explicitly state that fluent reading is a goal for a variety of reasons, including the fact that ER is frequently teacher-oriented (i.e., teachers find it difficult to relinquish control and let students choose what to read). Also, we have another challenging

aspect, which is the availability of materials. It appears that the reading materials are not free, in which case there is a need for helping learners to find free books in libraries, schools, or any other place. Saville- Troike (cited in Senoos Berrazeg, 2007) summarizes an effective way to teach EFL reading. She stated that improving the reading skills of any student begins by identifying his weaknesses and implementing an appropriate method for strengthening these skills. (1979, P. 103).

Conclusion

To sum up, this section was devoted to extensive reading. It defined extensive reading and provided the most important principles which would make it an effective teaching strategy. Moreover, it highlighted the purposes of extensive reading and presented the difficulties encountered by students when engaging in extensive reading.

Section Two: Vocabulary Acquisition

Introduction

The present section reviews the different definitions of the major term 'vocabulary', its types, aspects, acquisition and relation to the term 'extensive reading'. The section in hand aims at highlighting the merits of engaging in extensive reading sessions as far as vocabulary acquisition is concerned.

1.2.1. Definition of vocabulary

Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Richards and Renandya (2002, p. 81) stated that vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, read, and write. Richards (2000: 70) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.

Hornby (2006: 1645) in Advance Learners Dictionary of Current English says that vocabulary is: (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking, and (4) a list of words with their meanings, especially in a book for learning a foreign language.

According to Nation (2008, p. 66), vocabulary is central to language. It is the main element of language. Language is the set of expressions which are constructed by words or vocabulary. Words are the tools which are used to think, to express ideas and feelings, and to learn about the world. In language learning, vocabulary is an essential component. It is linked to the four skills of listening, speaking, reading, and writing.

Hatch and Brown (1995, p.1) define vocabulary as a list of words for a particular language or a list of words that the individual speaker might use.

It can be said that vocabulary is a word or list of words with meanings which is known by the speakers and which is used to communicate among those speakers and is used by a group or an individual.

There are two factors which influence the student's vocabulary. They are intrinsic and extrinsic factors. Intrinsic factors means factors which come from inside of the students such as motivation, interest, patience, etc. Extrinsic factors means factors which come from students that effect their learning process such as; economic background, learning material, teachers' performance including their teaching method.

1.2.2. Aspects of Vocabulary

According to Brown (2011), the common view of vocabulary acquisition is that acquiring a new word means acquiring its meaning. This means that learning a word is closely and exclusively associated with acquiring its semantic aspect. However, building on the work of Richards (1976), Nation (2001) argued that there is much more to acquiring a word than just mastering its semantics; therefore, he proposed nine different aspects of vocabulary (as cited in Brown, 2011). These nine aspects are grouped into three broader categories of form, meaning and use and each of the aforementioned aspects is either a receptive or a productive type of knowledge (as cited in Brown, 2011). Figure 01 demonstrates the aspects according to Nation (2001).

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

Table1: Aspects of vocabulary knowledge (Nation, 2001, p.27 as cited in Brown, 2011)

Table1demonstrates Nation's (2001) framework which proposes a set of 18 questions which either includes a receptive or a productive aspect. The aforementioned questions are grouped into three categories:

➢ Form: it involves spoken form, written form, and word parts

➢ Meaning: it includes form and meaning, concepts and referents, and associations

➢ Use: it consists of grammatical functions, collocations, and constraints on use.

This framework attempts to provide a definition for vocabulary knowledge in the light of a number of perspectives, morphologically, semantically and pragmatically.

The framework in question demonstrates that here are nine aspects to vocabulary which are interrelated.

Despite the fact that this is a well-known classification that is widely used, it distinct categories are too closely related that it becomes quite difficult to make a distinction between them.

1.2.3. Types of Vocabulary

There are four types of vocabulary; listening, speaking, reading and writing vocabulary. The first two are spoken words, while the last two are written words. Children begin to acquire listening and speaking vocabularies many years before they begin to build reading and writing vocabularies. Spoken language is the foundation of written language. Each type serves a different purpose, and fortunately, growing in one type facilitates growth in another.

