

The People's Democratic Republic of Algeria  
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وزارة التعليم العالي و البحث العلمي  
SalhiAhmed, University Centre, Naama  
المركز الجامعي صالحى احمد بالنعامة  
Institution of Letters and Languages  
Department of English

**The Impact of Intensive Reading on Enhancing EFL  
Students' Vocabulary Acquisition:  
The Case of First Year LMD Students at the University  
Center of Naama**

*Dissertation submitted to the department of English as a partial Fulfillment  
of the requirements for the degree of 'Master' in Linguistics*

**Presented by:**

Mss. Israe DERBALE

Mss. Ines Riham BENTAMEUR

**Supervised by:**

Dr. Asma MERINE

**BOARD OF EXAMINERS**

**Dr. Fyçal FATMI** Chairperson    University center Naama

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**Dr. Hayat BAGUI** Examiner    University center Naama

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## **Statement of Originality**

We, ISRAE Derbale and INES RIHAM Bentameur, hereby declare that our master thesis entitled, "The impact of intensive reading on enhancing EFL students vocabulary acquisition." is entirely our own work and that we have been written it in our own words, it contains no materials that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.



*Israe*

2024

## *Dedication*

*In the Name of Allah, the Most Gracious, Most Merciful, All the Praise is due to Him Alone the Sustainer of the Entire World.*

*To the most precious person to my heart, my second mother who raised me, who accompanied me through my academic career Naïma.*

*TO my biological mother Zohra, whose unwavering support and encouragement have propelled me through this transformative journey..*

*My deepest appreciation goes to my father Benmiloud, his belief in my abilities and his constant reassurance has been the pillars of strength that carried me forward*

*To my brother: Ilyes.*

*To my sisters: Soraya, Radjae, MeriemBalkis.*

*To my aunt Souad who turns my blue days into rainbows.*

*To my best friend InesRiham BENTAMEUR.*

*In the memory of that two persons who still in the echoes thoughts*

*My grandfatherHadj MANSOURI.*

*MY grandmotherMassouda BERGHAIOUA*

*Glory and eternity to our martyrs*



*Ines  
Riham*

2024

## ***Dedication***

*First thanks to Allah for giving me the chance for better education.*

*I would like to dedicate this work:*

*To the sun and the moon of my life:*

*My mother*

*And my father*

*The most precious persons to my heart. My Allah blesses them.*

*To my dear brother: HOUSSAM.*

*To my dear sisters: AYA and CHOUROUK for their unconditional support  
and encouragement to pursue my interests.*

*Special dedication to my dearest friends:*

*ISRAE, ASMA and CHAIMA*

*To all my extended family.*

*Peace for our country Algeria*

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## **ABSTRACT**

Teaching the reading skill is greatly significant for developing students' language proficiency and acquiring new vocabulary. Actually, the present study aims to investigate the effectiveness of intensive reading in improving vocabulary acquisition. To meet this end, an exploratory case study research was conducted during the academic year 2023/2024. In fact, a mixed method approach was employed in which a questionnaire and an interview were designed as tools to collect the data. The questionnaire was addressed to first year LMD students in the Department of English at the Center University Salhi Ahmed, Naama and the interview was designed to teachers. The obtained data were interpreted and analysed both quantitatively and qualitatively. The most significant findings of this research work revealed that students' vocabulary acquisition is greatly affected by intensive reading. Accordingly, some recommendations are suggested to help EFL students to overcome or at least reduce the difficulties that they may encounter when reading intensively so that their vocabulary will be expanded and enriched.

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## **List of Abbreviations and Acronyms**

**EFL** : English as Foreign Language

**ESL** : English as Second Language

**FL** : Foreign Language

**LMD** : License, Master , Doctorate

# **General Introduction**

### General Introduction

English is considered as an international language which has an impact on every field in daily life. In fact, grammar and vocabulary are two essential components of English language. Though grammar is a basic element in English language, vocabulary is more important because without mastering a large amount of vocabulary, students cannot express themselves and communicate easily with others inside or outside the classroom, i.e. without grammar very little can be conveyed; however, without vocabulary nothing can be conveyed.

In this respect, it can be said that teaching and learning a Foreign Language (FL) deals straightforwardly with vocabulary for the reason that the latter is associated to all the language skills namely listening, speaking, reading and writing. Whenever the students are confronted with English input, they should provide an English output that has to do with words. Furthermore, when the vocabulary store is weak, the student's attempts to use the language will decrease. Thus, vocabulary is important in both SL (Second language) and FL (Foreign language) acquisition because without appropriate and sufficient vocabulary, learners cannot understand others or express their own feelings and nothing can be conveyed, i.e. communication will not occur.

Teachers always focus on enhancing their students' vocabulary and helping them to be able to communicate effectively in their language classes. In this vein, teachers and researchers highly recommend and support reading skill as the best skill and a pleasurable activity to enrich students' repertoire and gathering information to get a new lexis because reading does not just imply knowing how to pronounce and produce words but also it includes awareness of those words that are linked to each other decoding sentences forming a text and understanding the meaning.

Despite the fact that reading has a positive effect in the production of language and it is the most important skill in developing students' vocabulary, it has been receiving little attention and taken for granted in language education practices. Thus, the present research aims to highlight the importance of reading skill in vocabulary development and address the current gap in language instruction as well as evaluating the impact of incorporating reading activities on students' vocabulary acquisition.

To reach the aforementioned objectives, this research is a case study that investigates the effectiveness of intensive reading on vocabulary acquisition and the obstacles that first year LMD students at Salhi Ahmed University center encounter in developing this skill. Based on the above

discussion and by taking the aim of the study into account, the current study attempts to set out to investigate the following research questions:

- Does intensive reading enhance vocabulary acquisition?
- What strategies can be used for delivering successful reading instruction to EFL students?

The following hypotheses were suggested to answer the previous research questions:

- Engaging in intensive reading activities may enhance vocabulary acquisition.
- Effective reading instruction can be achieved through engaging in a variety of instructional strategies such as reading deeply.

To collect data, a mixed methods approach was adopted using two types of research instruments namely a questionnaire which was addressed to first year LMD students and an interview was designed for teachers for the aim of collecting qualitative data. The data were analyzed both quantitatively and qualitatively.

The current research work is divided into two chapters. The first chapter is the literature review that tackles the speaking skill, its importance and what make this skill the most difficult skill for EFL (English as Foreign Language) learners. On the flip side, the second chapter deals with research design, data collection and analysis to prove the validity of the research hypotheses. The chapter ends with practical recommendations suggested for both EFL teachers and students to develop vocabulary acquisition through intensive reading.

Bacon "Reading makes a full man."

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**1.1. Introduction**

Reading is the best way to enhance learners' second /foreign language proficiency. Most researchers agree that through reading, learners will not only enhance their reading speed but their vocabulary as well. The first chapter is theoretical which reviewed the literature about some of the important aspects related to vocabulary acquisition and the intensive reading skill, its definition, importance, and the strategies in which they can be employed.

**1.2. Definition of Word**

Vocabulary is considered to be a collection of unfamiliar words that are learned and then incorporated into various language abilities. It is believed that understanding the definition of a word is essential for effective communication. In order to answer the question what is a word? It can be said that there are many specialists who defined the term in different ways. According to Nation (1990), knowing a word involves knowing its meaning. That is to say, communication cannot be successful if the meaning is not understood and this leads to misunderstanding and ultimately a failure to convey a message.

Moreover, Nation (2001) gives an accurate explanation of the word form, the word meaning, and the word use. Each category refers to a particular thing as it is shown in the following table:

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

**Table 1.1.**What is Involving in knowing a word? **Nation (2001:27)**

### 1.3. Definition of Vocabulary

Vocabulary is a collection of words within a language that serves as a means of effective communication, enabling individuals to interact with each other. According to an online EtymologyDictionary(2006), the term ‘vocabulary’ was first introduced in the 1530s to describe a list of words with explanations; it is "*a range of words in the language of a person or group.*"

Many academics associate the term vocabulary with the quantity of words that a person understands. It is a collection of words known by an individual or by a large group of people (Merriam Webster Dictionary, 2018). It is also defined as the knowledge of words and their meanings in both oral and written language.

### 1.4. Definition of Vocabulary Acquisition

Actually, vocabulary is an important sub-skill and the lack of vocabulary knowledge may affect negatively spoken and written language. For Alemi&Tayebi(2011: 2) "*vocabulary acquisition is the largest and most important task facing the language learner.*" In addition, Hunt and Begla (2005: 7) set the definition of vocabulary acquisition as "*a crucial and the central component in successful foreign language acquisition*". For this matter, students must improve their vocabulary acquisition package because, the acquisition of vocabulary is a very essential step that should not be ignored.

#### 1.4.1. Vocabulary Development Dimensions

Vocabulary is the main component of any language sufficiency. Henriksen(1999) is one of the researchers who has discussed the process of vocabulary. He suggested three dimensions of vocabulary development. In the same line of thought, Aitchison(1994 ) finds out that learners have to go through three stages in vocabulary learning namely: labeling, packaging and network building.

### 1.5. The Importance of Vocabulary

Vocabulary is a key indicator of a student's success in educational institutions like schools and colleges. Marzano&pickering(2005) point that vocabulary is used in many fields of our daily life. Typically, vocabulary is seen as the primary factor that enables students to communicate effectively and proficiently in both spoken and written English. For Richards & Renandya (2002: 255), "vocabulary is a

core component of the language proficiency and provides much of the basis for how well learners read, speak, listen and write".

## **1.6. Types of Vocabulary**

Montgomery (2007) theorizes that there are four categories of vocabulary in the English language.

### **1.6.1. Listening Vocabulary**

Oral speech or communication comprises all the words that are audible and comprehensible to the audience when they are listening.

### **1.6.2. Speaking Vocabulary**

Verbal communication encompasses the words utilized during conversation and interaction, encompassing all the words that we articulate.

### **1.6.3. Reading Vocabulary**

It encompasses the vocabulary that we come across as we engage with books, newspapers, or journals. These are the words that stand out to us as we read any type of a written material.

### **1.6.4. Writing Vocabulary**

Words are utilized in different types of written communication including essays, emails, and letters to convey our thoughts and feelings.

## **1.7. Parts of Vocabulary**

Vocabulary can be categorized into different types as it is demonstrated in the following manner.

### **1.7.1. Receptive Knowledge**

It is also known as receives. It is the ability to manage the meaning of words when you listen to them or read them.

### **1.7.2. Productive Knowledge**

It is also known as achieves. According to Loufer (1998), "it is the control of the words that you use to express yourself, in speech or writing".

### 1.8. Definition of Reading skill

Reading is the process of interpreting written text to gather information; it refers to decode written language, understanding its meaning, and engage in various types of texts, including books, articles, reports, instructions, and other written materials and also to pass leisure period. In this regard, Praveen (2008:114) points out that “reading habits not only help the students to get knowledge and wisdom from the cultural of heritage ,but are also very helpful in passing in leisure period.”

Moreover, reading skill involves not only recognizing individual words but also understanding their context, interpreting the meaning and extracting relevant information. It is a foundational skill that enables individuals to access information, acquire knowledge, communicate effectively, and participate actively in society. In the same line, Mikulecky(2011:5) states that reading refers to the strategies that the reader uses to understand the meaning.

