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**Faculty of Letters and Languages**  
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**Exploring the Effects of Extensive Reading on Developing EFL Students'  
Productive Vocabulary**

**Case study: Second year LMD students at the department of English at the  
University of Bejaia**

**A dissertation submitted in partial fulfillment of the requirements for a  
Master's degree in Linguistics**

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## Abstract

Vocabulary is an essential element in language learning. With regard to this, learners tend to employ various strategies, namely extensive reading, to expand their vocabulary. The objective of this investigation is to investigate the effects of extensive reading on developing the productive vocabulary of second year EFL students at the University of Bejaia. To this end, a quantitative method is adopted to collect data through the use of two questionnaires: a questionnaire is administered to forty (40) second year EFL students, and another questionnaire is directed to seventeen (17) second year EFL teachers at the department of English. Basically, the two questionnaires are consisted of both closed-ended and open-ended questions in order to get insights into both students' and teachers' attitudes and experiences regarding productive vocabulary enhancement through extensive reading. The findings obtained confirm that both second year EFL students and teachers have positive attitudes and experiences regarding the use of extensive reading as means for developing students' productive vocabulary. Explicitly, through extensive reading, students enrich the collection of words they use in speech and writing as well as develop their abilities to employ appropriately newly learnt words in various contexts, as it is claimed by both students and teachers. In overall, the results fulfilled the research questions arose in our study. Lastly, this investigation suggests the integration of extensive reading in the curriculum and presents implications for the syllabus designers, teachers, and students.

*Keywords:* EFL students, extensive reading, productive vocabulary, attitudes and experiences, developing

## Dedications

### *I lovely dedicate this work to:*

My wonderful parents “*Kamel*” and “*Zina*”, who are always by my side and have worked extremely hard to ensure that I succeed in my studies, I will never forget your tireless assistance during the most challenging time of my life

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## List of acronyms

**EFL:** English as a Foreign Language

**ER:** Extensive Reading

**ESL:** English as a Second Language

**F:** Frequencies

**FL:** Foreign Language

**L1:** First Language

**LMD:** License/ Master/ Doctorate

**SL:** Second Language

**SPSS:** Statistical Package for Social Sciences

**VLS:** Vocabulary Learning Strategies

**%:** Percentages

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## Definitions of key terms

**Extensive reading:** is a type of reading in which learners read different materials on a wide range of topics and they choose them according to their level. Learners read at their own convenience and they can change the material if it is difficult. Also, they read for personal purposes such as general understanding and pleasure, and not for academic purposes. Specifically, here the role of the teacher is to encourage the learner to read for pleasure.

**Intensive reading:** it is defined as reading a text chosen by the teacher under his guidance in the classroom, spending a considerable time doing some reading activities such as looking for difficult word's explanation.

**Productive vocabulary:** words that learners appropriately use when speaking and writing are considered as their productive vocabulary.

**Receptive vocabulary:** words that learners recognize but do not employ refer to their receptive vocabulary.

**Strategy:** activities and plans that learners use in order to achieve a specific objective.

**Vocabulary:** every word learners attempt to learn and use in a particular language is included in their vocabulary, and without these words learners would be unable to comprehend and use the target language.

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**ملخص**

**Agzul**

## General introduction

Vocabulary is the collection of words an individual is familiar with, tend to learn and can employ in language production. An important fact maintained in language learning is that effective communication is based on vocabulary mastery (Susanto, 2017, p.183; Alqahtani, 2015, p. 22). That is, learners who have a rich vocabulary repertoire and use it appropriately are able to communicate effectively.

As far as learning vocabulary is concerned in the EFL contexts, it is worth mentioning the fact that vocabulary is a major difficulty faced by students for effective language learning. Put differently, students' productive vocabulary is less than their receptive vocabulary (Webb, 2008, p.79). That is, the stock of words they make use of when speaking and writing does not reflect their receptive vocabulary size. Furthermore, students encounter problems in selecting words to employ and struggle to use them appropriately in different contexts as well (Surmanov & Azimova, 2020, p. 152).

Extensive reading can be a means for vocabulary enhancement (Pazhakh and Soltani, 2010, p. 388). The effects of extensive reading on vocabulary vary between positive and no significant effect in several studies conducted in the EFL settings (Aissaoui, 2015; Belkharroubi, 2020; Khachai, 2015; Tiryaki & Tutunis, 2012; Yamamoto, 2011).

Given these points, the central problem of this research is to investigate the attitudes and experiences of second year EFL students and teachers at Abderrahmane Mira university of Bejaia concerning the effects of extensive reading on developing students' productive vocabulary. In an attempt to move in this direction, the study addresses the following questions:

1. What are the most common difficulties that second year EFL students of Bejaia face in vocabulary learning?
2. What are the reading strategies used by second year EFL students at Abderrahmane Mira University of Bejaia?
3. Do second year EFL students of Bejaia University practise extensive reading?
4. What are the attitudes and experiences of both second year EFL students and teachers towards the effects of extensive reading on developing students' productive vocabulary?

## **2. Research aim**

The current study sheds light on both second-year students' and teachers' attitudes toward productive vocabulary enhancement through extensive reading. It is an attempt to investigate the effects of extensive reading on developing the productive vocabulary in EFL classrooms within an Algerian context. Moreover, it seeks to raise students' awareness of the importance of extensive reading. Lastly, in this work, we intend to provide practical strategies to students, teachers, and the university stockholders for extensive reading implementation in language teaching and learning.