1.2.3.1. Listening Vocabulary

Listening vocabulary refer to the words we hear and comprehend. Foetuses can detect sounds as early as 16 weeks in the womb. Furthermore, babies listen during all of their waking hours, and we continue to learn new words in this manner throughout our lives. Most of us will recognize and understand nearly 50,000 words by the time we reach adulthood. According to Tompkins (2005), Children who are born deaf are not exposed to a listening vocabulary. Instead, they will be exposed to a "visual" listening vocabulary if they have signing models at

home or school. The number of words modelled is significantly less than that of a hearing child's incidental listening vocabulary.

1.2.3.2. Speaking Vocabulary

The words we use to communicate. Most adults use 5,000 to 10,000 words for all conversations and instructions.

1.2.3.3. Reading Vocabulary

The number of such reading is significantly lower than our listening vocabulary, most likely due to its ease of use. When we read a text, we understand what we are reading. Many words in our spoken vocabulary that we do not use can be read and understood.

This is the second most extensive vocabulary for readers. You cannot "grow" your vocabulary unless you read.

1.2.3.4. Writing Vocabulary

When we write, we can use words to express ourselves. We generally find it easier to explain ourselves verbally, using facial expression and intonation to help get our points across, than it is to find the exact words to express ourselves in writing. Our writing vocabulary is heavily influenced by the words we can spell.

A hearing child will say all the phonemes associated with a word to sound it out when reading. They will then guess a word that they are familiar with. This is determined by their lexicon (mental dictionary). A word unknown to the children would not be guessed. Auditory memory is not used by deaf students to sound out words. They primarily remember spelling patterns. As a result, deaf students typically use a limited vocabulary in their writing while learning.

1.2.4. The Importance of Vocabulary Mastering

A close examination of recent literature reveals that vocabulary knowledge is of a significant importance as far as the academic success is concerned. For instance, Burns (2016) argued for the significance of vocabulary acquisition in multiple academic aspects of life. He

explained this by stating that one's personal vocabulary impacts their speech; writing; and comprehending texts, be them oral or written.

Beck et al (2002) stated that vocabulary is a significantly paramount aspect of an educated learner (as cited in Burns, 2016). This means that the lack of strong vocabulary knowledge creates struggles in one's different areas of education, such as the reading skill. The latter has been directly linked to vocabulary knowledge (Beck & McKeown,2007; Hairrell,Rupley,&Simmons,2011;Sobolak,2011;Quinn,Wagner,Petscher,&Lopez,2015,as cited in Burns)

In the same vein, the National Assessment of Educational Progress (NAEP) put in2013 that children with the highest marks in reading tests scored the highest in vocabulary tests (as cited in Burns, 2016). This indicates that vocabulary knowledge and reading are interrelated and directly affect each other.

The aforementioned statements indicate that vocabulary acquisition is closely and directly linked to the reading skill.

1.2.5. Vocabulary Learning Approaches

According to Choo et al (2012), there are two approaches to learn vocabulary: incidental vocabulary learning and intentional vocabulary learning.

According to Rieder (2003), as far as vocabulary acquisition is concerned, incidental learning is commonly viewed as the acquisition of vocabulary as a by-product of any preformed activity (as cited in Choo et al, 2012). That means that the learner is not intending to learn vocabulary. In other words, vocabulary learning in such type is purely implicit.

On the other hand, Hulstijn (2001) has defined intentional vocabulary learning as any activity designed for the sole purpose of delivering lexical information to memory (as cited in Choo et al, 2012).In other words ,such type of learning is exclusively explicit.

As far as the Algerian context is concerned, the literature reveals that both approaches are used since the Algerian educational system adopted the Competency Based Language Teaching (CBLT).

1.2.5.1. Incidental vocabulary learning

According to Choo et al,(2012) Incidental earning is the process of learning something without the intention of doing so. Furthermore, in such approach to vocabulary learning, one unintentionally acquires one thing as he/she intends to learn another thing (Richards& Schmidt, 2002 as cited in Choo et al,2012).

As far as foreign /second language acquisition is concerned, incidental learning is argues to be effective in acquiring vocabulary items from the context and/ or the context (Day, Omura, & Hiramatsu, 1991 as cited in Choo et al, 2012).