Reading is a crucial skill for students to succeed in their studies. The concept of reading is complex and can be defined in various ways, as people engage in reading for different reasons. Hence, a general definition has been developed to accommodate the diverse perspectives on reading. In simpler terms, reading goes beyond just recognizing words and their meanings, it also involves understanding how words connect to each other to form sentences, texts, and grasp the intended message from the writer's work. Another perspective on reading was suggested by Baudoin el la (1994:1) who claim 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. This indicates that reading is more than just a simple task; it involves deciphering and comprehending the written content. All in all, reading can be seen as a process, a skill, or an art form.

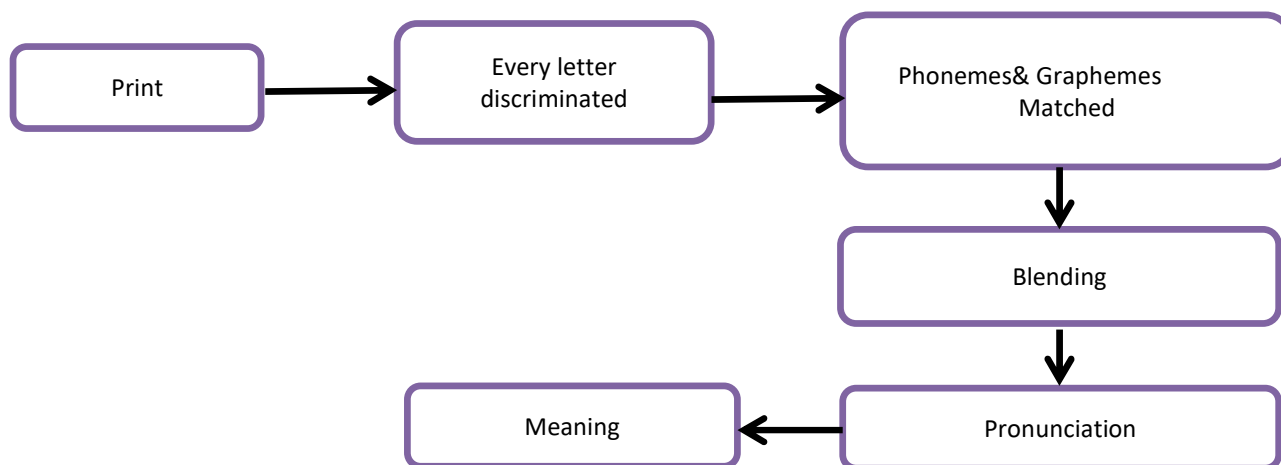
### 1.9. Reading as a Process

Reading is a cognitive activity where the reader engages with the text, comprehends its meaning, and absorbs the information. Michigan Department of Education defines reading as the process of constructing meaning through dynamic interaction among the reader's existing knowledge, the language of the text, and the context of situation. This process involves an exchange between the reader and the writer, and it is seen as a reliable way to gain knowledge. Whether reading silently or aloud, the reader must be capable of pronouncing and understanding words, interpreting symbols and images, and utilizing additional skills like writing, speaking, and listening.

Spink, (1989) states that the reading process is a combination of words, the comprehension of a text , a reaction of what is read and a mixture of previous and new concepts. Moreover, reading is considered as a dynamic and interactive process where the reader engages with the text to extract its meaning. It involves recognizing words, decoding, and understanding the text, forming a connection between the reader's background knowledge, the information in the text, and the reading context. This view is argued by Goodman (1971:135) who points out that “psycho linguistic guessing game in which the reader reconstruct a message which has been decoding by a writer as a graphic display.”

In his part, Grabe (1991) sees reading as an active process that involves the reader interacting with the text to comprehend its meaning. He argues that reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectation, make inferences about the text, skim ahead to fill in the context, etc

Again, Grabe (1991:377) describes reading as a procedure of comprehension in which engaged students must effectively instruct themselves in reading strategies. According to Urquhart and weir (1998:22) ‘*reading is the process of receiving and interpreting information encoded in language from via the medium of print.*’ This explains that the content of the text is understood by analyzing the vocabulary used, the grammar employed, and the overall structure and style of the text.



**Figure 1.2.** The Reading Process According to Bottom - up Approach

(Nunan, 1991:63-5)

Reading is a linear process, based on the diagram above. As a result, the reader begins by identifying letters, then goes on to recognize words, sentences, and meaning as the last stage of the process. The reader reads the text word by word and letter by letter in a linear procedure known as bottom up reading. Eskey (1973) asserts that the decoding model undervalued the reader's participation, making it insufficient as a model of the reading process. As a result, scholars who study reading started advocating for more active reading instruction that included the reader in the process of reading. Another model known as the top-down model emerged in contrast to the bottom-up model, the top-down model is a viewpoint that presupposes that a reader processes information during reading by drawing on prior knowledge and experience as well as expectations regarding the writer's message.

### 1.10. The Process of Reading Stages

The Process of reading consists of three main stages namely: Pre-Reading, During- Reading, Post-Reading.

#### 1.10.1. Pre-Reading

The reader activates prior knowledge, previews the text, and sets reading goals. One method for learners is to analyse the title, list information related to it, and prepare.

#### 1.10.2. During -Reading

When the reader, predict, confirms and revises the result.

### 1.10.3. Post-Reading

The final stage is post-reading which allows the reader to summarize the text, analyse its components, answer questions, or compare it to other texts. Developing summaries can help learners condense vast information into key points for better understanding.

### 1.11. Reading as a Product

Alderson (2000) claims that the reading product or alternative approach means that the reader examines and understands the results of the reading process and the written text. The product and the reading process are two interrelated aspects of reading. It indicates that learners have varying levels of comprehension when they read. At times, learners may interpret the text in different ways. The text can be rephrased as each student brings their own unique background and experiences to the text, resulting in different interpretations and perspectives.

According to Carroll (1964:4) '*the direction of the product theories will probably be organized around the fictions of language; language as it facilitates communication between individuals and language as it operates in thought.*' This means that product theories must be more focused on language since language is the core of reading; it translates ideas and acts as a means of communication between people. All in all, the reading product is what the students get from the comprehension print.

### 1.12. Components of Reading.

Reading, being one of the maximum crucial language skills, has been the point of interest for a while for the overseas language professionals, pedagogues, researchers, instructors and teacher-trainers as well. It plays a very essential role in mastering a foreign language.

#### 1.12.1. Phonics

Phonics is the important part to develop student's reading skill because it introduces them to the link between the sound and letters. It also teaches them how to read and spell words correctly.

#### 1.12.2. Phonemic Awareness

Phonemes, the smallest unit that makes up spoken language, integrate to form syllables and phrases. Phonemic focus refers to the student's ability to control those phonemes in spoken syllables and phrases.

**1.12.3. Vocabulary**

Vocabulary refers back to the phrases we should recognize to speak effectively. Having an ever-growing vocabulary is an essential part of educational and studying success because as far as we know words, we understand the meaning of the written texts better.

**1.12.4. Comprehension**

Reading comprehension is the maximum complicated components of reading. It is the cognitive understanding and interpreting of information that has been read because comprehension is the motive for reading.

**1.12.5. Fluency**

Fluency is the capacity to examine a textual content or a passage accurately, speedily and with expression. It is essential to construct a comprehension information of what they read. Fluency is something that comes as students develop their phonemic awareness, phonics competencies and vocabulary.

**1.13. Types of Reading**

There are several types of reading that may occur in language class to reach the purpose of reading skill. According to Bouaouina (2010;18), there are numerous types of reading skill which can emerge during the reading practice. They are classified according to the speed and concentration. Moreover, reading can be classified into two categories: Oral or silent. In fact, silent reading divided into 4 subtypes which are intensive reading, extensive reading, skimming reading and scanning reading. On the other hand, Praveen (2008: 115-118) suggests that reading has four main types such as silent reading, loud reading, extensive reading and intensive reading.

**1.13.1. Oral or Loud Reading**

According to Swalm, (1972: 11), oral reading is a technique to improve students' listening and reading skills; by reading orally, a student is forced to pay closer attention to the words. The reader does not only see the word but hears the word when it is read aloud.

**1.13.2. Silent Reading**

For Praveen (2008), "silent reading is the most important type of reading. Silent reading should be introduced when the student has mastered the basic structured, comprehends the meaning of words and

can recognize and pronounce words accurately; silent reading enables the student to read without making sounds and moving his/her lips”.

### 1.13.3. Intensive Reading

Intensive reading is used in short texts in order to extract specific information. It includes very close accurate reading for detail. A learner uses intensive reading skills to grasp the details of a specific situation. In this case, it is important that the reader understands each word, number or fact. Nuttal, (1982) argues that *"intensive reading requires the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text."* In the same line of thought, Grellet (1981:4) asserts that "intensive reading means reading shorter text to extract specific information." This means that intensive reading is a slow careful reading which deals with short texts and pays a close attention to any detail.

### 1.13.4. Extensive Reading

Extensive reading is used to acquire standard information of a subject and consists of reading longer texts for pleasure in addition to commercial enterprise books. It is constantly performed for the comprehension of principal ideas. According to Grellet (1981: 4), good sized reading refers to “reading longer texts, commonly for one’s personal pleasure.”

## 1.14. Reading Strategies

Barnett (2002: 1-14) defines reading strategies as

➤ “The cognitive operations that take place when readers approach a text with the purpose to make sense of what they read. In this sense, reading strategies are as the comprehension processes that readers use in order to make sense of what they read.”

As a matter of fact, the strategies of reading are important in improving the EFL students who need to apply the strategies because they enable them to make sense of what they are reading.

### 1.14.1. Skimming

Harmer (2001: 202) says that skimming is a way in seeking out a textual content to get a brief concept of the gist of a textual content. Therefore, it is far the maximum beneficial approach used with the aid of using readers to do a brief selective studying to get a top level view of the content material and to take an appearance of what the textual content is about.

➤ Grellet(1981; as stated in Ben Dib, 2016:16 )  
“Skimming is to leaf through a textual content speedy to understand the overall that means of a passage ,to understand how the passage is organized, this is the shape of the textual content and to get an concept of the purpose of the writer . Skimming is the method of allowing your eyes to turn swiftly over the page , preventing right here and there to check in the main concept calls for an common view of the textual content and implies a particular analysing competence.”

In this context, skimming is used to accumulate the maximum crucial information, or 'gist'. Run your eyes over the textual content, noting crucial information. In other words, skimming is an extra complicated project than scanning as it calls the reader to prepare and bear in mind a number of the information.

### 1.14.2. Scanning

Nation (2009: 70) provides a brief definition by stating that “*Scanning involves searching for a particular piece of information in a text, such as looking for a particular name or a particular number.*”The reader used this strategy to look for particular details. for example a date, a name or a numbersimilar in the sense that the reader is going through a selection, since skimming required information in general and scanning the required information is very specific.

### 1.14.3. Inferring

This process involves thinking and better understanding while reading using prior knowledge.As a reading strategy, inferring calls for readers to apply earlier understanding and the statistics said in a textual content to attract conclusions. According to Zimmerman (2009) inferences regularly refer to what you examine among the lines.