## **3. Significance of the study**

It is worth noting that in the Algerian EFL setting, the role of extensive reading in promoting vocabulary development has been investigated by several studies; whereas, a limited number of investigations have been conducted concerning its effects on productive vocabulary. Notably, at Bejaia University, no research has been done about this interesting theme. For instance, the present research investigates, for the first time, the improvement of second year EFL students' productive vocabulary through extensive reading at Abderrahmane Mira University of Bejaia. This study makes an interesting contribution to the development of this research theme in the Algerian EFL context. Specifically, this research provides evidence to students about the various benefits of extensive reading for effective language learning. Moreover, the broad significance of this investigation is to demonstrate the necessity of integrating extensive reading into the curriculum in the Algerian universities.

## **4. Research Design and Methodology**

### **4.1 Research design**

The present investigation is an exploratory research that seeks to investigate the effects of extensive reading on the improvement of EFL students' productive vocabulary. It sheds light into both students' and teachers' attitudes towards the development of productive vocabulary through extensive reading. To this end, a quantitative method has been used to collect data through the use of two questionnaires for students and teachers. This method allowed us to get insights into a large number of participants' attitudes and experiences. It helped us to achieve our study's objectives and quantify our variables. The use of questionnaires allows for the quick, feasible and inexpensive collection of data (Dörnyei & Taguchi, 2009, p. 6).



## **4.2. Population and sample**

The population of this investigation is second year EFL students at Abderrahmane Mira University of Bejaia. We distributed questionnaires to second year students and we got back only forty (40) answers. So, our sample composed of forty (40) second year EFL students.

## **4.3 Research instruments**

In order to attain the objectives of our study, we used two quantitative instruments for data collection. A questionnaire has been administered to forty (40) second year EFL students at Abderrahmane Mira University of Bejaia on April 16<sup>th</sup>, 2023. Besides, for second year EFL teachers at the department of English in Bejaia University, we distributed eleven (11) questionnaires at University, and we sent six (6) questionnaires via emails.

## **4.4. Procedures for data collection and analysis**

The data used in our investigation have been collected through two questionnaires administered for both EFL students and teachers at the department of English at the University of Abderrahmane Mira Bejaia. We have used a quantitative method for the analysis of data obtained from the quantitative instrument. The data obtained were analyzed by using the Statistical Package for Social Science (SPSS) Software version 20 which provided us with summary results of the data collected.

## **5. The organization of the work**

This study was divided into two chapters. The theoretical part was divided into three sections. The first section dealt with the first variable productive vocabulary. The second one described the second variable extensive reading and the third section was about the literature review. The practical part was divided into four sections. The first section was a description of the research methods, population and sample, instruments and procedures for collecting and analyzing data. In the second section, we reported the findings obtained. The third section was about the discussion of results. In the fourth section, we cited the limitations of our study and provided pedagogical implications as well as suggestions for further studies. We concluded with a general conclusion and references.

## **Chapter one: theoretical part**

### **Introduction**

The first chapter of this investigation reviews significant studies previously conducted on extensive reading in line with productive vocabulary. It includes three sections. The first section focuses on productive vocabulary. The second section is devoted to extensive reading, and the last section is a literature review about our two variables.

We introduce the concept of productive vocabulary in language learning in the first section and we provided explanations about important concepts in language learning such as measurements of productive vocabulary. Then, the next section is concerned with explaining the concept of extensive reading. Additionally, we demonstrate the relationship between vocabulary and reading. In the last section, we concentrate on providing important studies conducted in different EFL settings our variables.

### **Section one: productive vocabulary**

#### **1. Definition of vocabulary**

Language is a form of communication that allows learners to share their thoughts and feelings with others. As a matter of fact, this communication is achieved through the use of words in a manner that give appropriate meanings in order to convey a given message. Put simply, learning a language and producing it effectively for different aims namely communication requires knowing words, their meanings and their use. In other words, this refers to mastering vocabulary, as Sujayanti (2017, p. 14) stated “the larger the students master vocabulary, the better they perform their language”. Along with this line, Lines (2005) argued that for learners “vocabulary is an important aspect of their language development” (as cited in Alqahtani, 2015, p. 22). Further, it is essentially to entail that an adequate vocabulary provides mastery of language skills for learners, as they use it effectively to read, listen, speak and write (Derbouche, 2016, p. 39). Hence, given that vocabulary is necessary for language learning, it makes sense to understand what it means and to provide the different definitions given by experts about this concept.

In the literature, many researchers gave various complementary definitions of vocabulary. Hiebert and Kamile (2005, p. 3) asserted “vocabulary is the knowledge of

meanings of words” (as cited in Derbouche, 2016, p. 35). That is, vocabulary entails understanding what a word means in various contexts. Hornby (2010) goes further to stress that in addition to the idea that vocabulary signifies knowing words and their meanings, it is also about knowing how to use those words; as he (2010, p. 1722) pointed out that vocabulary is “any and all words that an individual knows or uses” (as cited in Sili & Abid, 2022, p. 17). This signifies that every word learners attempt to learn and use in a particular language is included in their vocabulary, and without these words learners would be unable to comprehend and use the target language.