According to Choo et al (2012), Rashidi and Adivi supported Ellis' (2008) argument which suggests that both incidental and intentional learning are extremely essential for vocabulary learning. Having said that, incidental vocabulary learning is usually administered a peripheral role compared to the explicit learning/ teaching of vocabulary instruction in educational institutions (as cited in Choo et al, 2012).

Rashidi and Adivi put that specifying a particular purpose for reading can render incidental vocabulary learning far easier (as cited in Choo et al, 2012). They believe that the students pay closer attention to the contextual clues in an attempt to speculate the meaning of the new and unfamiliar words which they stumble upon as they read a particular text(ascitedinChooetal,2012); which, therefore, fosters learning vocabulary via implicit means.

1.2.5.1.1. Incidental Vocabulary Learning from Extensive Reading

According to Ahmad (2012), incidental vocabulary learning seems to motivate students for extensive reading and vice versa as it requires learners' ability to speculate the semantic aspect of new words from the contextual clues. Extensive reading in environments that are rich in input stimulates Incidental Vocabulary Learning (Coady, 2001 as cited inAhmad,2012).

According to Nation (2001), extensive reading is an activity that is performed for where the instructor encourages students to read, amongst the reading materials provided, comprehensible rich input of their choice. Krashen's (2003) comprehensible input hypothesis suggests that comprehensible input is all it takes to learn a particular language; therefore, extensive reading programs aim at fostering grammar and vocabulary knowledge (Karashen,2003ascitedinAhmad,2012). In the same line of thoughts, other studies have stressed other merits of extensive reading such as increased motivation to learn the new language (e. g., Brown, 2000).

Conclusion

This section has reviewed definitions of the key concepts related other term vocabulary its types, aspects, approaches to acquire it and its relation to extensive reading. Moreover, this review has put forward the merits of engaging in extensive reading on improving one's vocabulary knowledge.

Chapter Two: Research Methodology and Findings

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Introduction

This chapter presents the field work of the current study which investigates students' attitudes towards the effect of extensive reading on vocabulary acquisition. This practical part presents the data collection procedures in addition to the analysis and interpretation of the results obtained.

2.1. Review of the Research Methodology

2.1.1. Population and Sampling

The population selected for this research is second year master students at the department of English, Mohammed Seddik Ibn Yahya-Jijel University. The sample consists of fifty-seven (57) students.

2.1.2. Data gathering tool

An online questionnaire consisting of twelve questions was designed to collect the necessary data, and distributed to the sample through Facebook.

2.2. Student Questionnaire

2.2.1. Description of the Questionnaire

The questionnaire consists of 12 questions (open ended questions, and closed ended questions). The questions are of varied types: closed and open-ended questions. Closed questions require the participants to select the appropriate answer from a range of suggestions. Whereas, open ended questions require justifications, further suggestions and comments. The first question aims at investigating students opinions about reading in foreign languages specifically in English, while (Q2) is designed to detect what kind of matériels students enjoy reafding. (Q3) tries to know whether students opt for easy simplified texts or they are encouraged to read more difficult authentic texts. The aim of (Q4) is to know whether the participants are daily readers or not. (Q5) is designed to determine to what extent students read outside the classroom and for which purposes.

The aim of (Q6) is to know how EFL Learners choose what they read. (Q7) diagnoses the learners' difficulties while reading a book in English or a foreign language in general and how they would react whenever they face difficult words. (Q9) aims at getting participants' perceptions towards the use of extensive reading as a learning tool to enrich their vocabulary acquisition. Questions (10-11-12) investigate learners' attitudes towards the implementation of extensive reading in the classroom and if it is considered as a useful tool to enhance the learning process. 5 open questions are included to investigate the participants justifications for their answers and their explanations and comments

2.4. Analysis of the Students Questionnaire Results:

Q 01: Do you enjoy reading in English?

Table 2.1.*Students' Attitudes Towards Reading in English*

Option	Frequency	Percentage
a) Yes	**57**	**100%**
b) No	**0**	**0%**
Total	**57**	**100%**

The results above show that 100% of Master two students English enjoy reading in English.

Q 02: What kinds of reading materials do you enjoy to read in English?