#### 1.14.4. Predicting

For Magiliano(1993:35-53) “prediction strategy involves thinking about what might be coming next in the text. It is applied by effective readers. They used pictures, headings and text as well as personal experience to make predictions before they beg into read”. Therefore, prediction is the core of reading.Itis an important element in reading comprehension; it refers to how a reader uses his/her own experience and prior knowledge and predicts what it will occur next.

#### 1.15. The importance of Reading

Reading is an important skill that helps students to develop their language skills. Various study programs are offered for the students to develop their skills and encourage them to read from time to another because reading not only helps in increasing knowledge and vocabulary but also builds the imagination and improves listening skills.According to Glendenning (2004:32) ‘*reading is significant in helping students to understand the context which support them to perceive the background, the environment, and the circumstances in which the author wrote the text.*’ Many educationalists agree that reading has a positive effect.Reading increases our emotional intelligence and helps us to appreciate other points of view.

- Reading is a trigger for imagination, the foundation for future learning.We can deduce from the above points that reading is a strong skill that provides the reader a chance to experience and communicate with various texts, words, and ideas.
- Reading develops students’ skills by making them better writersbecause they may face different rules of grammar which will help them later in developing a sense for structures of the language and grammar and therefore increasing their vocabulary.
- Reading enables students to interact and form their own thoughts to have critical thinking skills.

#### 1.16.Definition of Intensive Reading

Intensive reading refers to the way of reading through every word of a text from beginning to end very thoroughly and deeply. It is the way of reading brief texts very well with clear goals (Koay, 2015).It is a task that requires great mental effort and concentration. Thus, the learner who engages in intensive reading must be careful to follow specific instructions to avoid boredom and burnout.

Lampariello(2017) definesintensive reading as aclass roomactivity carried out under the supervision of a teacher who is concerned with texts which comprise new words and idioms.These types of reading focus

on question -and- answer teaching method; it aims to develop the students' ability to understand the information in details.

### 1.17. Goals of Intensive Reading

Intensive reading has many goals which are as follow:

- It makes the learners able to recognize the meaning of the lesson and sorters the ideas in their mind.
- It helps the educators to have an awesome transition from one phrase to another and from sentence to sentence and from paragraph to paragraph.
- It enables the learners to learn new skills as making inferences and figuring out major thoughts.
- Students will enhance different reading capabilities, such as skimming, scanning, and figuring out the major thoughts of texts and paragraphs. Macalister(2011).
- It helps the student to improve their vocabulary package.

### 1.18.The Characteristics of Intensive Reading

The intensive reading method is characterized by the following aspects:

- It develops readingskills.
- It is used when reading the article requires concentration and attention. Palmer (1921).
- Intensive reading usually classroom based.
- It is characterized by slow and deliberate student read the text line by line ,and using his/her dictionary.
- The aim is to build more knowledge in language and not to depend on practicing the skill of reading.
- The text should be selected by the teacher MacLeod( 2013).
- The text should be short.

### 1.19. Advantages and Disadvantages of Intensive Reading

No one can deny the benefits of intensive reading for learners' language proficiency. In this vein, Loucky (1996) suggests some advantages of intensive reading such as:

### 1.19.1. Advantages

Intensive reading is abeneficial for EFL learners

- It helps the students in making inferences.
- Intensive readings improve cooperation among students.
- It helps the student to understand sentence structures. Scrivener (1994).
- Intensive reading is a crucial method of teaching reading comprehension.
- Intensive reading is commonly accomplished with complex texts with many unknown words that require the learner to use a dictionary.
- Intensive reading is the fastest tool to examine and acquire vocabulary.

### 1.19.2. Disadvantages

Despite the fact that there are different benefits attributed to reading in language learning in general and EFL learning in particular, it is argued by many researchers like Coady (1997) and Bell (2001) that there are some limitations that should be highlighted.

- Most of texts are chosen by the teacher; thus, the text may to be not interest to the reader.Scrivener(1994).
- Intensive reading is based on short texts; thus, the learners have no opportunity to read more texts mainly advanced students.

### 1.20. Conclusion

In the current chapter, the researchers have focused on reading as a valuable activity to enable learners acquires new lexis. The chapter discusses the meaning of the word. It also defines reading as a process and as a product as well. More precisely, the focus was put on intensive reading and its impact on acquiring vocabulary as it was found that intensive reading plays a crucial role in enhancing vocabulary acquisition and fostering successful language learning. Moreover, intensive reading is a beneficial and motivational method that can be implemented in the classroom. It goes beyond just regular reading and helps learners grasp text easily, expand their vocabulary, and use the target language confidently. The

next chapter deals with the research methodology that was adopted in the current study. Data collection and discussion of the results were also presented.

# **Chapter Two**

## **Data Collection and Analysis**

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## 2.1. Introduction

The second chapter focuses on the practical aspects of the job. The aim of this chapter is to provide a clear and detailed description of this case study, including the method being employed, criteria for sample selection, and research instruments being used to collect data. Furthermore, it covers the different adopted procedures used to answer the research questions and testing the hypotheses based on the findings.

## 2.2. Research Methodology

Research methodology is the science that examines the methodological procedures for carrying out scientific research. It contains the systematic steps that the researcher follows.

According to Kothari(2004),

“Research methodology may be understood as a science of Studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them.”

It includes deciding upon the sample of the study, the approaches, and the data collecting tools that are appropriate for addressing the research aims, question and hypotheses. Therefore, the research methodology is employed to study the research problem.

### 2.2.1 Research Design

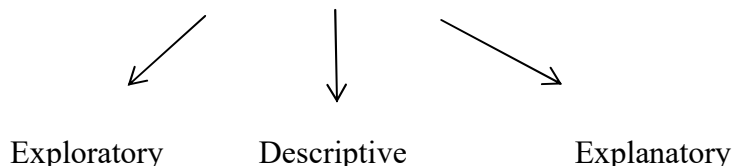
Before making any type of academic research, there should be an awareness of the type of research design that is suitable for the study. A research design according to Babbie (2010) is defined as *“the overall plan for obtaining answers to research questions or testing hypotheses, consisting of highly interconnected decision about the methods and procedures for collecting and analyzing data”*.

A research design is important for conducting any research because it offers maximal information with minimal effort Kothari(2004). Generally, there are a several kinds of research design in the field of applied linguistics, such as: experimental, observational, ethnography, case study, and introspective. Each of these types is dedicated for a specific research inquiry already decided by the researcher. In fact, the type of research design adopted for this study is the case study design.

The case study design as defined byYin (1994) is an empirical inquiry that investigates a contemporary phenomenon within its real life context. Thus,selecting the right case study design is essential when conducting any research to collect useful data through interviews, observations,

and document analysis and to acquire insights into the learning process and ultimately enhance the teaching of foreign language. Most importantly, choosing the right case study methodology is crucial to generalizing the results and valid outcomes of the research. Generally, there are three types of case study designs namely, exploratory, explanatory and descriptive case study design, as illustrated in the following figure:

### The Case Study Design



**Figure 2.1. Type of Case Study Design Adopted from Yin(1993)**

Firstly, exploratory design makes the researcher able to build a mental image about the topic that is under studying and become familiar with the fundamental facts, individuals, and issues involved in the study. Secondly, the explanatory case studies are frequently used to provide answers to ‘how’ and ‘why’ questions for certain phenomena, and finally, the descriptive case study provides a description of a certain phenomenon.

Isaac and Michael (1998:52), narrow down their point of view by asserting that the case study is exploratory in nature and the outcome of a case study may provide information, and possible hypotheses to guide research. Consequently, the type of study design utilized in this research is an exploratory case study design for the purpose of discovering whether reading intensively helps first year LMD students at Salhi Ahmed university center to acquire a vocabulary or not.

### 1.4 The Sample of Study

Karen -Martin and Trent “sampling is such a fundamental concept in statistics that it’s easy to overlook. You know, like fish ignore water.” According to Morgan (2015) “sampling is a procedure for selecting a subset of individual cases from a large population, with the aim of inferring something about the population from the sample”. Furthermore, sampling is the procedure of selecting certain units from the whole population referring to it as sampling. This process goes through two major steps

A- Defining population

B- Choosing a particular sample from that population

As the result, the sample is considered as the subset or sub-group, sub-selection, sub-division. The researcher must carefully choose an appropriate sample that meets the necessary conditions for

reliability for the sake of making generalizations. Actually, selecting an appropriate sample is regarded as one of the most challenging tasks a researcher faces in conducting a study. There are many types of sampling with different sub-categories:

- Sampling on the element selection basis: There is restricted sampling which incorporates all the other types of sampling, and unrestricted sample which entails that each sample item is selected individually from the large population.
- Sampling on the representation basis: This type of sampling uses a random selection for the individuals from the whole population to avoid bias. It includes simple random technique in which the aims of the sample are selected randomly and a complex random selection technique that allows for the selection of items according to specific criteria. Which are: age, sex, or occupation.

Therefore, to eliminate bias and guarantee the validity and generalizability of the findings, First year English LMD students and teachers at Salhi Ahmed University Center were selected as the sample for this study.

### **2.4.1 The Students' Profile**

The population chosen for this study is English LMD students at Salhi Ahmed University Center with a total number of 71 students. Yet only First year students were chosen as a sample. The number of students that participated in the present research work is 40 which is equivalent to 56% of the whole population. This particular sample was chosen at random in order to reduce bias because all the students have an equal chance to be chosen which ensures that the characteristics of the sample are representative of the population.

### **2.4.2 The Teachers' Profile**

This research also included teachers at Salhi Ahmed University Center. The number of teachers is 04 English teachers with different teaching experience. They teach literature and reading comprehension modules. It should be noted that the choice of teachers was also done randomly.

## **2.5. Data Collection Instruments**

Data collection tools are essential for gathering, analyzing and interpreting data. Referring to Kumar (2019), data collection tools are “instruments or techniques used to gather data for research or evaluation purposes”. These tools include, questionnaires, interviews, observation, and focus group

guides. However, these tools can be divided depending on the research aims, questions and the type of the data that needs to be collected, in addition to the type of the approach being adopted for the study. In general, there are three types of research approaches according to Creswell (2014) namely, quantitative, qualitative and mixed methods approach. The table below illustrates the major differences between these three approaches

Quantitative Approach	Qualitative Approach	Mixed-methods Approach
Provides numerical Data. .	Provides Non-numerical data	It combines both quantitative and qualitative approaches
It is objective..	It is subjective	It uses both subjective and objective approaches
It uses questionnaires	It uses interviews and observation. .	It employs multiple types of Data collection tools
Findings are presented using tabulations graphs and charts.	Findings are presented using narratives, and quotes.	Data from both approaches are integrated during analysis
It aims to generalize the findings.	It aims to understand The experiences of the participants.	It aims to understand of a phenomenon or research Question.

**Table 2.1.** Research Approaches Adapted from Denzin and Lincoln (2013)

The type of approach employed for this study is the mixed-methods approach for the purpose of understanding the research topic. Therefore, two types of data collection instruments were used in this study: a questionnaire was submitted to First year LMD students, and a structured interview was conducted with teachers.

