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**Faculty of Letters and Languages  
Department of English**

**The Effects of Reading Literary Texts on  
Students’ Vocabulary Acquisition: Case Study Third  
Year Students at the University of Mohamed Seddik Ben Yahia,  
Jijel**

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# The Effects of Reading Literary Texts on Students Vocabulary Acquisition

## **Declaration**

We hereby declare that the dissertation entitled “The Effects of Reading Literary Texts on Students’ Vocabulary Acquisition. Case of Third-Year Students of English” 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.

### **Signatures**

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### **Dedication**

In the name of Allah, the most compassionate, the most merciful, without whom this Work would have never been accomplished.. I dedicate this work to my queen my mother Chafika for her endless love and support. To my hero and beloved father Nouredine who raised me to be who I am today. To the sweetest and the kindest sisters in the world, Imane and Meriem for their encouragement, love, and financial support whenever I needed them. To my rock my brother Fares, thank you for everything. To my shining star my husband Ismail, thank you for being in my life.

**KHADIDJA**

### **Dedication**

In the name of Allah, the most compassionate, the most merciful, without whom this Work would have never been possible I dedicate this work to my queen my mother Chahira for her endless love and support. To my hero and beloved father Mustapha who raised me and did his best to be who I am today. To the sweetest and the kindest sisters in the world, Imane and Hadjer for their encouragement, love, and support whenever I needed them. To my source of strength my two brothers Farouk and Bilel . Thank you for being by my side. To my best friends Djannet, Lylia, and Khadidja. Thanks for having my back.

**SARAH**

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### **Abstract**

This research aimed to investigate the influence of reading literary texts on vocabulary acquisition among third-year students at the University of Mohammed Seddik Ben Yahia, Jijel. The primary objective was to determine whether English as foreign language (EFL) learners could effectively expand their vocabulary through the use of literary texts. To achieve this, an observation was conducted using a prepared checklist, and a comprehensive test was administered to evaluate the extent to which new vocabulary was acquired as a result of engaging with literary texts. The findings of the study strongly support the hypothesis that EFL learners benefit from reading literary texts in terms of enhancing their vocabulary. The results indicate that a significant number of students successfully acquired new vocabulary items through their interaction with literary texts. This suggests that incorporating literary texts into EFL instruction can be an effective method for vocabulary acquisition. Based on the outcomes of the study, several pedagogical recommendations are proposed to optimize vocabulary acquisition through the effective use of literary texts. These recommendations may include selecting appropriate literary texts that align with students' language proficiency and interests, providing guidance and support in reading and comprehending the texts, incorporating vocabulary-focused activities and exercises related to the literary texts, and encouraging students to engage in discussions and written assignments that promote the use of newly acquired vocabulary. By implementing these pedagogical recommendations, EFL instructors can create a conducive learning environment that fosters vocabulary expansion through the exploration of literary texts.

*Keywords:* acquisition, EFL learners, reading, literary texts, vocabulary.

**List of Abbreviations**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FL:** Foreign Language

**TL:** Target Language

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## **General Introduction**

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- 2. Statement of the Problem**
- 3. Research Means**
- 4. Research Questions**
- 5. Aim of the Study**
- 6. Hypothesis**
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## **General Introduction**

### **1. Background of the Study**

The study of how literary texts may impact students' vocabulary acquisition is a topic of interest in both fields of education and linguistics. The ability to acquire new vocabulary is essential for language development and academic success, and literature can provide a rich source of new words and expressions because vocabulary has always been considered as a valuable aspect that makes it nearly impossible to learn a language without learning its vocabulary. Several previous studies support the effectiveness of reading literary texts as a suitable and motivating technique to acquire and enrich vocabulary. For example, Khansir (2012) pointed out that poetry, as a literary genre, can be used as a tool to develop learners' English knowledge and enrich students' vocabulary and grammar. Khansir's findings stem from Lazar's (1993) who believed that when students read literary texts, they will memorize syntactic and lexical items.

Another study, conducted by Torkos Henrietta and Torkos Antonela (2021), aimed to investigate the role of literature as a vocabulary teaching instrument of a foreign language in middle school. There were a number of 72 participants in the research from a middle school within Arad Country. The preliminary results after the intervention showed that pupils became more passionate about reading. They became more creative, and they enriched their cultural baggage, and promote long-term memorization of vocabulary and keep the students motivated and engaged in the process of vocabulary acquisition.

From another perspective, Liach (2007) aimed to investigate the use of Thomas Stearns (T.S) Eliot's poem *The Waste Land* as a literary text for teaching English as second language (ESL) students. The study was conducted in a university in the United States. Liach used a qualitative research design which included observations of classroom

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interactions and discussions as well as interviews with students about their experience with the text. The study's findings showed that using *The Waste Land* as a teaching text had a positive impact on students' language learning, particularly in the areas of vocabulary and cultural knowledge.

In light of these studies, the current research seeks to demonstrate the effectiveness of reading literary texts as a suitable and motivating technique for acquiring and enriching vocabulary of third year students.

### **2. Statement of the Problem**

Learning a foreign language (FL) requires acquiring a strong vocabulary, which has long been a focus of interest. Reading has been identified as a crucial factor in vocabulary acquisition, as it can significantly expand and enhance learners' vocabulary stockage. Moreover, vocabulary acquisition plays a crucial role in foreign language (FL) learning, enabling learners to comprehend and express themselves effectively. However, Algerian students often encounter difficulties in intentionally developing their vocabulary repertoires. Despite being taught content modules such as literary texts, which aim to teach language skills and impart cultural representations, the extent to which these texts facilitate vocabulary acquisition among students remains unclear. Therefore, this dissertation aims to investigate the effects of reading literary texts on the vocabulary acquisition of Algerian foreign language (FL) learners, highlighting the potential benefits, challenges, and strategies associated with the use of literary texts as a means of enhancing students' lexical knowledge.

### **3. Research Means**

In this research, two tools were utilized for data collection and analysis due to time

constraints and the need to gather necessary data while testing a hypothesis: observation based on a checklist and a vocabulary test. The checklist guided the observation process, focusing on students' engagement, reading strategies, and vocabulary recognition during their interaction with literary texts. The vocabulary test assessed the acquisition of new vocabulary items after engaging with this type of literary texts. Furthermore, the test was administered to two groups of third-year students. It aimed at discovering whether their exposure to literary texts would help them enrich their vocabulary, providing quantitative data that could be statistically analyzed. By assessing the students' performance on the test, the researchers could further investigate the relationship between the use of literary texts and vocabulary acquisition.

#### **4. Research Questions**

This study seeks to answer the following questions:

- 1-Does reading literary texts affect EFL learners' vocabulary acquisition?
- 2- How does a reading literary text enhance students' vocabulary?

#### **5. Aim of the Study**

The aim of this study is to investigate the influence of reading literary texts on vocabulary acquisition among third-year students at the University of Mohammed Seddik Ben Yahia, Jijel. The primary objective is to determine the effectiveness of utilizing literary texts as a means to expand the vocabulary of English as Foreign Language (EFL) learners. By employing a test, the study aims to assess the extent to which new vocabulary is acquired through engagement with literary texts. The study seeks to provide insights into the potential benefits of reading literary texts for enhancing vocabulary acquisition among EFL learners.

#### **6. Research Hypothesis**

On the basis of the above mentioned questions, it is hypothesized that if EFL students are exposed to reading literary texts, their vocabulary will be improved.

## **7. Structure of the Study**

The research study is structured into two chapters, each serving a specific purpose. The first chapter focuses on the theoretical aspects and is further divided into two sections. The initial section explores the topic of reading literary texts, while the second section deals with the subject of vocabulary acquisition. The aim of this chapter is to provide a comprehensive theoretical foundation for the research study. In contrast, the second chapter is dedicated to the data analysis and presentation of the study's results. It encompasses the examination and interpretation of the collected data, along with any relevant statistical analysis. Additionally, this chapter concludes by offering pedagogical recommendations based on the findings, suggesting practical applications for the research outcomes.

## **Chapter One:**

### **Theoretical Upbringings**

#### **Section One: Reading Literary Texts in EFL Classes**

##### Introduction

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## **1. Chapter One: Theoretical Underpinnings**

### **1.1. Section One: Reading Literary Texts in EFL Classes**

#### **Introduction**

This section covers important aspects of reading, and focuses on literary texts and their significance in language education. It begins by providing a definition of reading, exploring its various types while also offering strategies to improve reading skills and enhance comprehension. Furthermore, it examines the cognitive factors that influence reading comprehension. The section acknowledges the crucial role of reading in language development and acquiring knowledge. It also provides clear definitions of literary texts, highlighting their diverse forms. Finally, the section investigates how literary texts can be effectively used in the English as a Foreign Language (EFL) classes.