Table 2.2. *Types of Reading Materials Students Enjoy to Read in English*

Option	Frequency	Percentage
a) short stories	**32**	**56.1%**
b) Poems	**5**	**8.8%**
c) Biographies	**0**	**0%**
d) Magazines	**15**	**26.3%**

Option	Frequency	Percentage
e) News papers	3	5.3%
f) Novels	2	3.5%
Total	57	100%

The data in the table demonstrate that (56.1%)of the students enjoy reading English short stories, while 26.3% of them reported that novels make them enjoy reading in English more. On the other hand, few participants opted for the rest of the options. For instance, 8.8% of the students chose poems, 5.3% chose magazines and only 3.5% chose newspapers as enjoyable reading materials; whereas no one (0%) chose biographies which means they don't enjoy reading them.

The following are some choices that some participants are interested in and prefer during the process of reading:

Self-development books, manga, lyrics, articles, subtitles of movies.

Q 03: When reading, do you usually opt for:

Table 2.3. *Types of Reading Texts Students Usually Choose*

Option	Frequency	Percentage
a)authentic texts	30	52.6%
b)(simplified) graded readers	27	47.4%
Total	57	100%

The findings revealed that 30 students representing 52.6% of the selected sample opted for authentic texts when reading in English. On the other hand, 27 students, around 47% of the whole sample chose to read simplified or graded texts in English. This may reflect students' level in English language.

Q 04: do you read (in English) for pleasure?

Table 2.4. *Reading for Pleasure Frequency*

Option	Frequency	Percentage
a)Always	10	17.5%
b)Often	9	15.8%
c)sometimes	33	57.9%
d)rarely	3	5.3%
e)never	2	3.5%
Total	57	100%

The significant percentage of the students (57.9%) opted for the third option, indicating that they "sometimes" read for pleasure. 17.5% of them answered that they always do so. Moreover, nine of the respondents that constitute (15.8%) of the sample declared that they often read in English for pleasure. The rest of the respondents either rarely (5.3%) or never (3.5%) read for pleasure.

Q 05: When reading outside the classroom, your purposes are related to:

Table 2.5. *Aim Behind Students' Reading Outside the Classroom*

Option	Frequency	Percentage
a)Pleasure	30	52.6%
b)information	13	22.8%
c)general understanding	14	24.6%
Total	57	100%

The aim behind this question is to know the purpose behind students' reading outside their classes. The results mentioned above reveal that 52.6% of the whole sample read in

English with the purpose of pleasure,whereas 22.8% of the respondents read in order to get specific information and 24.6% of them look for general knowledge.

Q 06: Do you choose what to read depending on:

Table 2.6. *The Basis on which Students Choose what to Read*

Option	Frequency	Percentage
a)your interests	43	75.5%
b)your background knowledge	6	10.5%
c)the language level	8	14%
Total	57	100%

The majority of the students (75.5%) opted for the first option which means that they choose what to read on the basis of their interests. On the other hand, 14% of them take their language level into consideration and the rest of them (10.5%) choose their reading material depending on their background knowledge.

Q 07: What difficulties do you face when reading in English?

Table 2.7. *Difficulties Students Face When Reading in English*

Option	Frequency	Percentage
a)new words	28	49.1%
b) problems with pronunciation	24	42.1%
c) long phrases	3	5.3%
d) no difficulty	2	3.5%
Total	57	100%

The result in the table above indicates that 49.1% of the participants claimed that they face difficulties with new words when reading and they stated that this is mainly because of

their lack of vocabulary. In addition, 42.1% of them chose the second option which means they have a problem with the pronunciation of new words and understanding hard vocabulary. On the other hand, 5.3% claimed that have a problem with long phrases and sentences and only 3.5% opted for the last option; that is to say, they don't really face any difficulty in reading.

The participants wrote these comments about the difficulties that they face during the process of reading based on their own experiences:

Word decoding. The frequent difficulty is hard vocabulary. Sometimes I don't get the real meaning behind the metaphors. Misunderstanding new words. I face some difficult words and I am lazy to look for it in the dictionary. Difficulties in understanding the language, especially when the subject being hard or complicated as scientific ones. Advanced vocabulary, lack of vocabulary.