## 2.6. Data Analyses Methods

Data analysis is the process of interpreting and examining data in order to get valuable insights of the phenomenon under study. It plays an important role in academic research, that enables researchers to draw objective conclusions, identify research gaps and generate new research questions, improve

research outcomes, and foster collaboration and knowledge-sharing. As pointed by Creswell (2012), “data analysis can reveal areas that require further exploration and help researchers refine questions for future studies.”

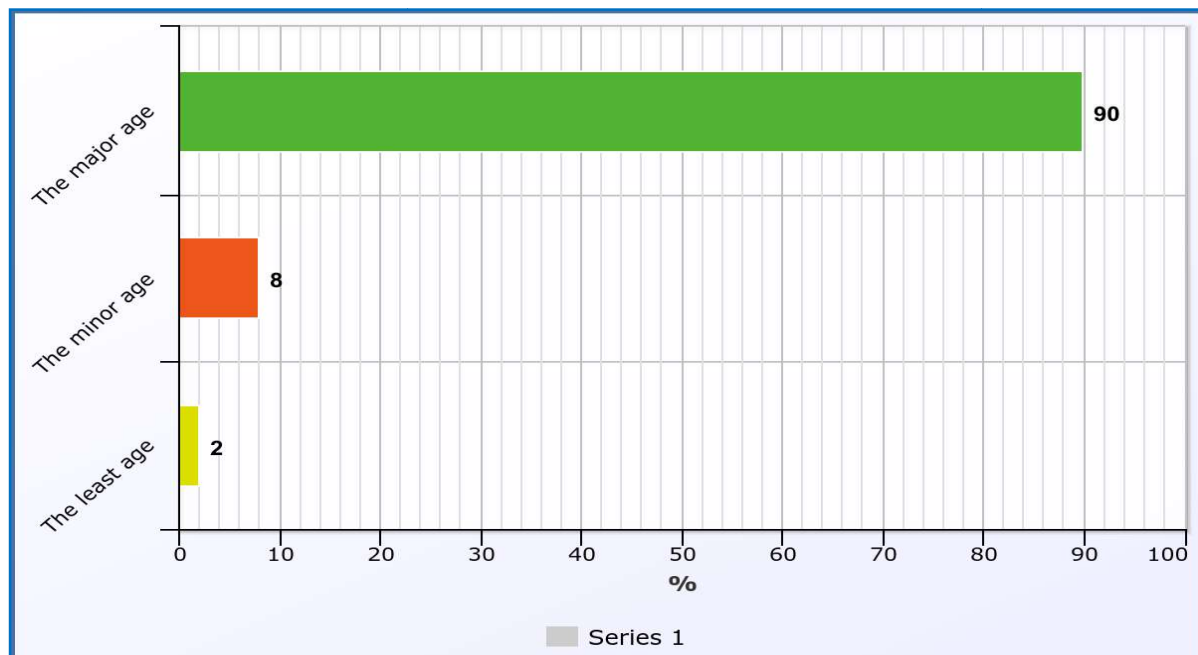
### **2.6.1. The Students’ Questionnaire Analysis**

The research questionnaire is a tool that is used to collect and analyze data from a large sample. Saunders et al. (2018) defines the questionnaire as “a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents”. For the aim of gathering data regarding the subject of this research, the researchers submitted questionnaires to 40 students of first year English LMD students at Salhi Ahmed University Center. This questionnaire involves open ended questions to enable the informants to express their thoughts and a set of closedended questions which include:

- ✓ A factual question about students’ gender
- ✓ Questions with a single option answer
- ✓ Questions with multiple choiceanswer

This questionnaire consists of two sections: the first section aims to find out students’ background information whereas, the second section attempts to understand students’ view about intensive reading.

### **Section One: Students’ Background Information**

**Question One:** Students' Age**2.1.Bar Graph:** Age Distribution of Respondents

As the bar graph indicates, it is noticeable that the majority of the students are young adults, the age gap between students can be divided as follows:

- (18-20) → 90% responding the major age range among the students.
- (22-26) → 8% responding the minor age range among the students.
- (37) → 2% it is the least age range among the students.

**Question Two:** Student's Gender

The table below illustrates students' gender:

Option	Number of Participants	Percentage (%)
Male	12	30%
Female	28	70%
Total	40	100%

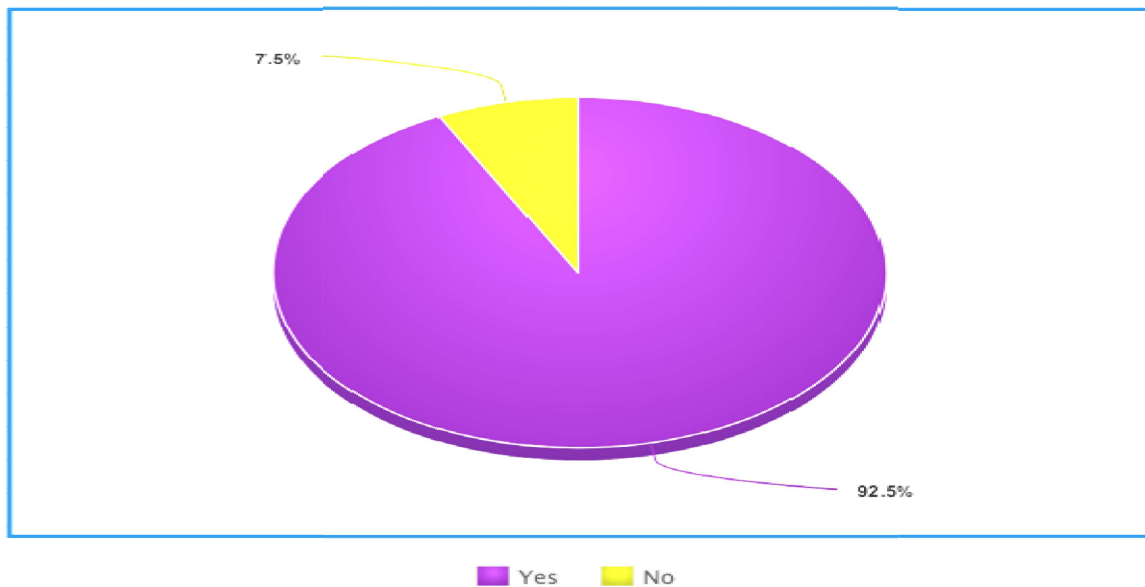
**Table.2.2.**Students' Gender

It is clear from the results in the above table that the females constitute 70% of the informants, where in, 12 students representing 30% are males. The aim of asking this question is to know how many boys and girls participate and to know the reveals that the number of girls more or the opposite.

**Question Three:** Is English as a specialty your own choice?

Yes

No



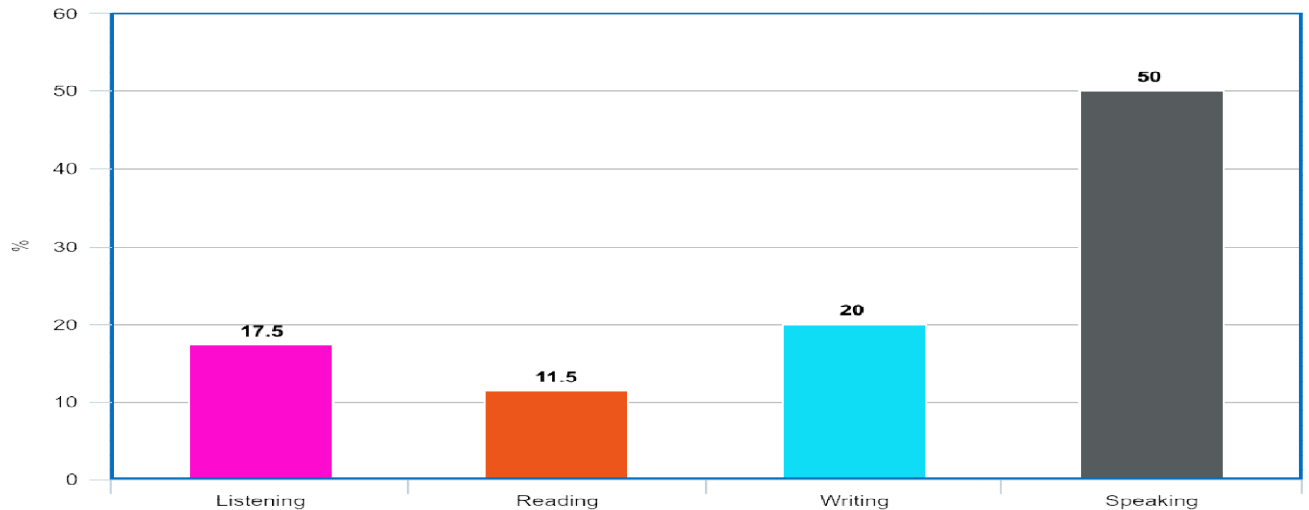
**Pie Chart.2.1.** English Specialty Choice

The pie-chart shows that the majority of the students representing 92,5% chose English as their specialty. Only 7,5% of them declared that English wasn't their own choice so that it can be deduced that the majority of learners are really motivated to learn this language since it was their own choice.

### Section two: Students' Perceptions about Intensive Reading

**Question Four:** Rank the four skills from the most difficult to the less one

A) Listening      B) Reading      C) Writing      D) Speaking

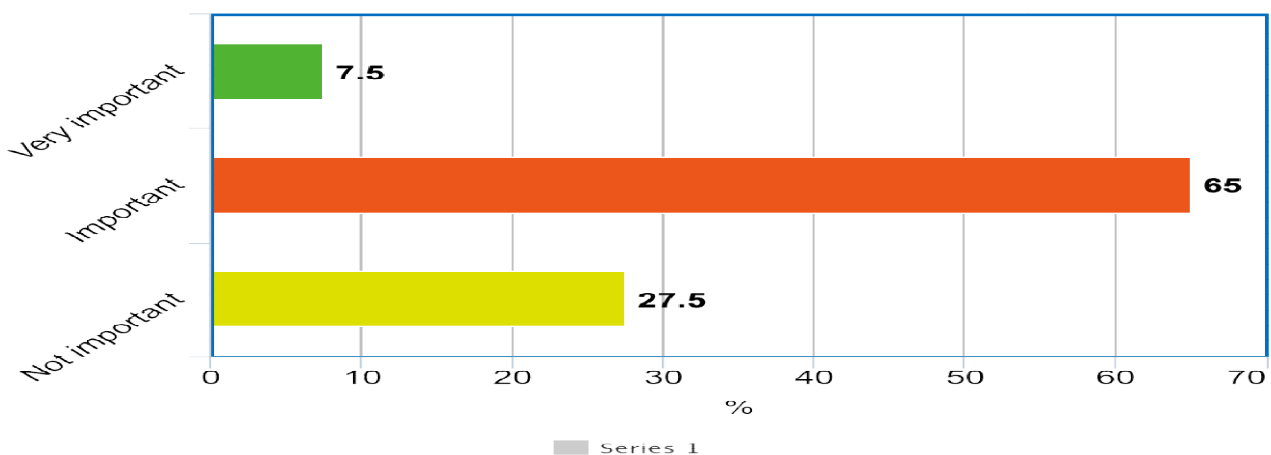


**Bar Graph.2.2.**The Most Difficult Skill to the Less One

In this item, the majority 50% has ranked speaking as the most difficult skill, followed by writing with 20%, then listening with 17,5%, finally, reading with 11,5% ; this indicates that reading skill is the easiest skill for the EFL learners to acquire vocabulary and get more knowledge.