#### **1.1.1. Definition of Reading**

Scholars have suggested several definitions for the concept of reading. Baudoin et al (1994) proposed that “reading is a complex activity that involves both word recognition, the process of perceiving how written symbols correspond to one’s spoken language, and comprehension, the process of making sense of words, sentences, and connected paragraphs” (p. i). On the other hand, Nunan (2003) added that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (p. 68). The focus of reading was primarily on the text itself and what the writer intended to convey. Reading was seen as a process of decoding written symbols and understanding the words, sentences, and paragraphs presented in the text. This approach emphasized word recognition and comprehension skills. However, as research in the field of reading evolved, scholars began to recognize the significant role of the reader and their

background knowledge in the reading process. It became evident that reading is not a passive activity but rather a dynamic process where readers actively engage with the text and draw upon their prior knowledge and experiences to construct meaning. It can be added that reading is a receptive skill that contributes to the development of a reader's fluency. As readers continue to read, they gain more background knowledge, which enables them to make connections with new information and grasp new concepts easily. However, reading can also be a challenging task that demands considerable effort to comprehend written words, sentences, and paragraphs that are combined together.

### **1.1.2. Types of Reading**

Depending on their objectives, readers engage in various types of reading during the reading process. These types are categorized based on the specific goals of the reader, such as gathering information, acquiring knowledge, integrating information, or gaining a general understanding of a topic. The main types of reading may include

#### **1.1.2.1. Extensive Reading**

Extensivereading has been advocated by many linguists. Grellet (1981) pointed out that extensive reading is "reading longer texts, usually for one's own pleasure. This is a fluency activity mainly involving global understanding" (p. 4). Harmer (2007) agreed with this point and claimed that "where possible, extensive reading should involve reading for pleasure" (p. 99). On the one hand, Brown (2001) claimed that "extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays)" (p. 313). He added that most of the extensive reading is done outside of class time. From the above definitions, it can be suggested that extensive reading is a form of reading in which individuals read long materials mainly for the purpose of enjoyment and gaining a general understanding of the content. Besides, this type of reading is typically

carried out outside of class time.

### **1.1.2.2. Intensive Reading**

Intensive reading involves reading in detail with specific learning aims and tasks. As Nation (2004) stated, intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items (p. 20). In the same way, Mart (2015) suggested that intensive reading allows learners to master the language effectively (p. 85). Thus, it can be synthesized that intensive reading is a detailed and classroom-based activity that involves the teacher's guidance. During intensive reading sessions, students focus on reading texts of various genres with the goal of completing specific activities aimed at helping learners to achieve particular objectives related to language development and comprehension.

### **1.1.3. Strategies of Reading**

Reading encompasses various types, strategies, and purposes. Understanding these elements is essential for developing strong reading skills and comprehension. In this context, it is important to explore different reading types, such as extensive and intensive reading, as well as strategies like skimming and scanning. These strategies serve distinct purposes, such as gaining an overview of a text, locating specific information, developing fluency, or analysing texts in-depth. By employing the appropriate strategies for each type of reading, readers can enhance their understanding and engagement with different texts.

#### **1.1.3.1. Skimming**

Skimming refers to the activity of reading that has the aim of getting the general meaning or what is called the gist of a specific text. Brown (2004) argued that skimming is "The process of rapid coverage of reading matter to determine its gist or main idea. It is a

prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of the writer, its ease or difficulty; and/or its usefulness to the reader” (p. 213). Following in the same direction, Djuharie (2008) claimed that skimming refers to looking at the text quickly to get the main idea from the text (p. 12).

In other words, skimming is a rapid reading technique that allows readers to quickly grasp the main idea or gist of a text. It serves as a predictive strategy, providing readers with insights into the topic, purpose, organization, perspective, and potential usefulness of the text. By employing skimming, readers can efficiently determine the relevance and level of difficulty of a section or chapter, enabling them to make informed decisions about further engagement with the material.

#### **1.1.3.2. Scanning**

Nuttal (1982) said that scanning means glancing rapidly through the text either to search for a specific piece of information (e.g., name, place, time) or to get an initial impression of whether the text is suitable for a given purpose (p. 49). Sarwono (2013) on the other hand, claimed that scanning is a technique used to find specific information by looking at the text to find the information we need (p. 2).

As a result, scanning involves a rapid glance through the text to locate specific information, such as names, places, or times, or to assess the text’s suitability for a particular purpose. It is a technique used to quickly find the desired information by visually scanning the text for relevant details. By employing scanning, readers can efficiently retrieve specific information or evaluate the text’s relevance without reading it in its entirety.

### **1.1.3.3. Inference-Making**

Inference-making is a reading strategy where readers draw conclusions or make guesses based on the information provided in a text. It involves using both explicit details and background knowledge to fill in gaps or interpret implicit meaning, enhancing comprehension and understanding of the text. McNamara (2007) stated that inference-making is essential to ensure good understanding of a text (p. 49). He added that the writer does not necessarily state every little detail. Instead, the reader is left to fill in details that are not explicitly stated in the text, either by integrating statements within the text or by incorporating general knowledge with textual information (p. 49). Thus, it can be understood that inference-making plays a crucial role in comprehending a text effectively. It involves the reader's active engagement in filling in missing details that may not be explicitly stated by the writer, utilizing both textual information and their general knowledge. To add more, this process is closely connected to vocabulary development, as it requires the reader to understand and interpret words and phrases within the context of the text, expanding their understanding of language and its usage.

### **1.1.3.4. Comprehension Monitoring**

Comprehension monitoring is a reading process where readers actively check and assess their understanding of a text as they read. It involves being aware of any confusion, identifying gaps in understanding, and taking steps to clarify meaning and ensure comprehension. As claimed by McNamara (2007), the ability to monitor one's understanding of a text is an important skill for constructing meaning (p. 49). He insisted that comprehension monitoring is often assessed by requiring readers to detect inconsistencies in a text, such as scrambled sentences, contradictory sentences, or statements that conflict with readily available general knowledge (p. 49). In other words,

this strategy that can be considered as the act of checking one's understanding while reading, can be assessed by tasks that require the reader to spot things that do not make sense in the text, like sentences that are jumbled up, statements that contradict each other, or facts that do not match common knowledge. By identifying these inconsistencies, the readers can correct misunderstandings and improve their overall comprehension of the text.

#### **1.1.4. Reading Comprehension**

Skimming, scanning, inference-making, and comprehension monitoring are vital strategies for reading comprehension. Skimming quickly captures main ideas, scanning locates specific information, inference-making enhances critical thinking, and comprehension monitoring ensures understanding. These strategies are essential for effective comprehension because the fundamental purpose of reading is to comprehend the message conveyed by the written text. Therefore, comprehension is an essential part of this process, requiring the readers to connect their existing knowledge with unfamiliar information presented in the text to construct coherent meaning.

Harris and Sipay (1980) stated that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permit people to acquire and exhibit information gained as a consequence of reading printed language (p. 179). On the other hand, Smith (1977) argued that comprehension in reading is a matter of making sense of a text and relating written language to what we already know and what we want to know. With reading comprehension, students can obtain the information communicated by the writer (p. 387).

Consequently, it can be understood that reading comprehension is often seen as a collection of skills that enable individuals to acquire and demonstrate knowledge derived from reading written language. It is the process of making sense of a text by relating it

to existing knowledge and desired information. Through reading comprehension, students can effectively grasp the communicated information and bridge the gap between the written text and their own understanding.

### **1.1.5. Cognitive Factors Affecting Reading Comprehension**

To gain a comprehensive understanding of reading comprehension, it is essential to recognize the critical factors that significantly influence this process. Such factors, which may comprise background knowledge, vocabulary, and fluency are instrumental in helping readers make sense of written language.

#### **1.1.5.1. Background Knowledge**

Background knowledge is defined as “the interaction between one’s prior knowledge and the content of a specific passage” (Alexander et al., 1991, p. 334). From another point of view, Henry Jeanne (1990) stated that “Comprehension is the process of readers actively constructing meaning from text, not only through the use of semantic and syntactic knowledge but also through prior knowledge about the subject of a text as well” (p. 426).