A broader definition has been adopted by Richards and Renandya (2002, p. 255) that claimed that vocabulary is the fundamental component of language efficiency and it provides intense help related to the four language skills learners attempt to master. In other terms, vocabulary is the basis of language mastery which plays a significant role in enhancing learners’ performance in the four language skills: reading, listening, speaking and writing.

In a nutshell, it is worth mentioning that vocabulary is an important element of language learning that contributes to effective performance in language skills. Based on what is already mentioned above, it is defined by researchers as knowing words, the different meanings they entail, as well as the ability to use them in various contexts.

## **2. Importance of vocabulary in English language**

Vocabulary is a crucial component of language learning; without knowing words and their meanings, learners cannot be able to develop their receptive skills: reading and listening, and use language effectively when speaking and writing. In reference to receptive skills, Laufer (1997) reported that there is a strong relationship between vocabulary and reading; she (1997, p. 20) claimed “no text comprehension is possible, either in one’s native language or in a foreign language, without understanding the text’s vocabulary”. The point is that EFL learners need to recognize words and their meanings in order to comprehend the content of what they read. The same thing can be said about listening, succeeding in understanding what is said, depends on the appropriate words that learners know about in language. In relation to this, Derbouche (2016, p. 41) maintained “without vocabulary knowledge, the learner cannot listen effectively and understand the message conveyed by the speaker”. To elaborate more, listening depends on words known and understood in language.

In the view of language production, without a rich vocabulary, communication through speaking and writing becomes limited. In support of this claim, Purwati (2022, p. 207) emphasized “without vocabulary mastery students cannot express their idea both orally and in written word”. Drawing on this, learners need to be able to select appropriate words when writing and speaking to convey the meaning they want to express. Besides, the ability to speak and write depends on knowing words and their meanings. This point is asserted by Alqahtani (2015, p. 22) “in production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept”. Based on this statement, the words that learners possess permit them to express themselves when speaking and writing.

A critical point worth to be mentioned is that Wilkins (1972) identified the importance of vocabulary by demonstrating its relationship with other language aspects, namely grammar; when saying “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed” (as cited in Zhang et al., 2016, p. 1966). This indicates that very few can be communicated when there is no understanding of grammar rules, and nothing can be communicated when there is no vocabulary.

### **3. Types of vocabulary**

The majority of researchers have categorized vocabulary into different types. According to Laufer (1998), Laufer and Paribakht (1998), Read (2000) and Nation (2001), there are two types of vocabulary: receptive and productive vocabulary.

#### **3.1. Receptive vocabulary**

Haycraft (1978, p. 51) defined receptive vocabulary as “vocabulary which the student understands but doesn’t use”. Notably, words that learners recognize but do not employ, refer to their receptive vocabulary. Besides, it is reported that there is a relationship between receptive vocabulary and both reading and listening skills, when Almi (2017, p. 28) noted “receptive vocabulary knowledge is linked to the listening and reading language learning skills”. It means that receptive vocabulary entails the collection of words that learners know and understand when they read and hear language. In this context, receptive vocabulary knowledge is indicated to be relevant to learners’ ability to understand words when reading and listening without making use of them to produce language. Accordingly, Maskor and Baharudin (2016) declared:

Receptive vocabulary knowledge is known and understood its meaning by learners when reading text or listening to the text. Learners know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write (pp. 263-264).

In more explicit terms, all words learners can understand through reading and listening but do not use to speak and write are included in their receptive vocabulary knowledge.

### **3.2. Productive vocabulary**

Productive vocabulary refers to words understood and used by learners in communication. Arguably, Susanto (2017, p. 185) pointed out “productive vocabulary is the words the learners understand and are able to pronounce correctly and use constructively in speaking and writing”. Building on this claim, words that learners appropriately use when speaking and writing are considered as their productive vocabulary. In the same direction goes the researcher Faraj (2015) declaring that a learner’s ability to use words when speaking and writing indicates his/her productive vocabulary knowledge; when he (2015, p. 12) claimed “productive vocabulary knowledge means the knowledge to produce a word when the learner can use it in their writing or speech”. That is, when a learner is able to use words appropriately to speak and write, this reveals the size of his/her productive vocabulary.

In the same vein, Laufer (1998) divided productive vocabulary into free and controlled productive vocabulary. First, free productive vocabulary demonstrates that learners use words they want in order to express their ideas when they communicate, as Laufer (1998, p. 257) stated “free productive knowledge, on the other hand, has to do with the use of words at one’s free will, without any specific prompt for particular words”. It is to say, in free productive vocabulary learners communicate by choosing the words they want and not words indicated by other people. As an illustration, in free productive vocabulary, learners use the words they know spontaneously to communicate such as with friends. On the other hand, for controlled productive vocabulary, Maskor and Baharudin (2016, p. 264) insisted “controlled productive vocabulary knowledge indicates the capacity to construct words when the cue is given”. From this viewpoint, controlled productive vocabulary indicates that learners express their ideas using words given by others and not words they want. Further, a key point to mention is that controlled productive vocabulary is explained in two different contexts: unconstrained and constrained context. It is carried out by Laufer and Nation (1999, p. 37) that unconstrained context is when learners are given words and are asked to use them in a sentence; while

constrained context is when the sentence is given with the intention of being filled with the intended word by providing the word's initial letters. Elaborating on this, in constrained context, it is when the learner is asked to fill in the gap with the appropriate word in the sentence for example:

The weather is c... today.

However, in the unconstrained context, when the learner is asked to use words in sentences such as:

Use in an appropriate sentence the words: revolution and development.