Q 08: When you encounter a new word while reading, you:

Table 2.8. *Students' Reactions When Encountering a new word while reading.*

Option	Frequency	Percentage
a) just skip over it	2	3.5%
b) guess its meaning from the context	31	54.4%
c) look it up in a dictionary	24	42.1%
Total	57	100%

The table above shows that 54.4% of the participants prefer to guess the meaning of new words from the context of reading. Furthermore, 42.1% of the students prefer to look up the meaning of new words in a dictionary. Only 3.5% don't even try to understand the meaning of any new word and they just skip over it.

Q 09: To what extent do you agree with the following statements:

Q 9.1. When I read a lot, I meet many words and lexical (word) patterns that are not taught in the classroom.

Table 2.9.1. *Frequency of Meeting New Lexical Patterns that are not Taught in the Classroom.*

Option	Frequency	Percentage
a) Strongly agree	21	36.8%
b) agree	27	47.4%
c) neutral	8	14%
d) Strongly disagree	0	0%
e) disagree	1	1.8%
Total	57	100%

The results show that most of the students agree (47.4%) and strongly agree (36.8%) that they meet many words and lexical patterns that are not taught in the classroom which is something that should be taken into consideration. 14% of them were neutral and only one student strongly disagreed with that.

Q 9.2.Extensive Reading allows me to develop an awareness of collocations (common word partnerships).

Table 2.9.2. *Frequency of Developing Students' Awareness of Collocations Through ER*

Option	Frequency	Percentage
a) Strongly agree	19	33.3%
b) agree	36	63.2%
c) neutral	2	3.5%
d) Disagree strongly	0	0%
e) disagree	0	0%
Total	57	100%

This table indicates that most of the respondents (63.2%) agreed that extensive reading helps them to develop their awareness of collocations. Nineteen respondents, with the percentage of 33.3%, strongly agreed with that; whereas just 3.5% of them took a neutral standpoint.

Q 9.3.Extensive Reading allows me to develop an awareness of lexical phrases.

Table 2.9.3. *Students' Attitudes Toward the Importance of extensive reading in Developing their Awareness of Lexical Phrases.*

Option	Frequency	Percentage
a) Strongly agree	23	40.4%
b) strongly Disagree	28	49.1%
c neutral	6	10.5%
d)) agree	0	0%
e) disagree	0	0%
Total	57	100%

Students' answers to Q 9.3 show that the majority of them (89.5%) either agree (49.1%) or strongly agree (40.4%) that ER is very important to develop students' awareness of the different lexical phrases. On the other hand, 10.5% of the students took a neutral standpoint.

Q 9.4.ER expands my understanding of words I knew before because it offers me repeated exposure to them in context.

Table 2.9.4. *Students' Views Toward the Importance of ER in Expanding their Lexical Background.*

Option	Frequency	Percentage
a) Strongly agree	13	23.2%
b) agree	31	55.4%
c) neutral	9	16.1%
d) Disagree strongly	3	5.4%
e) disagree	0	0%
Total	57	100%

The table illustrates that 55.4% of the respondents agree and 23.2% of them strongly agree on the fact that extensive reading expands their understanding of words they knew before because it offers them with repeated exposure to them in context. Nine of the students, with the percentage of 16.1%, were neutral and the rest of the students (5.4%) disagree with this idea.

Q 9.5.By presenting items in context, extensive reading makes the deduction of meaning of unknown words easier.

Table 2.9.5. *The Importance of extensive reading in Facilitating the deduction of meaning of Unknown Words.*

Option	Frequency	Percentage
a) Strongly agree	5	8.9%
b) agree	26	46.4%
c) neutral	18	32.1%
d) Disagree	6	10.7%
e) disagree strongly	1	1.8%
Total	57	100%

According to the students' answers to Q 9.5., nearly half of them (46.4%) agree on the importance of in ER in facilitating the deduction of meaning of unknown words. In addition, 8.9% of them strongly agree on the idea. However, 32.1% chose the third option which means that they were neutral. On the other hand, 10.7% disagree and 1.8% strongly disagree with this statement.

Q 10: Would you like to see more extensive reading included in the classroom?