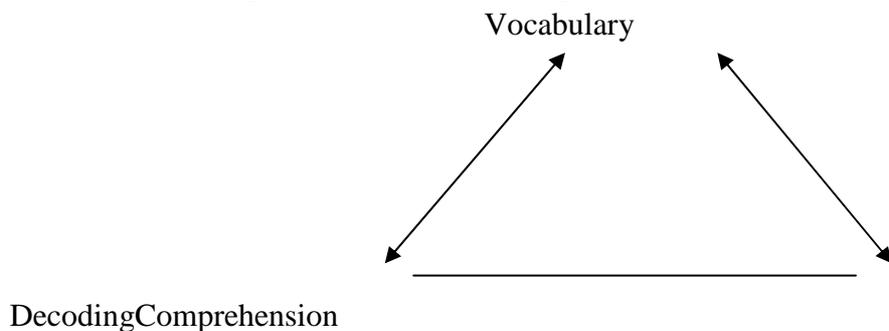
Therefore, background knowledge encompasses both a reader’s existing knowledge and the specific content of a text, playing a vital role in comprehension. It is through the integration of semantic and syntactic knowledge with this prior knowledge that readers construct meaning from the text. Semantic knowledge refers to the understanding of word meanings, concepts, and their relationships between them, allowing readers to comprehend the intended message and the overall meaning conveyed by the text. Syntactic knowledge, on the other hand, relates to the rules and structures governing the arrangement of words and phrases in a sentence. By drawing upon their background knowledge, readers actively engage with the text, enhancing their overall comprehension.

### 1.1.5.2. Vocabulary

Vocabulary knowledge is one of the essential elements of reading comprehension. It refers to the group of words that students must be aware of to understand the language they read. Brown and Hatch (1995) defined vocabulary as a list or set of words that individual speakers of the language might use (p. 01). According to the DVC (Decoding, Vocabulary, and Comprehension) reading skill triangle model, word meanings are central to comprehension and word identification (Perfetti, 2010, p. 295).

*Figure 1*

Model of Decoding, Vocabulary, and Comprehension (Perfetti, 2010)



This illustrates that vocabulary knowledge is an essential element of reading comprehension as it encompasses the words that readers must understand to make sense of the text. The DVC (Decoding, Vocabulary, and Comprehension) reading skill triangle model emphasizes that comprehension is directly linked to knowing the meanings of the words being read. In other words, a strong vocabulary foundation is crucial for readers to fully comprehend and engage with the text they are reading. By recognizing the importance of vocabulary, the DVC model highlights the need for students to actively develop and expand their word knowledge to enhance their overall reading comprehension abilities.

### 1.1.5.3. Fluency

An influential factor in comprehension is fluency. Fluency involves the ability to read orally with sufficient accuracy, appropriate rate, and suitable expression. Grabe (2009)

defined the term fluency as “the ability to read rapidly with ease and accuracy, and to read with appropriate expression and phrasing” (p. 291). This actively demonstrates that the concept of fluency in reading encompasses several key components which include accuracy, rate, and expression. It involves the ability to read aloud with sufficient accuracy, ensuring that words are pronounced correctly. Additionally, fluency entails reading at an appropriate pace, striking a balance between being neither too slow nor too fast. Lastly, it refers to the reader’s capacity to convey the intended meaning, tone, and emotions of the text through their vocal delivery. This underscores the importance of a proficient reading experience.

Lastly, background knowledge, vocabulary, and fluency are cognitive factors in reading comprehension because they all involve mental processes and abilities. Background knowledge relies on prior knowledge and experiences stored in the mind, which are activated and connected to the information in the text. Vocabulary knowledge is a cognitive process that involves understanding and accessing the meanings of words, allowing readers to comprehend the text more effectively. Fluency, on the other hand, requires cognitive skills such as rapid word recognition, accurate decoding, and the ability to process language fluently. These cognitive factors collectively influence readers engage with texts, construct meaning, and make sense of the information presented to them.

#### **1.1.6. The Importance of Reading**

Reading is a crucial component of language learning as it helps us acquire new vocabulary, improve our language skills, and develop a deeper understanding of the target language (TL). Mikulecky and Jeffries (1996) stated that reading helps you learn to think in the new language and it helps to build a better vocabulary (p. 1). This concludes that reading in language learning is essential for acquiring new vocabulary, improving language skills, and developing a deeper understanding of the target language. It enables learners to think in the new language and build a better vocabulary. Through reading, learners

encounter words, phrases, and sentence structures in context, allowing them to understand their meaning and usage more effectively. This exposure to language usage helps learners internalize language patterns, improve their fluency, and develop critical thinking skills. Additionally, reading broadens learners' knowledge of the target language and enhances their overall linguistic abilities. By engaging with various texts, learners can explore different topics, genres, and writing styles, which further expand their language proficiency. Reading provides opportunities for exposure to authentic language, which reflects the cultural and social aspects of the target language. This exposure enhances learners' language skills but also promotes cultural understanding and intercultural competence.

In conclusion, reading plays a vital role in language learning by facilitating vocabulary acquisition, language skill improvement, and a deeper understanding of the target language. It supports learners in thinking in the new language, building vocabulary, and developing critical thinking skills. Reading also broadens learners' knowledge and fosters cultural understanding, making it an indispensable activity in language learning.

#### **1.1.7. Definition of Texts**

Reading materials refer to various written texts that individuals engage with for the purpose of reading. These materials may include a wide array of what is called literary and non-literary texts, including novels, poems, articles, newspapers, scientific papers, and more. They serve as sources of information, entertainment, and intellectual stimulation, offering readers a diverse range of perspectives, knowledge, and experiences.

As readers progress in their reading journey, they move beyond focusing on isolated words and sentences and start to comprehend the broader concept of the text. According to Halliday and Hasan (1976), the word "text" is used in linguistics to refer to any passage, spoken or written, of whatever length that does form a unified whole (p. 1).

On the other hand, Davies (1995) defined a text as a coherent piece of writing exhibiting both structure and texture, assignable to a single author or collaborating authors, with clearly defined boundaries making the beginning and end of the writing (p. 94).

Consequently, the term text refers to any passage, spoken or written, that forms a unified whole, regardless of its length. This emphasizes the importance of coherence and unity within a text. In contrast, it can be defined as a coherent piece of writing with both structure and texture, attributed to a single author or collaborating authors, and having well-defined boundaries indicating its beginning and end. Texture, in this context, refers to the quality and characteristics of the writing that contribute to its coherence, organization, and overall effectiveness. It includes elements such as the arrangement of ideas, the flow of information, and the relationship between different parts of the text, enhancing its readability and impact on the reader.

### **1.1.8. Types of Texts**

Text types display different styles of writing used for specific purposes, each with its own language and structure conventions to convey a message effectively. Mainly, there are two types of texts

#### **1.1.8.1. Non-literary Texts**

Theorists have provided distinguished explanations for what non-literary texts mean. According to Alcaraz and Hughes (2002), non-literary texts refer to a specific class of texts that are characteristics of a given scientific community or professional group. These texts have certain features of vocabulary, form, and style that are wholly function-specific and conventional in nature (p. 101). Additionally, Newmark(2004) discussed that non-literary texts focus on presenting factual information to readers (p. 10). He claimed that these texts are written in regular English and often in the third person (p. 11). He also believed that the

language in non-literary writings is frequently scanned and that it is simple to understand (p.10).

Therefore, it can be understood that non-literary texts are types of texts specific to scientific or professional communities. They are characterized by functional vocabulary, form, and style. Non-literary texts focus on presenting factual information to readers using regular English, often in the third person. The language used in these texts is frequently scanned for efficient communication, and it is simple to understand. Additionally, scanning sounds in non-literary writings refers to the process of analysing the rhythm of the language used. It involves understanding the patterns of stressed and unstressed syllables, the pacing of sentences, and the overall sound structure. This aids in comprehending the text and perceiving its simplicity and clarity in terms of language usage.

#### **1.1.8.2. Literary Texts**

As we move from non-literary texts, we enter the world of literary works, which has been a topic of discussion among theorists for a long time, as they proposed various definitions and approaches. A basic definition is the one provided by the Oxford Advanced Learner's Dictionary (2005), which defined literary texts as "pieces of writing that are valued as works of art, especially novels, plays, and poems" (p. 863). From another perspective, Scholes (1982) defined literary texts as "the product of a person or persons, at a given point in human history, in a given form of discourse, taking its meanings from the interpretive gestures of individual readers using the grammatical, semantic, and cultural codes available to them" (p. 16).

Broadly speaking, literary texts are written works that are recognized as art, such as novels, plays, and poems. These types of texts are products of a particular time and cultural context, and their meaning is derived from the interpretations of individual readers who use

the grammatical, semantic, and cultural codes available to them. Overall, literary texts are complex and multi-layered, requiring readers to engage with them in order to fully understand their meaning and significance.

### **1.1.9 .The Distinction between Literary and Non-Literary Texts**

The distinction between literary and non-literary texts lies in their purpose and style. Newmark (2004) claimed that literary texts engage with artistic expression, delving into complex themes, while non-literary texts focus on presenting factual information in a straightforward manner (p. 10). He stated that the main intentional difference between literature and non-literature is that the first comprises the world of the mind and the imagination, while the second is the world of reality, of facts and events (p. 10). He also added that literary texts are about people, experiences, or values, while non-literary texts are about objects, basically in the third person (p. 11). Additionally he believed that the core of literary texts is the original or imaginative metaphor and the neologism, whereas the core of non-literary texts is the standard or explanatory metaphor and the plain word (p. 11).