#### **4. The relationship between receptive and productive vocabulary**

In terms of the relationship between receptive and productive vocabulary, researchers conducted various studies on these two types of vocabulary (Laufer, 1998; Read, 2000; Zhong, 2018). As a matter of fact, Read (2000, p. 154) believes “words are known receptively first and only later become available for productive use”. This means that learners use the set of words they learn through reading and listening to communicate. Notably, learning a word occurs by understanding its meaning then using it to produce language, as Laufer (1998, pp. 256- 257) contends “it is acknowledged that the learning of word usually progresses from receptive to productive knowledge”. Another aspect worth considering is that learners need to have a considerable receptive vocabulary to use in communication. Commenting on this, Lee and Muncie (2006, p. 297) noted “some level of receptive knowledge is logically necessary for production to occur”. Obviously, to be able to speak and write, it is needed to have appropriate collection of words acquired through reading and listening.

On their part, the researchers Laufer (1998) and Nation (2001) claimed that receptive vocabulary is larger than productive vocabulary. That is, when learners produce language in various contexts, they do not make use of all words they comprehend. In his experimental study, Webb (2008, p. 91) reported that EFL learners produced half of the words they acquired receptively. Nation (2001, p. 55) commented on this study “the results showed that learners had at least partial productive knowledge of most the words they learned receptively”. In relation to this, the words learners are able to produce when communicating do not represent all the words they acquired through reading and listening.

## **5. Measurements of productive vocabulary**

Researchers in the field of English as a second and foreign language (Laufer & Nation, 1999; Meara & Fitzpatrick, 2000; Fitzpatrick & Clenton, 2017) have designed three tests to measure learners' productive vocabulary. These tests are developed as a result of the findings that researchers found concerning that learners' receptive vocabulary is larger than their productive vocabulary, as well as that they do not use all the words learnt receptively to produce language. The three tests are: the Productive Vocabulary Level Test, the Lex30 and the G-Lex Gapfill Task, that are explained in what follows:

### **5.1. The Productive Vocabulary Level Test**

The Productive Vocabulary Level Test is created by Laufer and Nation in 1999. In this test, Laufer and Nation (1999, p. 37) stated that test-takers are asked to complete 18 sentences with appropriate words that belong to the 2000, 3000, 5000, University World List (UWL), and 10,000 word level. It is essential to mention that in order to obtain the wanted word, the first letters of each word are provided (Šišková, 2016, p. 28; Alharthi, 2020, p. 40).

### **5.2. The Lex30 test**

Meara and Fitzpatrick (2000) developed the Lex30 test. Basically in this test, test-takers are required to give 4 items related to 30 selected words in a list and should be out of the 1000 word level (González & Píriz, 2016, p. 35). Meara and Fitzpatrick (2000) explained that the 30 selected words given to the test-takers should be within the 1000 word level; when they (2000, p. 22) claimed "this is a deliberate choice, in order to make it possible to use the test with learners across a wide range of proficiency levels". Generally, this test can be administered to different learners due to the fact that it takes into consideration their different levels.

### **5.3. The G-LEX Gapfill Task**

The G-LEX Gapfill Task is a test constructed by Fitzpatrick and Clenton (2017). Edmonds et al. (2022, p. 3) explained that this task requires test-takers to fill the gap in each of 24 sentences with 4 items. Fitzpatrick & Clenton (2017, p. 12) asserted that these items can be nouns, verbs and adjectives. In addition, each provided word out of the 1000 word level is correct (Elmetaher, 2022, p. 34).

## 6. Incidental and intentional vocabulary learning

According to experts (Hulstijn et al., 1996; Hulstijn, 2001; Laufer & Hulstijn, 2001; Webb et al., 2020), learners of English as a second and foreign language learn vocabulary through two different approaches that are: incidental and intentional vocabulary learning. First, incidental vocabulary learning entails the way of learning words without paying any attention while doing different activities. In this vein, Laufer and Hulstijn (2001, p.10) wrote that incidental vocabulary learning refers to “the learning without an intent to learn, or as the learning of one thing, e.g. vocabulary, when the learner’s primary objective is to do something else, e.g. to communicate (Schmidt 1994)”. Regarding intentional vocabulary learning, Hulstijn (2001, p. 271) claimed that it is “any activity aiming at committing lexical information to memory”. To clarify, in this approach, learners focus on doing a task in order to memorize words. A key point to retain here, this approach to learning vocabulary is done with awareness (Aissaoui, 2015, p. 17).

## 6. Vocabulary learning strategies

Activities, plans and techniques that learners use in order to acquire words, comprehend their meanings, remember them and make use of them in language production are called vocabulary learning strategies. These strategies have been defined by researchers in the field of English as a second and foreign language as actions and steps used by learners to develop their vocabulary. As already affirmed by Asgari and Mustapha (2011, p. 85) “vocabulary learning strategies (VLSs) are steps taken by the language learner to acquire new English words”. Therefore, vocabulary learning strategies have been classified into taxonomies by numerous experts (Gu & Johnson, 1996; Schmitt, 1997; Nation, 2001). What follows provides a detailed explanation of the taxonomy that supports our research goals which is Schmitt’s taxonomy (1997).