**Question Five:**How do you find reading skills?

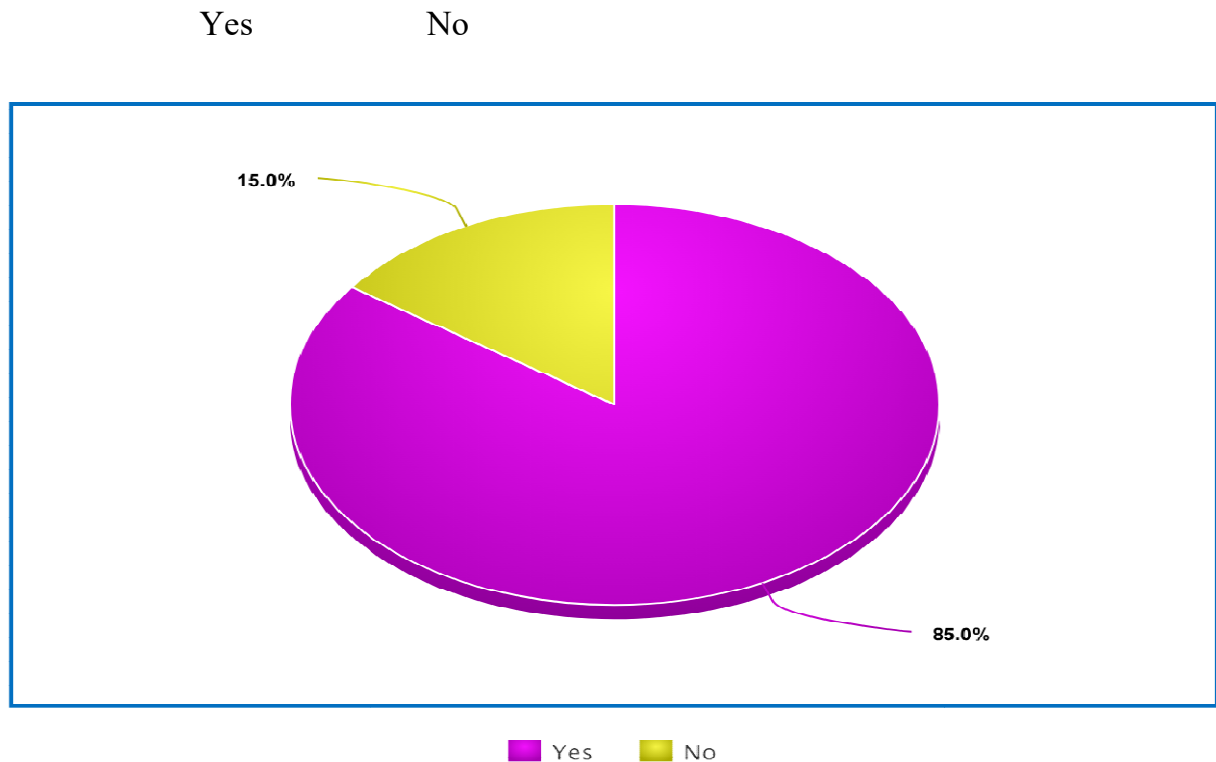
A) Very important      B) important      C) Not important



**Bar Graph.2.3.** The Importance of Reading Skill

It can be observed from the recorded results that the participants representing the lowest percentage 7,5% consider reading skill very important. Furthermore, 65% recognize the importance of reading skill; however, 27,5% consider that reading is not important. The purpose behind this question is to know the importance of the reading skill for EFL learners.

**Question Six:** Do you like reading?

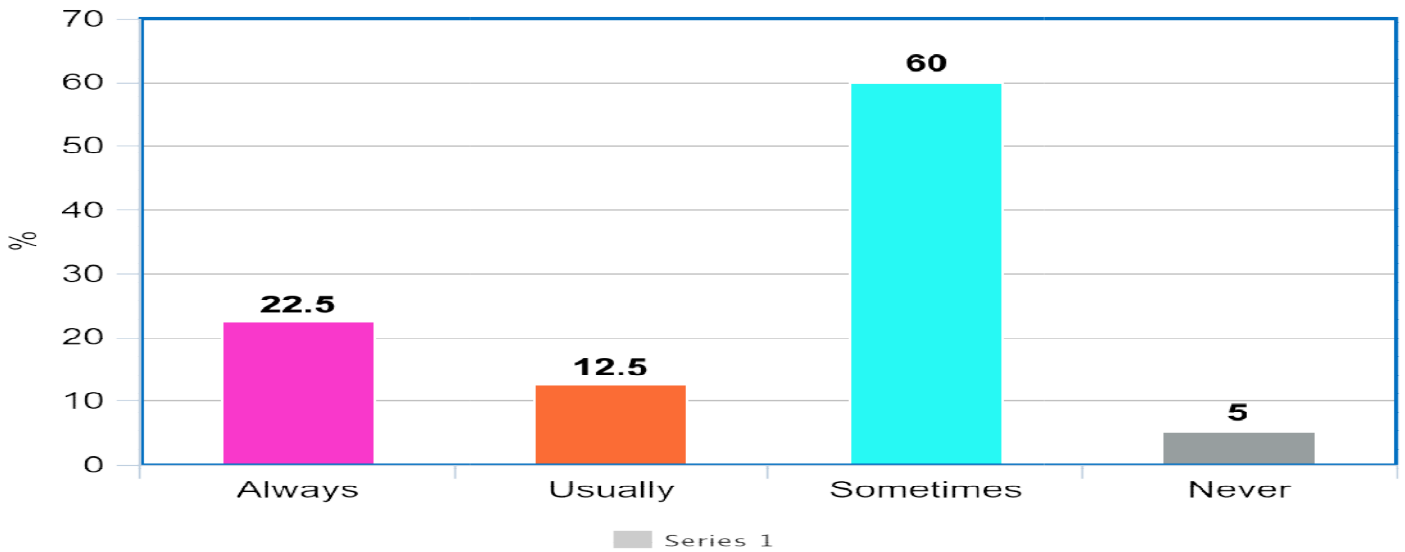


**Pie Chart.2.2.** Students' Reading Awareness

The results reveal that out of the total number, about 85% of the informants claim that they like reading, and only 15% indicate that they do not like reading. In fact, the researchers added this question to figure out if the EFL learners are aware about the importance of this skill or not and if they are interested or not.

**Question Seven:**How often do you read?

A) Always    B) Usually    C) Sometimes    D) Never

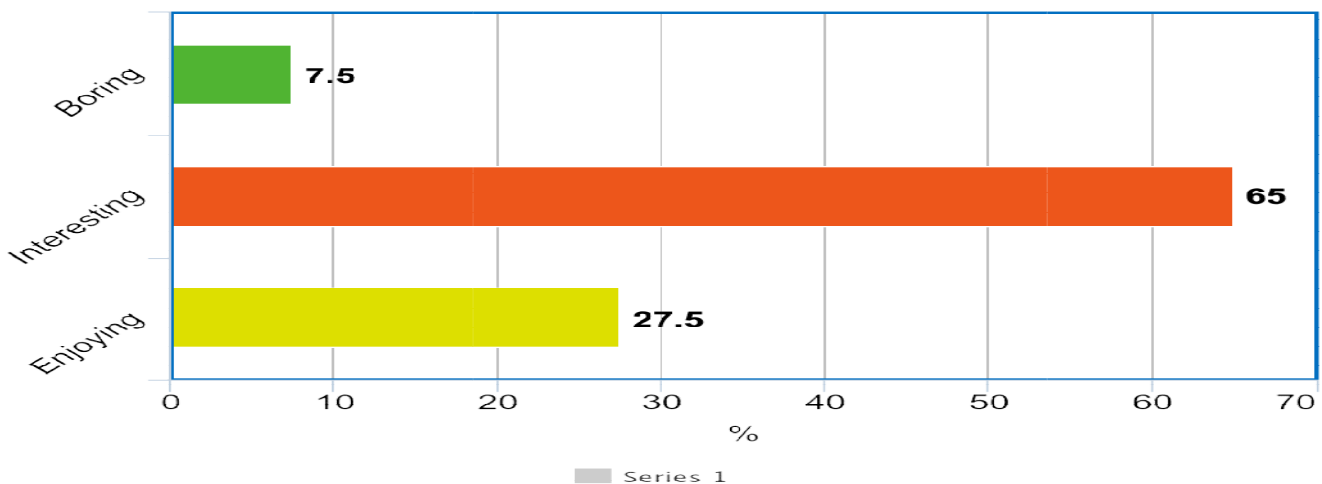


**Bar Graph.2.4.**Reading Among Students

The statistics in the bar-graph above illustrate that 60% represent the majority of the participants who read sometimes, while 22,5% indicates that they always engage with contextual texts, however 12,5% of the informants reported that they usually practice reading skill, and 5% representing the minority of participants who never read. The goal of this question is to indicate the percentages to figure out those who prefer to read.

**Question Eight:** How do you find the session of reading comprehension?

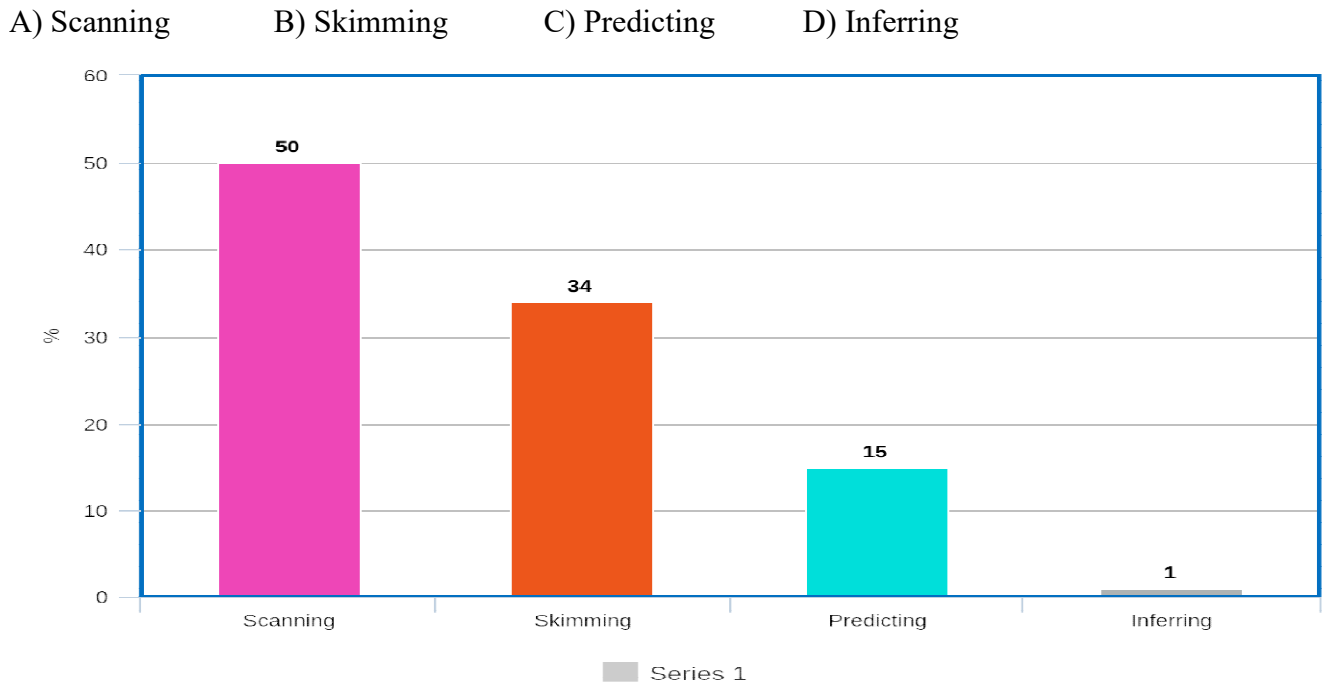
A) Boring    B) Interesting    C) Enjoying



**Bar Graph.2.5.**Students' Views about the Session of Reading Comprehension.

The numbers in the bar graph above demonstrate that 65% of learners are interested in reading comprehension session, and 20% enjoy the session of reading comprehension, and only 7,5% of students find the session of reading comprehension boring, this demonstrates that the session of reading is beneficial and enjoyable to the learners .