Consequently, the main difference between literary and non-literary texts lies in their focus and language use. Literary texts engage the realm of the mind and imagination, while non-literary texts deal with reality and facts. Literary texts center on people, experiences, and values, often employing original metaphors and neologisms, while non-literary texts primarily discuss objects, using standard metaphors and plain language. Neologisms refer to newly created or introduced words in literature, adding depth and creativity to the writing, expanding the boundaries of language, and offering fresh perspectives to readers.

### **1.1.10. Forms of Literary Texts**

There are various forms of literary texts that captivate readers through their unique storytelling styles. Each form offers its own distinct artistic qualities, making them diverse and engaging choices for readers to explore the world of literature. These forms may include drama, poetry, short stories, and novels.

#### **1.1.10.1. Drama**

Holden (1982) stated that drama, in an educational setting, is “any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation” (p. 1). He added that “Drama is concerned with the world of ‘let’s pretend’; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person” (p. 1). Besides, J.A. Cuddon (2013) claimed that drama, in general, is any work meant to be performed on a stage by actors (p. 216).

According to the provided definitions, drama, in an educational context, involves activities where learners portray themselves or fictional characters in imaginary situations. It is a creative form of expression that encourages students to immerse themselves in different roles and scenarios, fostering imagination and exploration. Drama encompasses a wide range of oral activities that emphasize creativity. Additionally, it can be broadly defined as any form of staged performance by actors. Overall, drama provides a powerful means of learning and self-expression.

#### **1.1.10.2. Poetry**

It is noteworthy that poetry and drama share similarities in their artistic expression and emotional impact. Both utilize language creatively to evoke imagery and convey messages. However, poetry is primarily written, while drama involves performance and visual elements. Poetry emphasizes individual thoughts and emotions, while drama focuses

on character interactions within a narrative framework. Despite these differences, both forms offer unique ways to express artistry and evoke emotions. A very rudimentary definition of poetry is the one provided by Webster, which claimed that poetry is “a type of writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response through meaning, sound, and rhythm.” In addition, Hanauer (2004) defined poetry as “a literary text that presents the experiences, thoughts, and feelings of the writer through a self-referential use of language that creates for the reader and writer a new understanding of the experience, thoughts, or feeling expressed in the text” (p. 10).

Therefore, it can be suggested that poetry is a form of writing that utilizes language in a concentrated and imaginative manner. The language chosen and arranged in poetry creates emotional responses through meaning, sound, and rhythm. This self-referential use of language is intended to provide a new understanding of the experiences, thoughts, and feelings expressed in the text, making poetry a unique form of literary expression.

### **1.1.10.3. Short Stories**

Esenwein (1909), as cited in Colibaba (2010), claimed that a short story is a “brief, imaginative narrative, unfolding a single predominating incident and single chief character; it contains a plot, the details of which are so compressed, and the whole treatment so organized, as to produce a single impression” (p. 226). From another point of view, it is stated by J.A. Cuddon (2013) that a short story is a prose narrative of indeterminate length but too short to be published separately as novels or novellas (p. 653). In brief, a short story is a concise and imaginative narrative that revolves around a central incident and a primary character. It effectively captures a single impression through a well-structured plot, where the details are compressed to evoke a specific response from the reader. It is a prose

narrative of variable length, shorter than novels or novellas but still possessing its own distinct form. This highlights the concise and focused nature of short stories, allowing them to deliver a complete narrative experience in a compact form.

#### **1.1.10.4. Novels**

Novels and short stories share some common features in their ability to captivate readers with compelling narratives. Both forms of fiction draw readers into imaginative worlds, introduce intriguing characters, and explore diverse themes and emotions. They offer immersive experiences that evoke emotions, provoke thoughts, and entertain. However, a notable difference is that novels offer expansive storylines with in-depth character development and detailed settings, while short stories provide concise and focused narratives that highlight specific moments, characters, or themes. On the subject of defining novels, David Mikics (2007) mentioned that the word novel is “derived from the Italian ‘novella’, meaning ‘a small new thing’ ” (p. 209). Likewise, J.A. Cuddon (2013) stated that the concept of a novel is “derived from Italian novella, ‘tale, piece of news’, and now applied to a wide variety of writings whose only common attribute is that they are ‘extended pieces of prose fiction’ ” (p. 477). He added that it is a form of story or prose narrative containing characters, action, and incident, and, perhaps, a plot (p. 478). It can be synthesized that the term “novel” originates from the Italian word “novella” which initially referred to a small new thing. However, its meaning has evolved to encompass a broader concept. Drawing inspiration from this, novels are extended pieces of prose fiction that incorporate characters, actions, incidents, and potentially a plot. They offer a rich and immersive reading experience, allowing for in-depth exploration of various narrative elements. Regarding the use of literary texts in language teaching and learning, Lazar (1993) emphasized that within the classroom, literary texts are particularly successful in

promoting activities where students need to share their feelings and opinions, such as discussions and group work (p. 17). Many other scholars in the field of language teaching and learning, such as Maley, Duff (2002) and Brooke (2003), have emphasized the role of using literary texts to enhance learners' skills in language learning, tailoring the selection to suit their needs, levels, and age (cited in Guillane, 2016, p. 22).

This highlights the value of good literature in the classroom as a powerful tool for both language learning and personal growth. It is an important, motivating, and effective tool that can be used to teach language, pronunciation, vocabulary, and more. Literary texts can facilitate the development of language competence, promote the negotiation of meaning, and create interactive discussions suitable for a genuine exchange of ideas.

#### **1.1.11. The Role of Incorporating Literary Texts in EFL Classes**

In EFL classrooms, incorporating literature is a powerful tool for language learning. Literary texts provide a rich and immersive experience that helps students grasp the nuances of the English language in a captivating manner. Through literature, students develop language skills, cultural awareness, and critical thinking abilities, making it an invaluable resource for EFL instruction. Irma K. Ghosn (2002) claimed that "Good literature is often highly generative, allowing the teacher to expand the themes while making use of the new language in different contexts, and accommodating to student needs and interests" (p. 176). Besides, Lazar (1993), discussed that within the classroom itself, the use of literary texts is often a particularly successful way of promoting activities where students need to share their feelings and opinions, such as discussions and group work.(p. 17).

This emphasizes the value of good literature in the classroom as an influential instrument for both language learning and personal growth. By exploring themes within

literary texts, teachers can encourage students to delve deeper into the subject matter while simultaneously expanding their language skills in diverse contexts. Furthermore, the use of literature promotes an interactive classroom environment, fostering opportunities for students to express their emotions, exchange opinions, and collaborate effectively through discussions and group work.

In summary, incorporating literary texts into EFL classrooms serves as an effective tool for expanding vocabulary. When students engage with poems, plays, stories, and novels, they encounter a diverse array of words and phrases within meaningful contexts. This exposure aids learners in broadening their vocabulary and gaining a deeper comprehension of word usage. Through immersing themselves in literary texts, students have the opportunity to enhance their language skills and establish a solid basis for effective communication. The act of reading literary texts unlocks doors to new vocabulary, ultimately enriching students' language abilities in an enjoyable and impactful manner.

### **Conclusion**

In summary, incorporating literary texts into EFL classrooms serves as a powerful tool for expanding vocabulary. When students engage with novels, stories, poems, and plays, they encounter a diverse array of words and phrases within meaningful contexts. This exposure aids learners in broadening their vocabulary and gaining a deeper comprehension of word usage. Through immersing themselves in literary texts, students have the opportunity to enhance their language skills and establish a solid basis for effective communication. The act of reading literary texts unlocks doors to new vocabulary, ultimately enriching students' language abilities in an enjoyable and impactful manner.

## **Section two: Vocabulary Acquisition**

Introduction

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## **Section two: Vocabulary Acquisition**

### **Introduction**

This section explores key aspects of vocabulary in language learning. It begins by providing a clear definition of vocabulary and underscoring its significance. Different types of vocabulary and their role in language development are discussed. Additionally, various approaches to vocabulary learning are examined, and the relationship between vocabulary size and the reading process is highlighted. Lastly, the significance of context in vocabulary acquisition is explored. This section provides valuable insights for enhancing vocabulary skills and overall language proficiency.

#### **1.2.1. Definition of Vocabulary**

Hatch and Brown (1995) defined vocabulary as a list of words for a particular language or a list of words that individual speakers might use (p. 81). In addition, for Lehr (2004), vocabulary is knowledge of words and word meanings in both oral and print language and in productive and receptive forms, which are used in listening, speaking, reading, and writing (p. 1).