- **Schmitt’s (1997) taxonomy**

According to Schmitt’s (1997) taxonomy, vocabulary learning strategies are classified into: discovery strategies and consolidation strategies. Firstly, Amirian and Heshmatifar (2013, pp. 636-637) said that discovery strategies are used to learn the meanings of new words for the first time, and they include determination and social strategies. In regards to determination strategies, according to Noprianto and Purnawarman (2019, p. 265), they include guessing from context, using sources of information like dictionaries and



understanding how a word is structured in a sentence. However, social strategies as Schmitt (1997) confirmed, represent asking for help from others to know the meaning of words (as cited in Dib, 2017, p. 48). Secondly, Kudo (1999, p. 6) pointed out that consolidation strategies help to reinforce learning the word and they contain: memory, cognitive, metacognitive and social strategies. To begin, Ghazal (2007, p. 86) claimed that memory strategies are concerned with linking the new words learned with other ones already learnt through the use of imagery or grouping words. Going further, the same author (2007, p. 86) added that for cognitive strategies, the focus is on the use of flashcards, notebooks, word lists and repetition strategies. Concerning metacognitive strategies, Kalajahi and Pourshahian (2012, p. 140) asserted that are strategies used by learners to regulate and evaluate their vocabulary learning such as watching movies and reading books. Finally, it is reported by Baskin et al. (2017, p. 127) that social strategies are about exercising the meaning of new words learned with others in groups in order to strengthen vocabulary learning.

## **Section two: Extensive reading**

### **1. Definition of reading**

The meaning of reading has varied through time. It has been claimed by Huey (1920, p. 01) “reading for our Anglo-Saxon forefathers, meant counseling or advising oneself or others”. Differently, when an individual guides himself towards good things in life or advises others, this refers to reading. In another vein, reading means extracting meaning from a written material as Cline et al. (2006, p. 02) maintained “reading is the process of deriving meaning from text”. Simply put, to read is to understand what is conveyed as a message by the writer of the text.

Theoretically, reading has also been identified as a decoding process that involves decoding symbols in a text. Adams (1990) highlighted this by linking the process of understanding a text to the process of decoding the words when he stated “decoding the words of the text separately is important to build an overall understanding of the text” (as cited in Sassi, 2013, p. 27). On this basis, reading entails being able to decode written language as graphic signs and recognize how they are transformed into a meaningful text. Likewise, words in one line are encoded separately in the text from other lines and the result of this ongoing decoding is getting the meaning conveyed by the writer; as Kies (2016, p. 08) argued “ the reader thus, decodes language in a linear way, where meaning is said to be the product of this

forward decoding”. In overall, getting the meaning of the material being in hand through decoding each word it contains refers to reading.

Nevertheless, reading has been considered to be more than a decoding procedure as it requires the use of more abilities as assured by Goodman (1973). He (1973, p. 162) argued “the reader as a user of language interacts with graphic input, as he seeks to reconstruct a message encoded by the writer; concentrates his total prior experiences and concepts he attained as well as the language competence he has achieved” (as cited in Bennetayeb, 2010, p. 21) . Clearly, reading is more than a process of decoding symbols; it is a process of making use of background knowledge related to the topic of the material being read in order to make sense of it.

In view of all that has been mentioned above, reading through time has been defined as counselling, extracting meaning from a text, a decoding process and the use of the conceptual ability.

## **2. Approaches to reading**

According to researchers’ investigations about the process of reading (Goodman, 1988; Stanovitch, 1980; Eskey, 1988), readers tend to use different approaches when reading are: the bottom-up, top-down and interactive approach that are summarized in the following:

### **2.1. The Bottom-up approach**

This approach is a decoding process that entails constructing meaning from what is read by decoding graphic signs. The bottom-up approach is defined by Alderson (2000, p. 16) as “serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meaning”. Commenting on this, reading requires deciphering letters before moving on to words, clauses, sentences then paragraphs for obtaining the intended meaning.

A critical point worth to be mentioned, this approach is identified as a passive process that neglected the reader’s role in reading as his involvement in getting meaning from the text is ignored. In her analysis of this matter, Carrell (1988, p. 03) reported that “according to Eskey (1973), the decoding model was inadequate as a model of the reading process because it underestimated the contribution of the reader”. It is an approach in which readers’ thinking competences and conceptual capacities related to what they read are not taken into

consideration in the reading process. As a result, this was taken as one of the weaknesses of this approach that led researchers to look for a more effective process in reading. To put it differently, there was a need for a reading approach that takes into consideration the reader's participation in creating meaning from what is read.

Consequently, the top-down approach emerged and took place as a process highlighting the reader's active role in reading. What follows is a detailed explanation of this approach.

## **2.2. The top-down approach**

The top-down approach signifies the interaction between the reader and the text. This process is a result of the readers' use of his/her general knowledge about what they read that helps them understand its meaning (Fatemi et al., 2014, p. 686). Further, in this approach, learners are active making contribution to the comprehension of the material at hand. This is done when they activate their capacities of thinking and make use of their prior knowledge about the text they read. Specifically, the attention in this approach is given to what learners present to the text when reading (Purnama et al., 2015, p. 24). All in all, in this approach, the readers' intellect and expectations about what they are reading serve as the main aspects for the text comprehension (Angosto et al., 2013, p. 84).