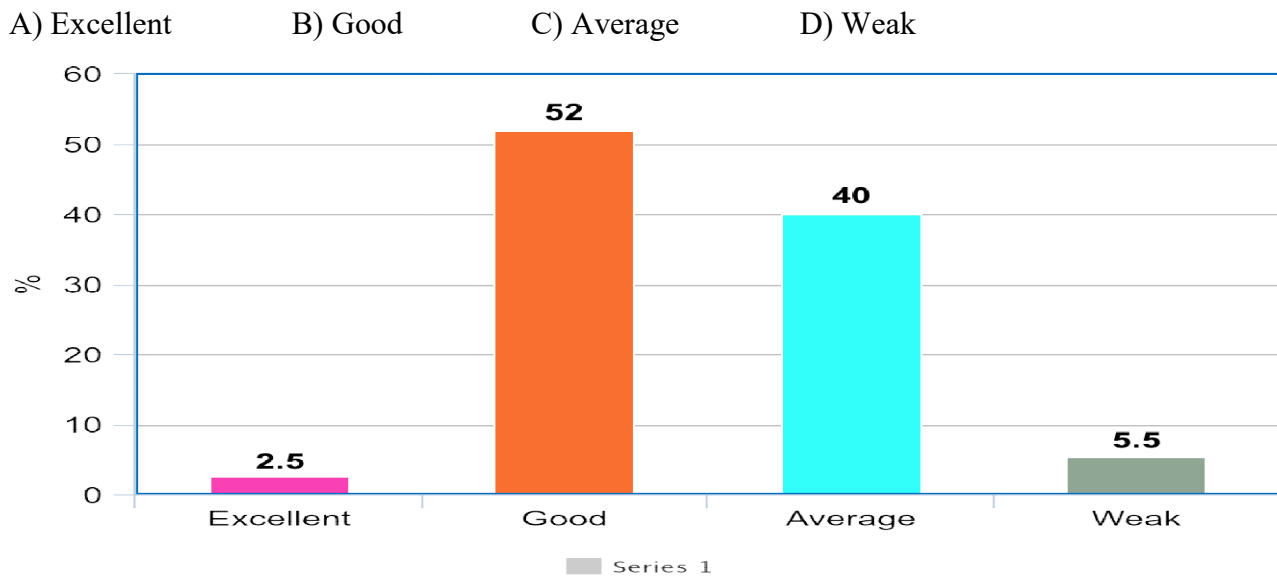
**Question Nine:** Which strategy or strategies do you use to develop your reading skill?



**Bar Graph.2.6.** Strategies for Developing Reading Skill

The bar- graph shows that 50% of the informants which is the half of the respondents' number reported that they prefer scanning strategy, while 34% of the students stated that the best strategy for them is skimming, another statistics argued that there are about 15% of the learners who use predicting strategy to read. However, 1% of the responds prefer the last strategy which is the inferring strategy. The aim is to know which strategy is effective to develop EFL students' reading skills.

**Question Ten:** How do you evaluate your vocabulary package?

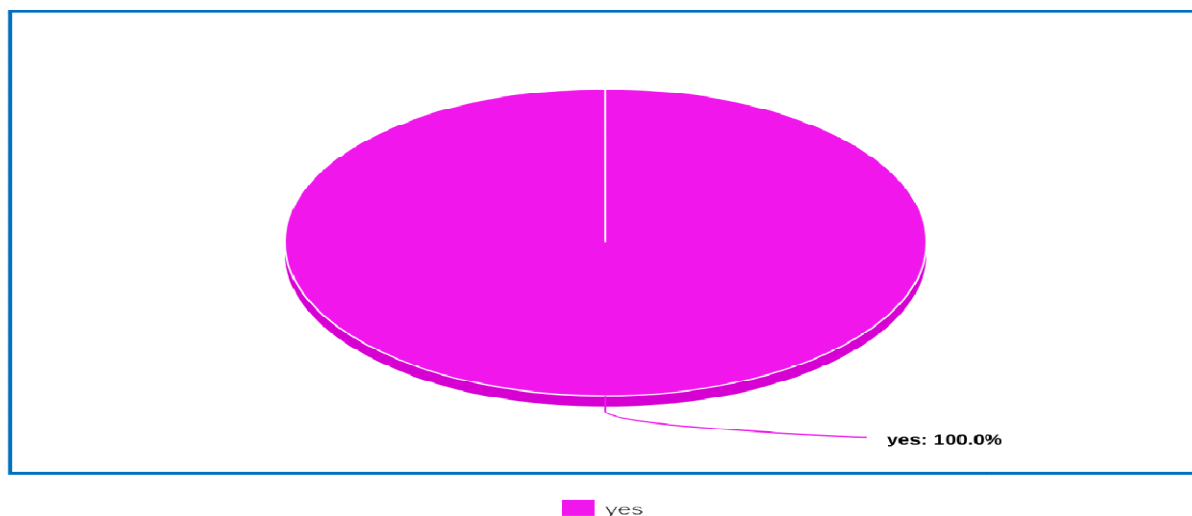


**Bar Graph .2.7.** The Evaluation of Vocabulary Package

The percentages in the bar-graph above show that the majority of the learners 52% claimed that they have good vocabulary; however, 40% of the respondents claimed that their vocabulary package is average. On the other hand, 5,5% of the participants have a weak vocabulary package, and only 2,5% of them stated that they have an excellent vocabulary package. This indicates that students must enhance their vocabulary acquisition more and more. The purpose behind this question is to get an idea about their level.

**Question Eleven:** Are you motivated to enhance your vocabulary?

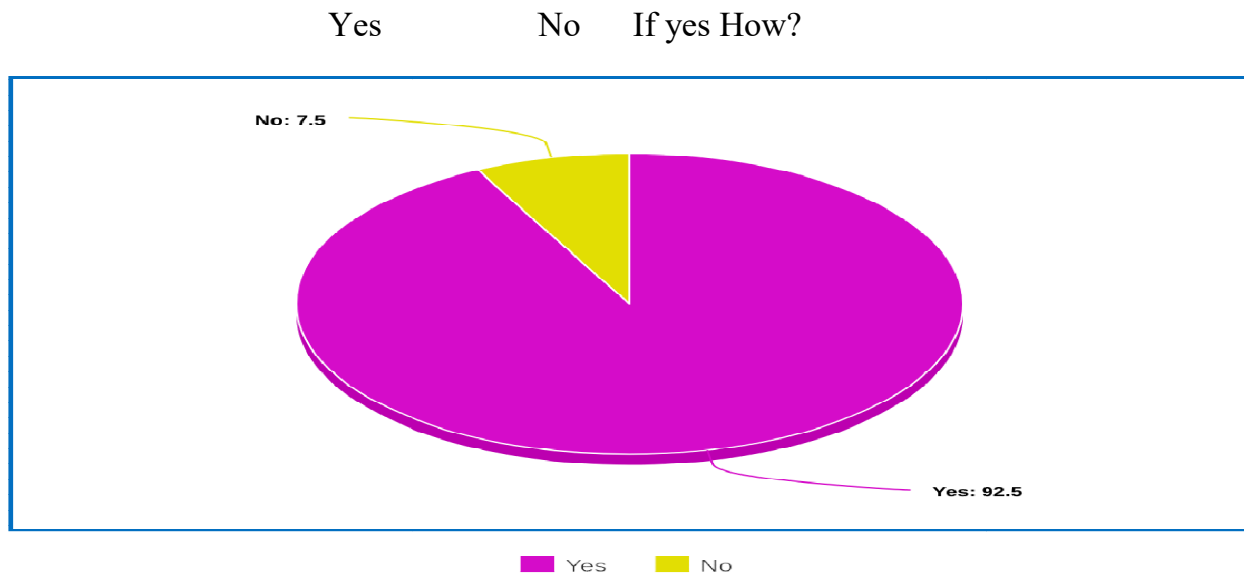
Yes      No



**Pie Chart .2.3.** Students' Motivation to Enhance their Vocabulary

According to the pie chart , all the participants (100%) are motivated to acquire new vocabulary and enhance their level in English language.