By combining these two definitions, we can perceive vocabulary as a compilation of words known and used by individuals in a particular language. It includes not only the understanding of word meanings but also the ability to use them effectively in various language contexts. Vocabulary is seen as an integral part of language skills and plays a vital role in communication. On the other hand, Renandya and Richard (2002) defined vocabulary as a core component of language proficiency and provide much of the basis for how well learners speak, listen, and write (p. 1). This definition underscores the critical role of vocabulary in language proficiency and highlights its significance in shaping learners'

speaking, listening, and writing abilities. It suggested that a strong vocabulary base is essential for learners to effectively express themselves and comprehend others in various language contexts.

### **1.2.2. Types of Vocabulary**

Hibert and Kamil (2005) in their book *Teaching and Learning Vocabulary* classified vocabulary into two categories, oral and print

“Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words those beginning readers now encounter are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary”. (p. 3)

A combination of oral and print vocabulary is essential for reading literary texts. Oral vocabulary aids in immediate understanding, while print vocabulary enhances readers’ ability to delve deeper into the literary elements and appreciate the richness of the text. A strong vocabulary foundation, both orally and in print, empowers readers to fully engage with and comprehend the complexities of literary works. In light of their definitions, vocabulary can also be divided into two types, receptive and productive vocabulary.

#### **1.2.2.1. Receptive Vocabulary**

According to Hibert and Kamil (2005), receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. This category typically includes words that are less familiar to students and less commonly used. It is

important to note that receptive vocabulary emphasizes the need to learn and understand these unfamiliar words (p. 3).

#### **1.2.2.2. Productive Vocabulary**

According to Hiebert and Kamil (2005), productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently (p. 3). Productive vocabulary, thus, refers to the repertoire of words an individual effectively employs in both written and spoken communication. It encompasses commonly used, widely recognized terms that are easily utilized to express ideas, demonstrating linguistic proficiency and fluency. Furthermore, reading literary texts can also contribute to the development of productive vocabulary. As students encounter new words in literary works, they have the opportunity to incorporate them into their own speaking and writing. They can actively engage with the vocabulary by discussing the texts, participating in literary analysis, and creatively incorporating the newfound words into their own language use.

#### **1.2.3 Importance of Vocabulary Acquisition**

Coady and Huckin (1997) argued that vocabulary is central to language acquisition and of critical importance to the typical language learner (p. 7). According to Krashen (1983) and Tenell, acquisition will not take place without comprehension of vocabulary (p. 155). This demonstrates that vocabulary assumes a central and crucial role in language acquisition. It plays a key role in language learning. Without vocabulary, learners will encounter challenges in effectively applying learned language structures and functions, hindering their ability to engage in comprehensible and meaningful communication.

### **1.2.4. Approaches to Vocabulary Learning**

Gu(2002) provided an excellent review of research on a wide range of approaches for vocabulary learning, making the point that “the choice, use, and effectiveness of vocabulary learning strategies depend on the task, the learner, and the learning context” (p. 1). This clarifies that vocabulary learning strategies should be adjusted to match the specific task, the learner’s individual characteristics, and the learning context. By adapting strategies to these factors, the chances of successfully acquiring new vocabulary are increased, leading to improved language development. There are two approaches to learning vocabulary, intentional vocabulary learning and incidental vocabulary learning.

#### **1.2.4.1. Intentional Vocabulary Learning**

According to Hulstijn (2001), intentional vocabulary learning refers to any activity aiming at committing lexical information to memory (p. 271). Intentional vocabulary learning involves purposeful actions taken to memorize and learn new words. It includes a variety of strategies, exercises, and techniques that people use to acquire and remember vocabulary effectively. By actively engaging in intentional vocabulary learning, individuals can expand their word knowledge and improve their overall language skills.

#### **1.2.4.2. Incidental Vocabulary Learning**

According to Krashen (1989), incidental vocabulary learning occurs when learners do not know they are acquiring a language because their conscious focus is on the message, not the form (p. 440). On the other hand, Nation (2004) drew our attention to the importance of the context and sees incidental vocabulary learning as the one that occurs when a target language (TL) learner is reading or listening to normal language use while the focus of the learners’ attention is on the message of the text (p. 232).

In simple terms, incidental vocabulary learning happens when learners acquire new words without realizing it because their main focus is on understanding the overall message of what they are reading or listening to. It occurs when learners encounter words in a natural context while their attention is on understanding the meaning of the text, rather than specifically studying or memorizing new vocabulary.

In light of the aim of this research and in light of the categorization suggested by researchers, the current research focuses on intentional vocabulary because third year students employ intentional vocabulary when engaging with literary texts, demonstrating a heightened awareness of the impact and meaning of their word choices. They recognize that specific words can evoke emotions, create imagery, and contribute to the overall reading experience. This intentional vocabulary use reflects their understanding of language's power and their ability to communicate effectively.

#### **1.2.5. The Role of Vocabulary Size in Reading Comprehension**

Laufer (1989) claimed that reading comprehension at an academic level requires 95 percent lexical coverage (p. 127). Therefore, in order to achieve reading comprehension at an academic level, it is crucial to have a high level of lexical coverage, typically estimated at 95 percent. This implies that individuals should possess knowledge of approximately 95 percent of the words present in a given text. Having such a substantial lexical repertoire enables readers to effectively understand and engage with complex academic materials, ensuring a comprehensive grasp of the content and facilitating deeper comprehension.

#### **1.2.6. The Role of Context in Vocabulary Acquisition**

Nation (2001) claimed that "learners would need at least 95% coverage of the running words in the input to gain reasonable comprehension and to have reasonable success at guessing from context" (p. 114). To explain, learners require a minimum of 95

percent coverage of the words in a text to achieve reasonable comprehension and to be able to make successful guesses based on context. This means that in order to understand a text well, learners need to be familiar with the meaning of most of the words encountered, allowing them to comprehend the overall message effectively. However, it is important to note that learners may not necessarily know every single word in a text. Instead, they can rely on the context provided to grasp the general meaning of the author's message. By understanding the surrounding words, phrases, and sentences, learners can infer the meaning of unfamiliar words and still gain a comprehensive understanding of the text.

### **1.2.7. The Relationship between Reading Literary Texts and Vocabulary Acquisition**

Reading literary texts and vocabulary acquisition share a dynamic and reciprocal relationship, influencing and reinforcing each other. When readers engage with literary works, they encounter a wide range of words, phrases, and language structures. Exposure to such rich and varied vocabulary serves as a catalyst for vocabulary acquisition, allowing readers to expand their lexical knowledge and understanding. In turn, an enriched vocabulary empowers readers to delve deeper into literary texts. It enables them to comprehend complex language, appreciate subtle nuances, and unravel deeper layers of meaning within the text. As readers engage with literary works, they encounter new words and contextually rich language, which not only enhances their vocabulary but also strengthens their reading comprehension skills.

### **Conclusion**

The acquisition of vocabulary plays a crucial role in foreign language teaching and learning. It serves as the cornerstone of language proficiency, enabling learners to effectively express themselves and comprehend the language. By developing a wide range

of vocabulary, learners can enhance their communicative abilities, improve language performance, and foster greater confidence in using the language. Educators and learners should recognize the importance of vocabulary acquisition and employ effective strategies and techniques to expand their lexical knowledge. Ultimately, a strong vocabulary foundation empowers learners to fully engage in meaningful communication.

## **Chapter Two**

### **Field Work**

#### **Section one: Participants and Data Collection**

##### Introduction

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#### **Section Two: Discussion of the Results and Pedagogical Recommendations**

##### Introduction

2.2.1. Discussion of the Results of the Test

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##### Conclusion

## **2. Chapter Two:**

### **2.1. Field Work**

#### **Section One: Participants and Data Collection**

##### **Introduction**

The following chapter entitled “Field Work” focuses on the practical aspect of the study after providing an overview of reading literary texts and vocabulary acquisition in the previous chapter. To investigate the role and the impact of reading literary texts on students’ vocabulary acquisition and to ensure the research’s validity, a specific methodology has been employed. This chapter begins by outlining the research design and methodology, providing a detailed description of the methodology employed in the study. It covers various aspects, including the research methodology itself, the research setting, and the participants involved. Additionally, it explains the research instruments used and the procedure for data collection. Moreover, the chapter presents the objectives of the study and provides an in-depth analysis of the students’ test. It describes the administration of the test, its content, and how the data were collected. Furthermore, it discusses the analysis of the test results and presents a comprehensive discussion of both the test and its outcomes. Lastly, the chapter concludes with pedagogical recommendations based on the study’s findings and acknowledges the limitations encountered during the research process. These recommendations aim to provide practical guidance for educators. The limitations section acknowledges the constraints or challenges faced during the study, which may have influenced the results or the generalizability of the findings.