Table 2.10. *The Students' Views Toward Including More Extensive Reading in the Classroom*

Option	Frequency	Percentage
a)Yes	52	91.9%
b)No	5	8.9%
Total	57	100%

The results show that the majority of the respondents (91.9%) support the inclusion of extensive reading in their classes. However, only 8.9% of the students chose the second option which means that they don't want it.

Justifications: The majority of the students (91.9%) who would like to include ER in their classes claimed that they want to improve their four skills, develop their reading proficiency, and mainly to enhance their vocabulary repertoire. However, those 8.9% of the students who said "no", justified their answer by saying that they find extensive reading as a boring strategy to be included in EFL classes.

The following are the justifications of some participants as whether to include more extensive reading during the classroom or not:

Yes because it helps the students to develop all the three remaining skills, improves their critical and analytical skills. Yes, because it develops the student's vocabulary. This enriches the students vocabulary and background. Yes, because I simply believe that reading improves vocabulary and also how to use it in different ways, students generally learn some words but never know how to use them. Yes, because it would make the class enjoyable and draws students' interest in what they are learning. Yes, it may help in developing student's vocabulary and lexis in the second language. Yes, so we can develop ourselves better and break the routine of just listening to what teachers says. No, it's a waste of time. I find it boring

Q 11: Do you believe that extensive reading may improve your vocabulary

Table 2.11. *Students' Attitudes Toward Improving Vocabulary Acquisition Through Extensive Reading.*

Option	Frequency	Percentage
a)Yes	57	100%
b)No	0	0%
Total	57	100%

The results illustrate that all master two students (100%) believe that extensive reading may improve their vocabulary acquisition.

Q 12: Do you consider extensive reading as a useful tool to enhance the learning process?

Table 2.12. *The Students' Views Toward Using ER as a Useful Tool in the Learning Process.*

Option	Frequency	Percentage
a)Yes	56	98.2%
b)No	1	1.8%
Total	57	100%

Based on the data presented above, the general conclusion that can be drawn is that 98.2% of the respondents encourage the use of extensive reading as a learning strategy since they believe that ER enhances their learning process. Only one participant claimed the opposite.

The explanations provided by the students are as follows:

Reading several times helps you remember large amount of vocabulary in which it helps the learning process to get to the proficiency and fluency in language learning. When you read, you comfort with many unknown words that you add to your background and grown. It is definitely a process of building vocabulary and acquiring unconsciously new information and writing patterns. It develops general reading skills by offering an unlimited baggage of vocabulary. Each time a student misspells a word, the teacher corrects it, the student will remember this word because of the correction; Also when a student does not know a word he would look for it, and this way makes it remain in his mind. Every time you read, you actually develop your vocabulary. More reading, more gaining knowledge. No, they will get bored.

Further comments about the role of extensive reading in vocabulary acquisition:

In my opinion and my experience extensive reading has a crucial role in vocabulary acquisition. Extensive reading provides students with repeated or multiple exposures to words and is also

one of the means by which students see vocabulary in rich context. It helps a lot to acquire new vocabulary items especially the fact that learners read for pleasure so, the more they read; the more they improve their linguistic baggage. New words which you have not seen before are encountered…so you may look for their definition in the dictionary which helps you to acquire more vocabulary. Reading more means facing a large number of written clear new words and expressions that you can search for their meaning and simply use them in the same way without hesitation.

2.5. Discussion and Interpretation of the Students Questionnaire Results

The analysis of the learners' questionnaire enabled us to highlight the following conclusions.

With regard to the first question, we find that all of the participants enjoy reading in English, as shown in table (2.1). Hence, they have a desire to read, but it needs an amelioration to enhance this desire by providing self-selection for books that interest them and that are suitable for their level. They are always looking for attractive titles, and it differs from one to another, as shown in table (2.2), in which the majority optef for short stories as a choice of reading material.

Due to its impact on learners' imagination, creativity and motivation, most of them like to be in a suitable atmosphere and feel at ease in doing their reading far away from the classroom pressure as mentioned in table (2.5).

Moreover, learners encounter some difficulties while reading among which facing new words is the main one. Most students prefer to guess the meaning of new words from the context as an easy option, as shown in table (2.8).