**Question Twelve:** Do you think that reading can be an effective skill to develop your vocabulary acquisition?



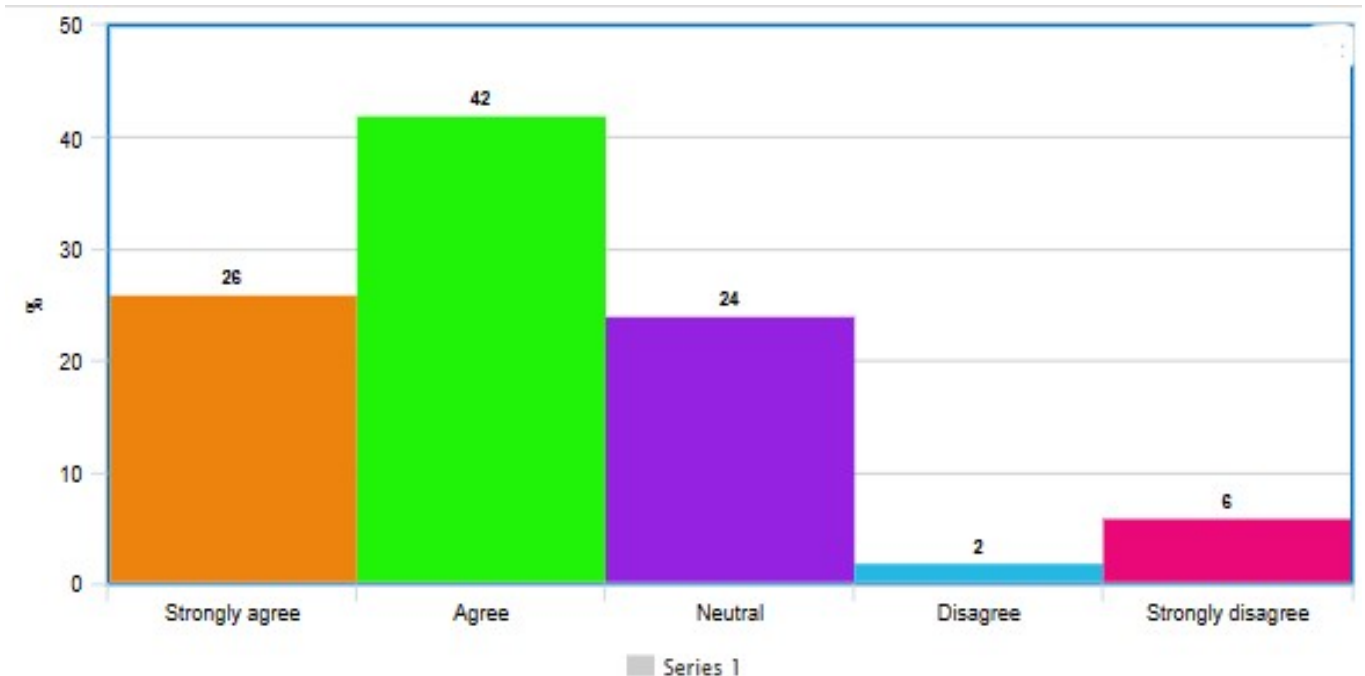
**Pie Chart .2.4.** Reading as an Effective Skill to Develop Vocabulary Acquisition

The displayed percentages in the pie chart illustrate that the majority of EFL learners 92,5% greatly believe that reading enhances vocabulary. Whereas, only 7,5% of students do not think that intensive reading can enhance vocabulary. The purpose is to know the importance of reading and its role in the development of vocabulary for students. Yet, only 3 participants indicated how reading helps them to develop their vocabulary acquisition.

- ✓ It offers a range perspectives
- ✓ Knowing new words
- ✓ It helps me to receive information.

**Question thirteen:** Do you think that intensive reading is very important to improve vocabulary acquisition?

A) Strongly agree B) Agree C)Neutral D)Disagree E)Strongly disagree



**Bar Graph.2.8.**The Effectiveness of Reading to Improve Vocabulary Acquisition.

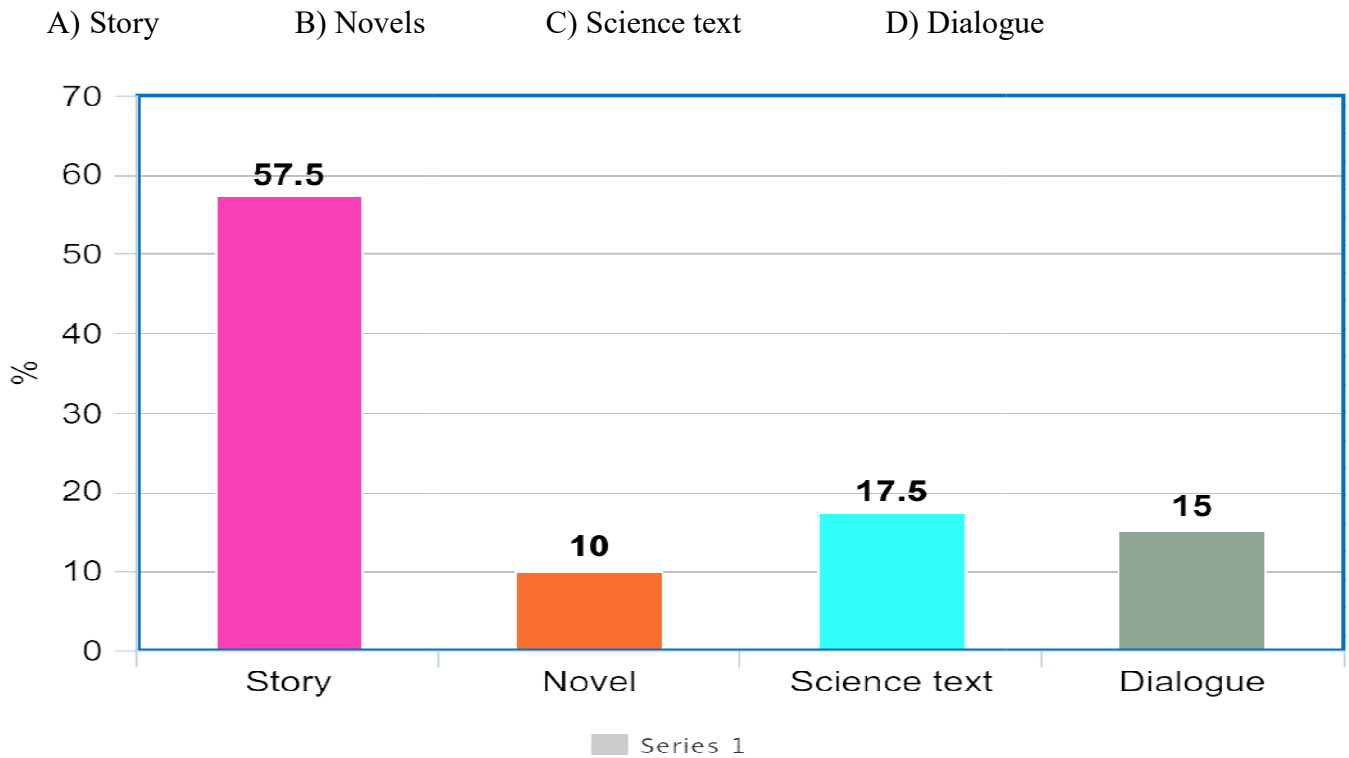
The numbers in the bar graph show that 49% of the participants agree that intensive reading is the best way to enhance vocabulary acquisition, and about 26% of learners are strongly agree with and reaffirm it. Nonetheless, 24% of the participants are neutral; whereas, only 2% of them disagree. The objective behind this question is to know if the intensive reading is important and essential to enhance vocabulary.

**Question fourteen:**How do you deal with new words within a text?

The aim of this question is to know the way that is used by the students when they find new words. In fact, the respondents provide different answers on how to deal with new words within a text:

- I underline new words and check their meaning from the dictionary.
- I guess the meaning from the context
- I ignore them.
- I translate the new lexis into my native language.

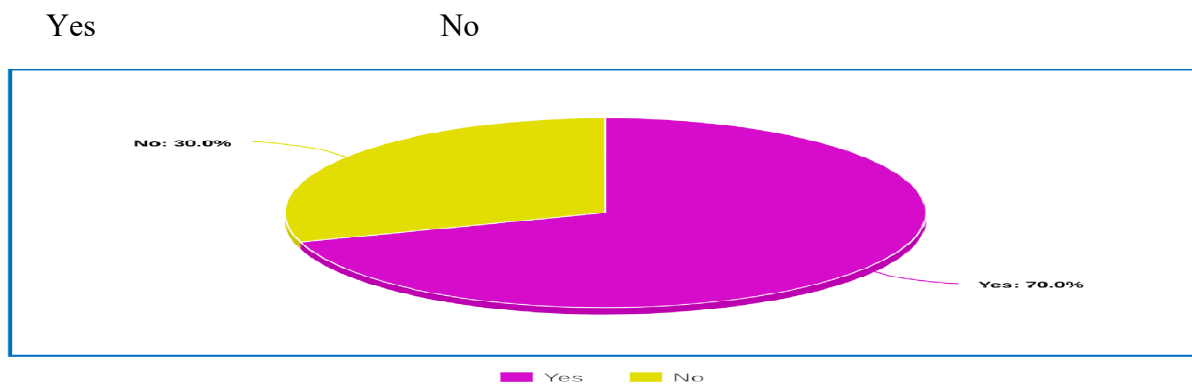
**Question fifteen:** What are the types of text that attract your attention?



**Bar Graph.2.9.** Different Types of Text that Students Prefer

The goal of the question is to highlight on the topics that students prefer to read from time to time whenever they have time. It is clear from the results in the above table that 57,5% of the respondents stated that they like to read stories. However, 17,5% of the respondents prefer science texts, and 15% of students enjoy reading dialogues , and just 10% of the participants love engaging with novels.

**Question sixteen:** Did your language get better when you read intensively?



**Pie Chart .2.5.** Students' Language Enhancement through Intensive Reading.

The findings confirm that there are 70% of learners who have benefited from intensive reading and their language gets better through this type of reading; whereas, only 30% of learners do not take benefit from intensive reading. The purpose of this question is to highlight the impact of intensive reading.

**Question seventeen:**How can intensive reading help you?

Students' views on how can intensive reading help them are summarized as follow:

- ✓ It motivates us to read more texts.
- ✓ Our vocabulary package has developed.
- ✓ It helps me to improve my writing style.
- ✓ It enhances my critical thinking.
- ✓ We get new knowledge.
- ✓ It improves our personal enrichment.

The aim behind asking this question is to figure out whether intensive reading helps them to acquire new vocabulary or not. Based on the answers of students, intensive reading is a valuable skill that can empower the student to engage deeply with texts, think critically, and communicate effectively in various contexts. It is a foundational skill that supports academic success, professional development, and personal enrichment.

### **2.6.2 The Teachers' Interview Analysis**

An interview is a research method that entails a discussion between a researcher and participants in order to learn more about their perspectives, expertise, and opinions about a certain subject. In this vein, Bogdan and Biklen (2007) indicate that: "an interview is a purposeful conversation in which one person asks questions and another person answers them. It is a method used by researchers to gather data from participants"

Interviews are flexible research technique. They are performed with open ended questions that permit the respondents to freely express their opinions and thoughts. The results enrich qualitative data that can represent the nuances of the research topic or questions. There are three types of research interviews: structured interview, semi structured and unstructured interview.

A structured interview is used in this research because it uses predetermined set of questions to follow which allows for greater reliability as well as it is easy to be analyzed.

In order to attain in-depth and detailed information about the research topic, the researchers conducted structured interviews were directed to 7 English teachers at Salhi Ahmed University Center. Nevertheless, only 4 teachers answered the interview questions.

This research interview is composed of a set of predetermined open-ended questions which allow the participants to express their thoughts freely and share their experiences with language teaching.

### **2.6.2.1. The respondents' perceptions about the benefits of reading for EFL Learner**

In response to this question, there had been a common point among them. All the teachers absolutely agree on the fact that the reading skill is beneficial for the EFL learners. They affirm that this skill is the most important skill among all the four language skills.

### **2.6.2.2. The Participants' responses if students have a good baggage in vocabulary and their suggestions to enrich vocabulary**

In this question, the participants were basically asked if the learners have a good baggage in vocabulary. All the teachers absolutely disagree. Hence, the aim of the second question is to figure out the teachers' suggestions to enhance vocabulary. In fact, a number of suggestions were identified including:

- ✓ Watching movies ;
- ✓ Reading books and novels;
- ✓ Reading and watching English materials;
- ✓ Developing their reading skills;
- ✓ Practice the input and everything they have learned;

### **2.6.2.3. The informants' opinions about the impact of intensive reading to acquire vocabulary**

When the participants were asked if intensive reading helps students to acquire vocabulary, three of those being interviewed indicated that with intensive reading, the learners will learn new vocabularies, they will know the context. Only one respondent affirms that intensive reading helps the students to improve the other language's skills. They justify their answers by indicating that intensive reading helps students to acquire vocabulary.