##### **2.1.1. Methodology**

The current study follows a research design that incorporates quantitative research methods. According to Muijs (2004), quantitative research involves the systematic collection

and numerical analysis of data using mathematical approaches. In this study, a quantitative research approach is employed to assess and to measure the impact that literary texts have on students' vocabulary acquisition. By employing quantitative methods, the study aims to quantify the influence of literary texts on the development of students' vocabulary. The Data will be collected numerically and utilize mathematical techniques to analyse and evaluate the extent to which reading literary texts contribute to the enhancement of students' vocabulary.

### **2.1.2. Sample of the Study**

The present study was conducted at the department of English at the University of Mohamed Seddik Ben Yahia, Jijel. The participants included third year students, with a total of 32 students out of a population of 250. The selection of participants was done because the students belong to the groups whose instruction meets the needs of our research, ensuring that the sample represents the entire population. The reason for choosing third year students as the sample was their extensive exposure to literary texts during their university studies. This choice aimed to observe any potential impact of literary texts on students' vocabulary, which would likely be more evident given their prolonged exposure to such texts.

### **2.1.3. Instruments**

In order to investigate the impact of reading literary texts on students' vocabulary acquisition and validate the hypothesis, two main research tools were employed; observation and a test conducted among third year students in the English department at the University of MohamadSeddik BenYahia, Jijel. To facilitate the observation process, a checklist was prepared to gather relevant information that would contribute to the test preparation. The students' test, on the other hand, was specifically designed for third year English students to assess the effects of reading literary texts, as well as gauge their awareness of its significance in enhancing vocabulary knowledge. The test

comprised various questions aimed at collecting data pertinent to the study's objectives. The test was administered during the second semester, and prior to its completion, the participants were informed that their responses would be utilized solely for research purposes. They willingly agreed to cooperate and the test was allotted a duration of thirty minutes for completion.

#### **2.1.4. Classroom Observation**

##### **2.1.4.1. The Aim of the Observation**

The observation aimed to assess student engagement and interaction with the content of the novel entitled *The Road* (2006), particularly focusing on their engagement and understanding of the vocabulary used.

##### **2.1.4.2. Administration of the Observation**

Due to the challenges associated with studying the entire population of approximately 250 students, the observation was conducted on a selected sample of students whose teaching methods aligned with the research purpose. Specifically, the observation targeted two groups consisting of 32 third year EFL students at Mohamed Seddik Ben Yahia University, Jijel, during the second semester of the academic year 2022/2023. The observation took place within the context of the literary texts session, focusing on the students' engagement and interaction with the content of the session, including their utilization and understanding of vocabulary. This approach allowed for more manageable data collection specially by using a checklist. The observation process became more structured and streamlined, allowing for efficient data collection and analysis. The checklist served as a tool to systematically evaluate the students' engagement and interaction with the literary texts, as well as their utilization of vocabulary.

#### **2.1.4.3. Description of the Observation**

The observation was conducted over the course of five sessions, during which the students interacted with the novel "The Road" (2006). The observation method involved carefully designed checklists consisting of 15 questions. These questions were specifically selected to assess various aspects of the students' engagement with the novel, their comprehension of the text, their emotional connection with the characters, and their discussions about the events within the novel. The checklist served as a valuable tool for systematically capturing and assessing the students' interactions. It allowed for a comprehensive analysis of their responses and provided insights into their vocabulary acquisition, emotional and analytical responses, and overall engagement with the literary text. The questions in the checklist covered a range of areas. Firstly, they evaluated whether students expressed a personal connection or emotional response to the vocabulary and themes presented in the novel. This aimed to gauge their level of engagement and involvement with the content. Secondly, the checklist assessed the students' ability to recognize and appreciate the artistic and literary value of the novel's vocabulary. It focused on their understanding and interpretation of figurative language and literary devices used in the text. The checklist also examined the students' proficiency in using context clues to infer the meanings of unfamiliar vocabulary words. It sought to determine if their vocabulary repertoire expanded as a result of reading the novel and if they could correctly identify, define, and use new vocabulary words encountered in the text. Furthermore, the checklist explored whether students made connections between the novel's vocabulary and their personal experiences or prior knowledge. It also assessed their ability to identify and explain the metaphorical or symbolic meanings of specific vocabulary words. The checklist considered the students' pronunciation of the vocabulary words and whether they sought clarification or asked questions about unfamiliar words. It also examined whether the teacher

repeated new vocabulary words frequently and employed various strategies or techniques to reinforce vocabulary learning. By utilizing this comprehensive checklist, the observation process captured valuable data on the students' interactions, vocabulary acquisition, emotional and analytical responses, and the instructional methods used by the teacher. This approach provided a rich understanding of the impact of reading literary texts on vocabulary enhancement among EFL learners

**.2.1.4.4. Analysis of the Observation**

The holistic analysis of the checklist considered the total number of "yes" and "no" answers for each question, aiming to observe the extent to which students benefit from reading the novel "The Road" (2006) by expanding their vocabulary.

Table 1:

*ChecklistAnswers*

Questions	Yes	No
1	✓	
2		✓
3	✓	
4	✓	
5		✓
6	✓	
7	✓	
8	✓	
9	✓	
10	✓	
11	✓	
12	✓	

13	✓	
14		✓
15	✓	

Table 2:

*Checklist Percentage*

Answers with Yes	12	80%
Answers with No	3	20%
Total Score	15	100%

Out of the 15 items on the checklist, the majority of the responses were “yes” with a count of 12, indicating that students generally demonstrated positive outcomes in relation to the checklist items. There were 3 “no” responses, suggesting that there were some areas where students may have faced challenges or did not exhibit the expected behaviour or understanding. Overall, the results indicate that students showed a favourable understanding and engagement with the vocabulary and themes in *The Road* (2006). They were able to recognize and appreciate its artistic and literary value, effectively discuss and debate its themes, analyse figurative language and literary devices, use context clues for inferring meanings, demonstrate an expanded vocabulary repertoire, correctly identify and define new vocabulary words, express a sense of accomplishment or satisfaction in their vocabulary growth, make connections with personal experiences or prior knowledge, identify and explain metaphorical or symbolic meanings, use vocabulary words in different grammatical forms, actively seek clarification or ask questions, and accurately pronounce the vocabulary words encountered in *The Road* (2006). However, there were also some areas where students may have faced challenges or did not demonstrate the desired outcomes. Further investigation into the specific items with “no” responses would provide insights into the areas

requiring improvement or additional support.

### **2.1.5. Students' Test**

#### **2.1.5.1. The Aim of the Test**

The students test is aimed at figure out whether literary texts have a significant role in enhancing their vocabulary knowledge or not.

#### **2.1.5.2. Administration of the Test**

Since studying the whole population which is about 250 students is hard to manage and time consuming, the test was administered with the groups whose received teaching instruction suited our purpose which resulting into a sample that contains 32 third year EFL students at Mohamed Seddik Ben Yahia University, Jijel, in the second semester of the academic year 2022/2023.

#### **2.1.5.3. Description of the Test**

The test consists of 40 multiple choice questions, each presenting four options. These questions cover various aspects, such as matching words with their synonyms, words with their antonyms, and providing appropriate definitions for given words. All the items included in the test are extracted from the novel *The Road*(2006)written by Cormac McCarthy.The selection of this particular novel was made considering its relevance to the curriculum of the second semester. The teacher provided clear instructions to the students and placed emphasis on specific words during the test. To deepen their comprehension, the teacher assigned the students the novel to read at home. The purpose was to facilitate class discussions focusing on particular sections of the novel, relating them to the lessons they had already covered, and engaging in conversations about its content and vocabulary.