Learners admitted that they enjoy reading in English extensively and agreed on its benefits for vocabulary acquisition and in developing awareness of collocations. It extends their knowledge 'and allows them to gain new ideas and expressions. Since we are interested in learners' attitudes towards extensive reading, we allocated a free space for participants to

express their own views towards this issue. Seventeen (17) of the students provided interesting comments while the others just ignored them, but the main answers go for: ER develops their knowledge; it helps them read a high number of words in different styles and deal with cohesion and coherence.

The outcomes of our questionnaire has proven our hypothesis: learners have positive attitudes towards extensive reading and believe that it leads to an enhancement in their vocabulary knowledge.

Conclusion

Based on the analyses and discussions of the questionnaire administered to master 2 English students, it Can be concluded that master 2 students have positive attitudes toward the effect of extensive reading on vocabulary acquisition, and that they are aware of the effectiveness of reading extensively in improving their vocabulary knowledge.

General conclusion:

Extensive reading has an important effect on the students' acquisition of vocabulary, as it provides the learners with huge amount of new lexis, and enhances their reading and speaking ability.

The present study consists of two chapters. The first chapter covered two main sections, section one dealt with extensive reading, providing its definition, characteristics, goals, its role in language learning and ends with the difficulties that students face during the process of reading. Whereas, the second section shed light on vocabulary acquisition, where vocabulary was presented as an important aspect in the reading process with its definition, aspects, types, in addition to its importance followed by its approaches, to end with incidental vocabulary learning through extensive reading.

The second chapter, however; constitutes the practical part of the research, it focused on analyzing and discussing of data obtained from students. The data was gathered using a questionnaire that was given to English master two students at the university of Mohammed Seddik Ben Yahia- Jijel.

Overall, the results achieved the aim of our study and answeredthe research questions. Hence, reading extensively encourage students and gives them the chance to develop their vocabulary acquisition.

Pedagogical Recommendations

In the light of the findings of the present study, there are some recommendations that we would suggest:

➢ Teachers are required to encourage students to read outside the classroom and bring them different materials that suit their interests.

➢ We are in a time where technology plays a crucial role in our lives so we recommend to make an online library where students can find reading materials and to make an online reading group where they can meet there and share their ideas and make discussions.

Limitations of the Study

At the end of this study, we would like to mention the difficulties that we encountered during the research:

The sample of our research was second year master students and this causes the major problem because students didn't come to university so that obliged us to make an online questionnaire. Time was also one of the problems that we faced. Also the small size of the sample, which cannot represent all the students.

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APPENDICE

Questionnaire

This questionnaire is part of a study which seeks to investigate students attitudes about the Effect of extensive reading on vocabulary acquisition. We would like to ask you to answer these questions. Please put a tick (√) in the appropriate box/ boxes and make full statements whenever necessary. Thank you in advance for your cooperation.

1. Do you enjoy reading in English ?

   a) Yes ☐   b) No ☐

2. What kinds of things do you enjoy reading? Why?

   a) Short stories ☐   d) Magazines ☐

   b) Poems ☐   e) Newspapers ☐

   c) Biographies ☐   f) Novels ☐

   If the topics you are interested in are not mentioned above, please write them in the space provided.

   ....

   ....

3. Do you usually opt for:

   a) authentic texts ☐   b)(simplified) graded readers ☐

4. Do you read (in English) for pleasure ?

   a) Always ☐   c) Often ☐

   b) sometimes ☐   d) rarely ☐   e) never ☐

5. When reading outside the classroom, your purposes are related to :

   a) Pleasure ☐ information   ☐ heral understanding   ☐

6. Do you choose what to read depending on :

   - your interests (you choose books you are interested in) ☐

   - your background knowledge (you read things you already know a bit about) ☐

-the language level (you choose texts that you find easy) ☐

7. what difficulties do you have with reading in English?

1. difficulty with new words

2. understanding hard vocabulary

3. long phrases and sentences

4. no difficulty

Other difficulties:

………………………………………………………………………………………

………………………………………………………………………………………

5. When you encounter a new word while reading, do you :

-just skip over it ☐

-guess its meaning from the context ☐

-look it up in a dictionary ☐

9. To what extent do you agree with the following statements :

a) When I read a lot, I meet words and lexical (word) patterns that are not taught in classrooms

1) Strongly agree ☐   2) agree ☐

3) neutral ☐   4)disagree Strongly ☐   5) disagree ☐

b) Extensive Reading allows me to develop an awareness of collocations

c) (common word partnerships)

1)Strongly agree ☐   2)agree ☐   3)neutral ☐

4)Disagree strongly ☐ disagree   ☐

d) Extensive Reading allows me to develop an awareness of lexical phrases.