### **2.6.2.4. The participants' viewpoints about the suitable strategies that teacher apply during the session of reading.**

This question was basically about specifying the strategies that teachers apply them in the reading session .Interestingly, a total agreement was expressed; the following set of strategies was provided:

- ✓ Highlighting new vocabularies.
- ✓ Focus more on sentences within context
- ✓ Using pre-activities such as brain-storming to have picture.
- ✓ Dividing the students in two groups in order to foster collaboration among them

## **2.7. Discussion and Interpretation of the Main Findings**

After the analysis of all the answers obtained from the research instruments, it is essential to discuss the results in order to address the research questions and confirm or disconfirm the research hypotheses in this section.

Regarding the first hypothesis which suggests that engaging in intensive reading activities significantly enhances vocabulary acquisition, a large number of students claimed that their vocabulary get better when they read intensively because when they immerse themselves in reading, they will be exposed to a wide variety of words and phrases. This explosion helps them understand the meaning and usage and ultimately expand their vocabulary. In fact, this claim was further reinforced with teachers' perspectives as they confirmed that reading intensively and deeply allows students to encounter words in context, improving their understanding of meaning and usage. This means that the first hypothesis is confirmed by both students' questionnaire and teachers' interview.

The second hypothesis indicates that effective reading instruction can be achieved through engaging in a variety of instructional strategies such as reading deeply. As a matter of fact, both teachers and students confirmed this hypothesis and totally agreed that effective reading instruction can be achieved through engaging in a variety of instructional strategies such as reading deeply. Students further added that deep reading encourages them to think critically about the text, evaluate evidence, and make connections between ideas. In the same line, teachers stated that they often use guided discussions, clause reading, reflective writing in addition to reading deeply to encourage deep reading which exposes students to a variety of words and phrases used in different contexts. When students encounter unfamiliar vocabulary in context, they will surely and naturally expand their vocabulary and language proficiency as well.

## **2.8. Recommendations to Enhance Students' Vocabulary acquisition through intensive reading**

The aspect of intensive reading is highly important in language learning. It enables foreign language learners to contribute to deep comprehension of texts, critical thinking in addition to enhancing their vocabulary acquisition and language proficiency. Nevertheless, developing vocabulary acquisition requires students' strong dedication and willingness to practice intensive reading consistently and teachers' support. Thus, learners are required to take into consideration the following recommendations:

- Learners should be aware of the importance of reading in general and reading intensively in particular.
- For students, the effective technique that they should use to enhance vocabulary acquisition is through intensive reading. This latter has great impact on improving vocabulary knowledge.
- Learners must divide the text into sections, and focus on reading each section in isolation, identifying key details and understanding the main ideas
- Students must read to encounter words or phrases that they do not understand.

As for teachers, the researchers suggested the following tips to assist their students in developing vocabulary acquisition through intensive reading:

- Teachers should encourage the learners to identify unfamiliar words and use context clues to determine their meaning.
- Teachers must give students the opportunity to learners to choose the suitable texts that attract them.
- Teachers need to maintain the factors that keep students in full desire to read intensively.
- Teachers should provide the necessary reading materials for students to motivate them to read more.

## **2.7. Conclusion**

The second chapter is a practical part that includes research design, methodology, data collection instruments and data analysis and interpretations as well as some recommendations to enhance the vocabulary acquisition for EFL learners. The findings from the research instruments in this practical chapter demonstrated that both students and teachers agree that intensive reading is very important to improve vocabulary acquisition. Additionally both teachers and students emphasized the idea that reading can be an effective skill to develop vocabulary acquisition. The Chapter hopefully ends with practical recommendations addressed to both teachers and learners for the sake of enhancing students' vocabulary.

# **General Conclusion**

### General Conclusion

The process of learning English is a complex endeavor that has attracted the attention of numerous scholars and teachers over years. Actually, vocabulary is central to language learning and it is a crucial component in language skills and fundamental to effective communication, comprehension, and cultural understanding. One of the most methods to improve students' overall language proficiency in general and vocabulary in particular is intensive reading which is considered as an effective skill that can be used by the learners to acquire new words and therefore enhancing their vocabulary. As a matter of fact, intensive reading is highly effective because it involves active application of new words. By focusing closely on the detailed of texts, students can significantly expand vocabulary and improve comprehension skills.

In this exploratory case study, first year LMD students and teachers at Salhi Ahmed University Center were chosen as a sample to collect data, test the hypotheses being formulated at the very beginning of this research and also to ensure reliability of this research. For the sake of data gathering, two research instruments were employed: a questionnaire was handed to students and a structured interview was specified for teachers

Another important aspect to be noted is that the data gathered from the research tools were analyzed on the basis of both quantitative and qualitative methods of analysis in order to attain a complete vision of the research topic, and prove the validity of the research hypotheses. Interestingly, the findings from data analysis and interpretations revealed that all the postulated hypotheses in this research are confirmed. Hence, after all the hypotheses have been confirmed, it is possible to generalize the findings on the whole population.

In fact, it is inevitable that in almost every piece of research, the researchers will face some kind of limitations that affect their study in one way or another. In the present research work, the first problem that the researchers faced is that the topic was widely discussed in many other studies and investigations that what made it hard to explore new aspects of the topic and hard to be exposed in a new way. The second problem was time constraints. In order to identify the gap in the literature and conduct an in-depth investigation, the researchers needed time to select a topic and study about it. To gain new ideas and fresh insights from teachers' experiences, the researchers also planned to conduct semi-structured face-to-face interviews with the teachers. However, due to the lack of time, the researchers changed the plan to structured interviews and

submitted them online via emails, which inevitably violated the interview's fundamental characteristics and decreased its value to some extent.

Although this research was subject to many limitations, the investigators were able to confirm the research hypotheses, generalize the data, and make a number of recommendations for both teachers and students to improve their vocabulary acquisition, despite the fact that this study had many constraints. However, for the sake of properly examining the topic of developing vocabulary acquisition through intensive reading, future researchers are invited to include classroom observation along with questionnaires and interviews to fully ensure the reliability of the findings because the informants may not be able to address all the questions related to this topic.

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# Appendices

# Student's Questionnaire

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Dear participant ,

This questionnaire is a part of the accomplishment of a Master thesis. It seeks to collect data about the effectiveness of intensive reading that leads to enhance vocabulary acquisition. For this matter, you are kindly asked to answer the questionnaire seriously and sincerely.

Your participation is voluntary and any information you provide will be kept strictly confidentially. Thank you for your collaboration.

---

## Appendix A

### Section one : Background Information

1-Student's age :

.....

2- Student's Gender :

Female

Male

3- Is English as a specialty your own choice ?

Yes

No

### Section two : Understanding Student's views about Intensive Reading

4- Rank the four skills from the most difficult to the less difficult one

Listening

Reading

Writing

Speaking

5- How do you find reading skill ?

Very important

Important

Not important

6- Do you like reading ?

Yes

No

7-How often do you read ?

Always

Usually

Sometimes

Never

8-How do you find the session of reading comprehension?

Boring

Interesting

enjoying

9-Which strategy or strategies do you use to develop your reading skills?

Scanning

skimming

predicting

inferring

10-How do you evaluate your vocabulary package?

Excellent

Good

Average

weak

11-Are you motivated to enhance your vocabulary?

Yes

No

12-Do you think that reading can be an effective skill to develop your vocabulary acquisition?

Yes

No

If yes How?.....

13-Do you think that intensive reading is very important to improve vocabulary acquisition?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

14-How do you deal with new words within a text?

.....

15-What are the topics of text that attract your attention?

Story

Novel

Science text

Dialogue

16-Did your language get better when you read intensively?

Yes

No

17-How can intensive reading help you?

.....  
.....  
.....

# Teacher's Interview

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Dear Teacher,

The present interview is a part of a research for a master degree on the impact of intensive reading to enhance vocabulary acquisition. Be certain that your answer will remain confidential and will not serve any other purpose than the one stated above.

Thank you for your cooperation.

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## Appendix B

1- Doyou find reading a beneficial skill for EFL learners?

Yes  No

2- Do you think that the learners have a good baggage in vocabulary?

Yes  No

If no, what youadvice them to develop their vocabulary?

.....  
.....

3- To what extent can intensive reading help students to acquire vocabulary?

.....  
.....

4- What are the strategies that you apply during the session ofintensive reading?

.....  
.....

**Thank you dear teachers for your collaboration**

## الملخص

تهدف هذه الدراسة للتعرف على تأثير قراءة المكثفة في تعزيز اكتساب مفردات اللغة. الغرض من هذه الأطروحة هو تحقيق فهم ووعي مشتركين لأهمية وتأثير قراءة المكثفة في مجال التعليم و خاصة في تعلم اللغة الإنجليزية كلغة أجنبية بالتالي فإننا نفترض أنه كلما زادت مطالعة التلاميذ كلما زاد اكتسابهم للمفردات. النتائج التي تم الحصول عليها أن لها دور كبير في تعزيز اكتساب المفردات. بالإضافة إلى ذلك تم تأكيد أن هناك علاقة بين اكتساب المفردات وقراءة المكثفة لهذا يجب رفع وعي التلاميذ اتجاه القراءة بشكل عام و قراءة المكثفة على وجه الخصوص في إثراء مفردات التلاميذ.

**الكلمات المفتاحية:** قراءة المكثفة, اكتساب مفردات اللغة, تعلم اللغة الإنجليزية كلغة أجنبية.

## The Summary

This study aims to identify the impact of intensive reading to enhance vocabulary acquisition. And the purpose of this study is to achieve the understanding and awareness of participant to the importance and effectiveness of intensive reading in the field of education specially in learning English as FL. Consequently, we hypothesis that the more students read the more they acquire new vocabulary. The optioned result confirm that intensive reading has significant rule in acquiring vocabulary Therefore, it is necessary to raise students' awareness towards reading in general and intensive reading in particular in order to enrich the students' vocabulary.

**Key Words:** intensive reading ,vocabulary acquisition, learning English as FL.

## Le Résumé

Cette étude vise à comprendre l'impact de la lecture intensive sur l'acquisition du vocabulaire. Le but de cette thèse est de sensibiliser à l'importance de la lecture intensive dans le domaine de l'éducation, notamment dans l'apprentissage de l'anglais comme langue étrangère. Ainsi, nous supposons que plus les élèves lisent, plus ils acquièrent de vocabulaire. Les résultats obtenus confirment que la lecture intensive joue un rôle important dans l'enrichissement du vocabulaire, et qu'il existe une relation entre l'acquisition de vocabulaire et la lecture intensive. Par conséquent, il est nécessaire de sensibiliser les élèves à la lecture en général, et à la lecture intensive en particulier, pour enrichir leur vocabulaire.

**Les Mots Clé:** la lecture intensive, l'acquisition de vocabulaire, l'anglais comme langue étrangère.