#### **2.1.5.4 Analysis of the Test**

Table 3:

*Students' Degree of Acquiring Vocabulary through Exposure to Literary Texts*

<b>Number of students</b>	<b>Correct answers</b>	<b>Incorrect answers</b>
1	20	20
2	19	21
3	18	22
4	27	13
5	20	20
6	26	14
7	22	18
8	20	20
9	24	16
10	20	20
11	22	18
12	20	20
13	25	15
14	26	14
15	30	10
16	24	16
17	20	20
18	29	11
19	26	14
20	28	12
21	27	13
22	19	21
23	19	21
24	30	10
25	19	21
26	31	9

Table 4:

*Students' Total Score of the Vocabulary Acquired from Reading Literary Texts*

<b>Total Score</b>	<b>1040</b>
<b>Correct Answers</b>	<b>611</b>
<b>Incorrect Answers</b>	<b>429</b>
<b>Correct answers Percentage</b>	<b>58,65%</b>

**Incorrect Answers Percentage****41,35**

The analysis of the test was done holistically considering the total of correct and incorrect answers for each student. In the context of a vocabulary test, 32 papers were answered, but six papers had to be eliminated due to students providing incomplete answers. Among the answered papers, it was observed that some students answered 35 questions out of the total 40, while others mistakenly selected more than one answer for the multiple-choice questions that required only one response. The vocabulary test questions were carefully selected to align with the main vocabulary items discussed in the sessions. The focus was primarily on the initial chapter of the novel, which received significant attention during class discussions. Students were assigned specific pages to present, allowing them to concentrate on their respective sections. Following each presentation, the teacher engaged in discussions with the students, emphasizing difficult and new words and their meanings. Notably, certain words, such as apocalypse, ashen, uncanny, and glaucoma were recurrent in the novel and received special attention during these conversations. The teacher posed questions after each student's presentation to assess their comprehension of the assigned pages, with a primary focus on explaining word meanings and providing equivalents. Emphasis was placed on the significance of contextual understanding in comprehending certain items. This has proved the results of the vocabulary test obtained by third year students which has revealed a correct answer percentage of 58.20%, which was attributed to factors such as word repetition, productive teacher-student discussions, and the effective question-based approach employed by the teacher. However, the 41.80% incorrect answers indicated that students encountered challenges in grasping the contextual meaning of certain items within the novel, highlighting the need for further support and guidance in developing their contextual comprehension skills.

## **Section Two: Discussion of the Results and Pedagogical Recommendation**

### **Introduction**

This section aims to discuss the test results that were addressed to third year students of English at Mohamed Seddik Ben Yahia University. One part is devoted to the discussion of the findings yielded from the test. Another part deals with the discussion of the results of the test given to the students. It also draws pedagogical recommendations.

#### **2.2.1 Discussion of the Results of the Test**

The students' test results demonstrate significant progress in vocabulary acquisition after reading the novel *The Road* (2006). They successfully recognized the meaning of a decent deal of the tested words with more than average percentages, indicating the positive influence of reading literary texts. The contextual usage of words in the novel played a crucial role in their acquisition. Through extensive reading at home and intensive reading in the classroom, students acquired vocabulary both incidentally, by inferring word meanings from context, and intentionally, through deliberate efforts and classroom activities. These findings highlight the effectiveness of using literary texts as a motivating approach for acquiring and enhancing vocabulary among third year EFL students at the University of Mohamed Seddik Ben Yahya in Jijel. The observed increase in vocabulary acquisition suggests that reading literary texts serves as a suitable method for engaging students and facilitating their vocabulary development. Khansir's study emphasizes the effectiveness of using poetry to develop learners' English knowledge and enrich their vocabulary and grammar, which resonates with the observation of significant progress in vocabulary acquisition among third-year students after reading the novel *The Road* (2006). Llach's research on using T.S. Eliot's poem *The Waste Land* as a teaching text for English as a

second language (ESL) students show the positive impact on vocabulary and cultural knowledge, similar to the positive influence of reading *The Road* (2006) on vocabulary development observed in the current research. Additionally, Torkos' study highlights the motivational aspects of literature in promoting passion for reading, creativity, and long-term memorization of vocabulary, which aligns with the effectiveness of using literary texts for engaging students and facilitating vocabulary acquisition. Overall, these studies support the use of literary texts as a suitable and motivating technique for acquiring and enriching vocabulary among students.

### **2.2.2. Pedagogical Recommendations**

Based on the findings presented in chapter two, the following recommendations are made in order to develop the English learners' vocabulary acquisition through the use of literary texts at the Department of English Language at the University of Mohammad Seddik Ben Yahia, Jijel.

#### **2.2.2.1. The Implementation of Literary Texts in Other Modules**

The findings of this study indicate that the module dedicated to literary texts at the Department of English provides students with the opportunity to actually intensively and extensively read. However, the study also reveals that the current frequency of two sessions per week may not be sufficient for students to acquire a significant amount of vocabulary especially that one of these sessions is entirely devoted to lecturing. To address this issue and enhance vocabulary acquisition, it is strongly recommended to integrate the reading of literary texts into other modules such as written expression, oral expression, and translation. By incorporating literary texts into these modules, students will have additional opportunities to engage with a wide range of vocabulary, reinforcing their language skills across various contexts.

#### **2.2.2.2. Teacher's Encouragement**

The results of the study revealed that the majority of students do not read literary texts regularly. While reading is primarily driven by intrinsic motivation, the teacher can still play a role in fostering a love for reading. Rather than using forceful methods, the teacher can employ strategies such as asking provoking questions and facilitating meaningful discussions to engage the students with literary works. By creating a supportive environment and providing guidance and resources, teachers can help students recognize the importance of reading in vocabulary acquisition and language development. Encouraging voluntary participation and exploring interactive teaching techniques can further enhance students' reading habits in a sustainable and enjoyable manner.

#### **2.2.2.3. Teacher's Selection of Literary Texts**

Teachers and syllabus designers should select the appropriate themes of literary texts that meet the student's needs, interests, and preferences. This is clearly understood in Akyel and Yalçın quotation (1990) who indicated that "variety of themes will offer different things to many individuals interests and tastes" (as cited in Erkaya, 2005, p.6). So, choosing the suitable themes may motivate the students to read continuously and they can encounter unfamiliar words that have meanings which differ from the ones used in the other reading materials. Thus, enabling those students to acquire these new words. For instance *The Road* (2006) explores themes of survival, humanity, and the post-apocalyptic world. By selecting this novel as part of the curriculum, teachers can engage students with a gripping and thought provoking narrative that reflects contemporary issues and challenges. The dark and intense atmosphere of the novel, coupled with its exploration of moral dilemmas and human resilience can captivate students' attention and motivate them to read continuously. Moreover, *The Road* (2006) introduces unique vocabulary and descriptions that may differ from typical reading materials, offering students exposure to new words and language usage.

#### **2.2.2.4. The Use of Multiple Strategies for Memorizing Vocabulary Items**

The English as a foreign language (EFL) Learners find many difficulties in memorizing new words that they encounter while reading literary texts. That is why they should use various techniques and strategies that help them remember these words well. So, this study indicated that learners translate the new words to memorize them as well as memorizing their pronunciation and their spelling. But there are other strategies such as the repetition that will facilitate the process of retaining them in their long term memories. According to Thornbury (2002) “The time honoured way of memorizing new material is through repeated rehearsal of the material while still in working memory. However, simply repeating an item seems to have little long-term effect unless some attempt is made to organize the material at the same time...But one kind of repetition that is important is repetition of encounters with a word” (p. 24). It has been estimated that when reading, words stand a good chance of being remembered if they have been met at least seven times over spaced intervals. Moreover, the EFL learners may use notebooks to write the new words they find in the literary texts when they read, and use synonyms and antonyms. Hence, these techniques can help those learners to memorize these words better.

#### **Conclusion**

This chapter represents the practical part of the current study. It is divided into two main sections, the first section is devoted to the description of the participants, the data tools collection and the analysis of the results. The second one provides the discussion of the results obtained from the students’ test and some pedagogical recommendations. The results obtained from the present study lead to the conclusion that reading literary texts is a good means that can affect the EFL learner’s vocabulary acquisition.

## **General Conclusion**

In conclusion, vocabulary plays a crucial role in language learning as it supports the development of all four language skills. It is important for foreign language learners to acquire a sufficient number of vocabulary items, especially in English or their target language. Mastering vocabulary enables learners to express ideas and beliefs more precisely. Research studies have consistently shown the benefits of reading literary texts for vocabulary acquisition. This study aimed to investigate the impact of reading literary texts on the vocabulary acquisition of English as Foreign Language (EFL) learners. The hypothesis stated that EFL learners' vocabulary would be influenced by reading literary texts. The research utilized two instruments, observation and a vocabulary test administered to students who read the novel *The Road* (2006). The test measured the students' ability to acquire new words after reading the novel.

All in all, the results of the test show that reading literary texts is an effective technique for thirdyear English learners to acquire unfamiliar words. Therefore, the hypothesis of this study was supported.

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## Appendices

### Appendix A

#### Appendix A: The Third Year Students' Checklist

No	Observation	Yes	No
1	Do students express a personal connection or emotional response to the vocabulary and themes in <i>The Road</i> ?		
2	Are students able to recognize and appreciate the artistic and literary value of <i>The Road</i> through their engagement with its vocabulary?		
3	Are students able to effectively discuss and debate the themes and ideas presented in <i>The Road</i> using appropriate vocabulary?		
4	Are students able to analyse and interpret the figurative language and literary devices used in <i>The Road</i> ?		
5	Are students able to use context clues to infer the meanings of unfamiliar vocabulary words in <i>The Road</i> ?		
6	Do students demonstrate an expanded vocabulary repertoire as a result of reading <i>The Road</i> ?		
7	Are students able to correctly identify and define new vocabulary words encountered in <i>The Road</i> ?		
8	Do students express a sense of accomplishment or satisfaction in their vocabulary growth and understanding as a result of reading <i>The Road</i> ?		
9	Are students able to make connections between the vocabulary words in <i>The Road</i> and their own personal experiences or prior knowledge?		