1) Strongly agree ☐   3) agree ☐   4) neutral ☐

2) Disagree strongly ☐   5) disagree ☐

e) ER expands my understanding of words I knew before because it offers me repeated

   exposure to them in context.

   1) Strongly agree ☐   2) agree ☐   3) neutral ☐

   4) Disagree strongly ☐   5)disagree ☐

f) By presenting items in context, ER makes the deduction of meaning of unknown

   items easier

   Strongly agree ☐   agree ☐eutral   ☐

   Disagree strongly ☐disagree   ☐

10.Would you like to see more extensive reading included in class?

   a) Yes   ☐   b) No   ☐

   Justify…………………………………………………………………………

   …………………………………………………………………………………

   ………………………………………………………………………………….

11.Do you believe that extensive reading may improve your vocabulary acquisition?

a) Yes   ☐   b) No   ☐   c) I don't know   ☐

12.Do you consider extensive reading as a useful tool to enhance the learning process?

a) Yes   ☐   b) No   ☐

   Explain..

   ....

   ....

Please, add any further comment about the role of extensive reading in vocabulary

acquisition.

   …………………………………………………………………………………

   …………………………………………………………………………………

   ……………………………………………………………*Thank you for your cooperation*

RESUME

L'étude abstraite vise à évaluer les attitudes des étudiants quant au rôle efficace de la lecture approfondie et de l'acquisition du vocabulaire. Pour atteindre cet objectif, on suppose que les étudiants ont une attitude positive à l'égard de la lecture approfondie et qu'ils la considèrent comme une compétence importante qui rend les étudiants à un haut niveau d'acquisition du vocabulaire. A cet effet, un questionnaire a été administré à un échantillon de (57) étudiants en master deux au département de MOHAMMED SEDDIK BEN YAHIA, jijel. Les analyses des instruments de recherche ont démontré que la majorité des étudiants en master deux élèves avaient l'habitude de lire pour mémoriser du vocabulaire alors il semble que la lecture approfondie soit un moyen bénéfique pour eux de l'acquérir puisque la plupart d'entre eux sont satisfaits des résultats de leur lecture approfondie la lecture est un moyen bénéfique pour eux de l'acquérir puisque la plupart d'entre eux sont satisfaits des résultats de leur lecture approfondie. Sur la base du résultat obtenu, quelques recommandations pédagogiques et suggestions pour de futures résolutions e sont suggérés pour de futures recherches sont suggérés.

Mots clés: lecture approfondie, acquisition du vocabulaire, apprentissage.

ملخص

تهدف الدراسة إلى تقييم مواقف الطلاب حول الدور الفعال للقراءة المكثفة واكتساب المفردات، ولتلبية هذا الهدف، يُفترض أن الطلاب لديهم موقف إيجابي تجاه القراءة المكثفة ويرون أنها مهارة مهمة تجعل الطلاب في مستوى عالي في اكتساب المفردات، وتحقيقا لهذه الغاية، تم إعطاء استبيان واحد لعينة من (57) طالب ماجستير في قسم محمد صديق بن يحيى، جيجل، وقد أظهرت تحليلات أدوات البحث أن غالبية طلاب الماجستير اثنين اعتادوا القراءة من أجل حفظ المفردات، فيبدو أن القراءة المكثفة هي وسيلة مفيدة لهم لاكتسابها لأن معظمهم راضون عن نتائج قراءتهم المكثفة هي طريقة مفيدة لهم لاكتسابها لأن معظمهم راضون عن نتائج قراءتهم المكثفة. بناءً على النتيجة التي تم الحصول عليها، تم اقتراح بعض التوصيات والاقتراحات التربوية للأبحاث المستقبلية تم منحها للأبحاث المستقبلية.

الكلمات المفتاحية: القراءة المكثفة، اكتساب المفردات، التعلم.