However, Samuels and Kamil (1988, p. 32) said "just as the bottom-up models have problems, so, too, do the top-down models". This means that the top-down approach has been criticized and shown to have shortcomings. The first shortcoming lies in the underestimation of the importance of word decoding in obtaining meaning throughout the reading process. To support this claim, Kies (2016, p. 13) stressed the need to make use of bottom-up strategies in other reading approaches. Moreover, the same author (2016, p. 12) went further to describe another weakness when arguing that this approach does not take into account the readers' different intellect levels, claiming that "in fact, it has been criticized for providing an explanation for reading that can not apply to all kinds of readers such as ESL and EFL ones". To stress this, readers do not have the same knowledge that permits them to comprehend and interpret the meaning of what they read differently.

All these weaknesses led to the revelation of the interactive approach as the most effective process of reading, in which both previous approaches are combined when reading to obtain the meaning conveyed.

### **2.3. The interactive approach**

This model of reading establishes the relationship between readers' decoding capacities and their background knowledge relevant to what they read. Eskey (1988, p. 96) mainly pointed out "in this model, interactive refers to the interaction between information obtained by means of bottom-up decoding and information provided by means of top-down approach". A major point has been discussed about this approach that because it combines both the bottom-up and top-down approaches, it has no weaknesses. More precisely, in this model, one approach complements the drawbacks of the other one so that readers will not face difficulties in understanding what they are reading. A view strongly confirmed by Samuels and Kamil (1988, p. 32) "thus, if there is deficiency at an early print-analysis stage, higher-order knowledge structures will attempt to compensate. ... On the other hand, if the reader is skilled at word recognition but does not know much about the text topic, it may be easier to simply recognize the words on the page and rely on bottom-up processes". To elaborate more, a learner who has difficulties in decoding words to understand meaning can make use of his/her conceptual knowledge about the text to extract its meaning and the opposite is applicable.

### **3. Definition of reading techniques**

Reading techniques are used by readers to understand better the information from materials with no need for a detailed reading, as these techniques are done more quickly than normal reading. According to many researchers, these reading techniques are promoting meaning understanding in an effective and faster way in reading that is developing reading comprehension and reading fluency (Marliasari, 2017; Ngoc, 2015; Grellet, 1981). These reading techniques are skimming and scanning that will be explained in the following:

#### **3.1. Skimming**

Skimming involves the practice of reading rapidly as taking a look into the text's facade to get its main content as Harmer (1998, p. 69) assumed "students need to be able to skim a text – as if they were casting their eyes over its surface – to get a general idea of what it is about". Patmawati (2015, p. 117) stated "Fry (2000) explained that the steps to skim a text were (1) read the first several paragraph, (2) leave out the material (read only the key sentence), (3) find the main idea, and (4) read fast". Moreover, compared to normal reading, skimming occurs three to four times more quickly (Liao, 2011, p. 303).

### **3.2. Scanning**

This reading technique entails reading rapidly a text to find a specific idea got in mind. According to Laraba (2007, p. 55), “scanning occurs when a reader goes through a text very quickly in order to locate a specific information of a particular interest to him/her”. Basically, learners when scanning are looking for information in the text that they already have in their minds related to a specific aim to them. In addition, when scanning, learners neglect all irrelevant things to the information they search that is found in the text (Marliasari, 2017, p. 111; Fauzi, 2018, p. 107).

## **4. Types of reading**

Reading is divided into two categories are: intensive and extensive reading. What follows provides a comprehensive explanation of these two types:

### **4.1. Intensive Reading**

Intensive reading can be defined as reading a text chosen by the teacher under his guidance in the classroom, spending a considerable time doing some reading activities such as looking for difficult word’s explanation. Clearly, as Palmer (1921-1964, p. 111) defined it “take a text, study it line by line, referring at every moment to our dictionary and grammar, comparing, analysing, translating, and retaining every expression that it contains” (as cited in Day & Bamford, 1998, p. 05). Belkharroubi (2020) elaborated on that in her definition; she (2020, p. 12) explained that “intensive reading is considered as a tool to achieve communicative purposes of the text by promoting learners to be aware of different aspects of texts; such as vocabulary and grammar, cohesion, formatting and constructing content ideas”. In this light, learners when they read intensively, develop their understanding of the various components of the language they encounter in the text namely grammatical structures and vocabulary; as well as they learn how to use them appropriately.

### **4.2. Extensive Reading**

According to Kelly (1969), Palmer was the first researcher to coin the term “extensive reading” (as cited in Day & Bamford, 1998, p. 05). Based on Day and Bamford (2004, p. 01), extensive reading is “an approach to language teaching in which learners read a lot of easy material in the new language; they choose their reading material and read it without the teacher’s instruction; they read for general, overall meaning, and they read for information

and enjoyment". To clarify, extensive reading is related to important components which are the material, choice, nature and purpose of reading. Concerning the material in this type of reading, learners read different materials according to their level. They are allowed to select the materials they want to read. Also, readers read these materials freely without the guidance of the teacher. Basically, they are not reading for academic purposes but for other various aims such as fun, pleasure and general information relevant to different topics.

Essentially, Jeffries and Mikulecky (1996, p. 06) made a distinction between intensive and extensive reading through clarifying the purpose from each type, choice and type of materials to read for pleasure. In other words, intensive reading is for academic purposes and extensive reading is for pleasure as the selection of material is totally up to the reader's preference.

Putting in a nutshell, these already mentioned definitions explained what makes extensive reading different, referring to its characteristics as a type of reading. So, since our focus is on extensive reading, it is necessary to explain in detail its characteristics.