10	Are students able to identify and explain the metaphorical or symbolic meanings of specific vocabulary words in <i>The Road</i> ?		
11	Are students able to use the vocabulary words from <i>The Road</i> appropriately and accurately in different grammatical forms (e.g., noun, verb, adjective)?		
12	Do students actively seek clarification or ask questions about unfamiliar vocabulary words encountered in <i>The Road</i> ?		
13	Does the teacher frequently repeat new vocabulary words during instruction?		
14	Does the teacher use different strategies or techniques to repeat vocabulary, such as visual aids, gestures, or mnemonic devices?		
15	Are students able to accurately pronounce the vocabulary words encountered in <i>The Road</i> ?		

## Appendix B

Appendix B: Third Year Students' Test

### Students' Test

The following is a test that includes some of the vocabulary

Brought from the novel entitled *The Road*(2006) produced by the American

Writer Cormac McCarthy. Therefore, we are kindly requesting you to answer

The questions below:

1- Choose the correct answer:

.You might be a muslim in your way to Mecca or a Hindu going to the

Ganges or a Christian traveling to Lourdes. When you make a reverent journey

To a place you consider sacred, you are:

- A) Inhabitant
- B) Pilgrim
- C) Resident
- D) Purchaser

2- When a person becomes isolated from their environment or from other

People, this means he or she is:

- A) Approachable
- B) Friendly
- C) Alienated
- D) Amicable

3- What is another word which means the same as “Lope”?

- A) Ride
- B) Fall
- C) Stall
- D) Run easily

4- Find another meaning for the word “Marauder”:

- A) Policeman
- B) Looter
- C) Protector
- D) Vagabond

5- What is the antonym of the word “Ashen”?

- A) Avid
- B) Glowing
- C) Blanched
- D) Documented

6- “Below in the little valley the still grey serpentine of a river”. What word

Would replace the word “Serpentine”?

A) Snaky

B) Dried

C) Creepy

D) Tough

7- Select the right word which means “Lean over”:

A) Push

B) Cluster

C) Tilt

D) Release

8-What is the synonym of the word “Thespian”:

A) Unromantic

B) Actor

C) Sincere

D) Nonfactor

9- What word corresponds to the meaning of “Surpassing”?

A) Uncanny

B) Unbearable

C) Unpleasant

D) Impenetrable

10-choose the word which is the synonym of “Decant”:

A) Pull out

B) Pour out

C) Get out

D) Push of

11-what is another word which means “Glaucoma”?

A) Heart attack

B) Drugs

C) Eye disease

C) Blind

12-Find the word which has the same meaning as “The spade”:

A) Hammer

B) Scoop

C) Scissor D) Knife

13-What is another word for “Meadow”?

A) Garden

B) River

B) Sea D) Small mountain

14-Which of the following words means “Catastrophe”?

A) Apocalypse

B) Ashes

C) Accident

D) War

15-Select the right antonym of the word “Dismembered”

A) Dismount

B) Joined

C) Dismantle

D) Breakup

16- In the novel, the father says: “Stop worrying about the potholes in the

Road and enjoy the journey”

.The word “Potholes”means:

A) Soil

B) Gap

C) Mountain

D) Closure

17- The word “Scavenged” means search in:

A) A forest

B) A room

B) Waste

D) Food

18- What is another word which means “Lurch”?

A) Walk quickly

B) Run

B) Scream

D) Move suddenly

19- Select the right synonym of the word “Gables”:

A) Roof

B) Basement

C) Garage

D) Stairs

20- We wear the knapsack in:

A) Shoulders

B) Head

C) Hand

D) Foot

21- Pick the option which means the opposite for “Shallow”:

A) Supreme

B) Innovative

C) Deep

D) Superficial

22- A.....is empty space, nothingness, zero, zilch. A place that is empty of all life forms and has no sign of animals, plants or people.

A) Adequate

B) Filled

C) Valid

D) Void

23- What is the synonym for “Scattered”?

A) Connected

B) Dispersed

C) Organized

D) Isolated

24- Use the adjective.....either for something that does not allow light to pass through (like a heavy curtain) or for something difficult to understand (like bureaucratic gabbled gook).

A) Opaque

B) Irrefutable

C) Comprehensible

D) Pressible

25- To pass from a higher to a lower place or level, means:

A) Collapse

B) Descend

C) Increase

D) Vanish

26- "His uncle turned the boat and ship the oars and they drifted over the Sandy shallow until the transen grated in the sun"

.Choose the word that would substitute the word "Drifted":

A) Glided

B) Drown

C) Stumbled

D) Paused

27-What is another word for "Intact"?

A) Undamaged

B) Broken

C) New

D) Very old

28- What is another word for "Loll"?

A) Crazy

B) Angry

C) Happy

D) Lazy

29- Select the right synonym for the word "Bore":

A) Fill a gap

B) Make a hole

C) Break something

D) Run away

30- A collection of object laid on the top of each other is:

A) Tangle

B) Cone

C) Roof

D) Pile

31- Select the right antonym of the word "Leave":

A) Discharge

B) Load

B) Unload

D) Go

32-The word "Din" means:

A) Silence

B) Shouting

C) Animal voice

D) Loud noise

33- Select the appropriate word which means "Translucent":

A) Very clear

B) Semitransparent

C) Dark

D) Transparent

34- "Just sat there holding the binoculars and watching the ashen daylight congeal in the land":

-The word "Congeal" means:

A) Freeze

B) Boil

C) Breeze

D) Melt

35- Select the right synonym for the word "Ford":

A) Walk

B) Cross

C) Run

D) Jump

36- What is another word for "Leak"?

A) Outflow

B) Stored

C) Outloud

D) Outstanding

37- Select the right expression for the verb "Whine":

A) To complain in a pitiful way

B) To scream loudly

C) To laugh deeply

D) To cry suddenly

38- Select the right antonym for the word "Mote":

A) Something tiny

B) Something huge

C) Something slim

D) Something tall

39- What is gloomy and depressing is?

A) Comfortable

B) Relieved

C) Satisfying

D) Bleak

40- The word "To brace" means to:

A) Prepare for something hard

B) Prepare for a trip

B) Prepare for a job

C) Prepare for an exam

**GOOD LUCK**

## **Résumé**

Cette recherche étudie l'influence de la lecture de textes littéraires sur l'acquisition de vocabulaire chez les étudiants de troisième année à l'Université Mohammed Seddik Ben Yahia, Jijel. L'objectif principal est de déterminer si les apprenants en anglais langue étrangère peuvent effectivement enrichir leur vocabulaire grâce à l'utilisation de textes littéraires. Un test complet est utilisé pour évaluer dans quelle mesure de nouveaux mots sont acquis suite à l'interaction avec des textes littéraires. Les résultats confirment ou réfutent l'hypothèse selon laquelle les apprenants en anglais langue étrangère bénéficient de la lecture de textes littéraires en termes d'amélioration du vocabulaire. Les résultats indiquent qu'un nombre significatif d'étudiants ont réussi à acquérir de nouveaux mots suite à leur interaction avec des textes littéraires. Sur la base de ces résultats, l'étude propose des recommandations pédagogiques pour optimiser l'acquisition de vocabulaire grâce à l'intégration efficace de textes littéraires.

## ملخص

تهدف هذه الدراسة إلى استكشاف تأثير قراءة النصوص الأدبية على اكتساب المفردات لدى طلاب السنة الثالثة في جامعة محمد صديق بن يحيى بيجيل. الهدف الأساسي هو تحديد ما إذا كانت النصوص الأدبية قادرة على توسيع المفردات لدى متعلمي اللغة الإنجليزية كلغة أجنبية بشكل فعال. يتم استخدام اختبار شامل لتقييم درجة اكتساب المفردات الجديدة نتيجة التفاعل مع النصوص الأدبية. تؤيد أو تعارض نتائج الفرضية التي تفيد بأن متعلمي اللغة الإنجليزية كلغة أجنبية يستفيدون من قراءة النصوص الأدبية من حيث تحسين المفردات. تشير النتائج إلى أن عددًا كبيرًا من الطلاب اكتسبوا مفردات جديدة بنجاح بعد تفاعلهم مع النصوص الأدبية. بناءً على هذه النتائج، تقترح الدراسة توصيات تربوية لتحسين اكتساب المفردات من خلال الاستفادة الفعالة من النصوص الأدبية.