## **5. Characteristics of extensive reading**

Mainly, characteristics of extensive reading are the main elements that make it different from other types of reading (as cited in Day & Bamford, 1997, p. 136). Overall, they are related to the nature of this type of reading, purpose, choice and type of material, reading fluency, and the role of the teacher in this type of reading. Day and Bamford (1998-2002, pp. 8-137-140) identified 10 characteristics of extensive reading as explained below:

### **5.1. The reading material is easy**

Learners read simple and appropriate materials according to their level which make their reading effortless to comprehend the subject matter, as well as to enhance their reading skills and reading motivation. Hitosugi and Day (2004, p. 21) argued that for learners "One way to get them to read a lot is to make sure that they read material that contains vocabulary and grammar well within their linguistic competence". This characteristic entails reading materials for pleasure that are suitable to one's reading competence.

### **5.2. A variety of reading material on a wide range of topics must be available**

Multiple materials on different topics that motivate learners to read for their various aims such as enjoyment, learning and entertainment should be available. In this line, Dridi

(2021, pp. 16-17) pointed out “providing students with a variety of reading materials would encourage and motivate them to read. The reading materials should be of many types based on the purpose for which the students want to read”. As a result, the availability of various materials to read for pleasure supports learners’ motivation to read.

### **5.3. Learners choose what they want to read**

Self-selection materials give the opportunity to learners to choose what they want to read and what interests them. In this concern, Deghnouche (2019, p. 24) claimed “self-selection enables students to be in a different role from that in a traditional classroom where reading materials are chosen by teachers”. To point out, the learner assumes the responsibility of choosing what s/he wants to read. Moreover, learners can change the material they read in case it is difficult or boring (as cited in Day & Bamford, 2002, p. 137).

### **5.4. Learners read as much as possible**

Reading extensively means reading a lot of materials for a long time. Consequently, the more learners read, the more positive results they get as asserted by Belkharroubi (2020, p. 14) “reading a large amount of materials gives the opportunity for student’s personal experience”. Furthermore, Day and Bamford (2002, p. 138) assumed that the maximum quantity of reading that can be accomplished is infinite.

### **5.5. The purpose of reading is usually related to pleasure, information and general understanding**

Students read for pleasure not to fully comprehend every word they read but to gain a general understanding, learn new information about the text read and have fun or entertainment. Supporting this claim, Slimani (2017, p. 28) affirmed “the ultimate goal of extensive reading is to get enjoyment, to broaden one’s knowledge”. In other terms, students adopt extensive reading as an activity, not for academic purposes but they read for pleasure, fun and to gain new information.

### **5.6. Reading is its own reward**

Learners read to gain experience and not for accomplishing activities after finishing reading, as Benettayeb (2015, p. 34) confirmed “researchers such as Hitosugi & Day (2004) and Powell (2005) explain in this context that the goal in extensive reading is for students to

experience reading and they are not required to show their understanding”. In this feature, the aim of reading for pleasure is practicing reading with no following-up activities.

### **5.7. Reading speed is usually faster than slower**

As it is known in extensive reading, readers choose easy and understandable materials. In addition, they try to comprehend the few unfamiliar words they encounter when reading from context instead of using dictionaries (Bechelaghem, 2016, p. 62). Hence, since the material is easy, learners do not read slowly.

### **5.8. Reading is individual and silent**

According to Poetra (2021, p. 243), extensive reading is done “at the student's own pace, and, outside class, done when and where the student chooses”. It means learners read alone, where and whenever they prefer, which results in making them read silently.

### **5.9. Teachers orient and guide their students**

In extensive reading, teachers direct their students to read for pleasure by clarifying to them the various benefits they can have from this type of reading and its value (Stoller, 2015, p. 155). Concerning guidance, Day and Bamford (2002, p. 139) maintained “teachers can keep track of what and how much each student reads, and their students’ reactions to what was read”. In other words, teachers can recommend materials for learners to read and to keep knowing what is read by their students and if they liked what they have read.

### **5.10. The teacher is a role model of a reader**

A teacher should be a good reader himself in order to give example for his students and encourage them to read, that will result in sharing the experience of reading between teachers and students in the classroom. In this regard, Richards and Renandya (2002) stated:

We are less likely to be successful in encouraging our students to read if we ourselves do not read. This advice is particularly important when first beginning an ER program. We can show students the books or other materials we have just read or are reading, let them see us read silently, and read aloud to them from our favorite materials (p. 297)

Thus, this feature entails the collaboration between teachers and learners for promoting reading for pleasure in the classroom.



## **6. Reading comprehension strategies**

### **6.1. Definition of reading comprehension**

Reading comprehension involves the capacity to analyze a text, comprehend its meaning and integrate it with the reader's previous knowledge related to the topic. Sharafi-Nejad et al. (2016, p. 190) stated "based on Wray (2004), reading comprehension is regarded as an interaction between what the text provides and what the reader brings to it". To put it differently, reading comprehension involves the reader's contribution with what the text offers. In this regard, Snow (2010, p. 413) pointed out at three essential components of comprehension: the reader doing the comprehension, the text that needs to be understood and the activity that includes comprehension. This means no comprehension can be achieved without a reader who is undertaking the action of reading, the text itself and the process of understanding and interpreting the text.

### **6.2. Reading comprehension strategies**

Readers employ a variety of strategies to help them interpret the text they read to maximize comprehension. These strategies are called reading comprehension strategies. By drawing on Shanahan's definition in The National Reading Panel (2008, p. 28), reading comprehension strategies are "the intentional steps a reader can take to increase their chances of understanding or remembering the information in the text". Commenting on this, steps that readers consciously take to improve and avoid forgetting what they read are called reading comprehension strategies. These strategies include: previewing, predicting, questioning, visualizing, making inferences and summarizing.

#### **6.2.1. Previewing:**

Previewing is to get a first idea and information about the material in hand before starting to read it in a detailed way. For instance, this can be accomplished by taking a book and reading the title on its first page, which can provide a few ideas about its content, all before starting reading. In reference to this strategy, Jeffries and Mikulecky (1996, p. 34) said "when you gather information about a book by examining its cover, you are previewing". Furthermore, they (1996, p. 34) added through previewing "you can get some ideas about what you will read". In fact, previewing is stated to be the same as brainstorming, which is to construct many ideas regarding a subject before reading it (Antoni, 2010, p.42; Ghabanchi & Behrooznia, 2014, p. 514).

### **6.2.2. Predicting**

Predicting signifies that readers divine in advance the next event that will happen in a material when reading based on the information they already have about the content. In this concern, Mebarki (2008, p. 99) wrote “after the reader decides to read the text, s/he activates the strategy of prediction which involves his/her ability to foretell or anticipate what is to happen in the upcoming portion of the text”. To this end, predicting is a strategy that relies on the reader’s background knowledge relevant to what s/he is reading to get the next happenings.

### **6.2.3. Questioning**

This strategy entails asking questions related to the material. Thus, readers ask questions to stimulate their thinking and achieve an optimal understanding of the text. As already explained by Willoughby et al. (1995), asking questions helps the reader focus his attention more on valuable information (as cited in Bader, 2007, p. 55). These skills are summarized by Costa and Kallick (2015) “the strategic use of questions can deepen learning, build a growth mindset, and help students become aware of their own thinking processes” (as cited in Salmon and Barrera, 2021, p. 3). Mainly, by asking questions, readers become aware of their level of thinking and they open up to the world which in turn promotes the development of both their academic and lifelong learning.

### **6.2.4. Visualizing**

Visualizing concerns the creation of a mental image in the mind about something read by using imagination, for the interest of internalizing and not forgetting its content. Accordingly, Mezhoud (2015, p.49) said that visualizing is “using mental images that emerge from reading the text to aid in understanding”. As an illustration, when a learner reads a passage from a book, s/he can portray the place or characters of that passage using his/ her imagination.

### **6.2.5. Making inferences**

The strategy of making inferences refers to guessing information and the meaning of the text read through the use of relevant knowledge to its content. To try to infer is trying to guess, speculate or suggest. In defining this strategy, Jeffries and Mikulecky (1996, p. 150) wrote “sometimes the topic of a text may not be stated anywhere directly; you must look for

clues and try to guess what the passage is about; this is called making an inference”. The same authors (2007, p. 88) went further to point out that making inferences is “sometimes called reading between lines. ... writers leave out information that they think readers know already or will be able to guess”. In other words, speculating in some cases is to guess the meaning of the text read through the author’s evidence.

### **6.2.6. Summarizing**

Febriani et al. (2019, p. 1283) claimed “ Pearson (2000) suggest that the summarizing strategy is a reading strategy by which the reader puts in his own words a shortened version of written material, stating the main points and leaving out everything that is not essential”. Indeed, readers use their own words to sum-up in a reduced form each passage or paragraph in the readings once they have the main idea with neglecting unnecessary points.

## **7. Graded readers**

Graded readers are books typically used in a comprehensive reading program for people learning English as a SL or FL, as explained by Khachai (2015, p. 11) “graded readers refer to selected books written specifically for foreign readers (nonnative speakers) characterizes by the simplicity of language structures and sentences use”. Along the same line, Durer (2012, p. 18) considers graded readers as books of reading designed for learners of language which contain vocabulary and grammar adapted to their level, as well as these books are shorter in length with a smaller number of unknown words, sentences and paragraphs regarding original manuscripts. Overall, graded readers are condensed materials with vocabulary and grammar that are suitable for learners’ level in language.

## **8. Benefits of extensive reading**

The importance that extensive reading has gained through time is based on its various benefits maintained by researchers in the field of English as a second and foreign language (Elley & Mangubhai, 1981; Janopoulos, 1986; Hafiz & Tudor, 1990; Rob & Susser, 1989; and Mason & Krashen, 1997). These benefits covered various aspects namely reading ability, motivation and reading fluency as well as benefits related to word recognition and vocabulary development.

As a first benefit, learners’ reading abilities develop through reading for pleasure, which in return increases their motivation to read and their reading fluency. Simply, when

learners choose a material that is simple to read and corresponds to their level and interests, they become confident about their capacities to read different language-related materials. In this concern, it is noted by Benettayeb (2011, p. 174) “students become more confident to read different types of materials that expose them to various registers of language”. Hence, learners become more motivated to read. This motivation to read in turn makes learners read one material after the other with no difficulties, which enhances their reading fluency. In regard to this matter, Bui and Macalister (2021, p. 1) asserted “as various studies have pointed out, extensive reading has positive impacts on the progression of learners’ reading fluency”. Collectively as a first benefit, extensive reading develops learners’ reading capacities, motivation and reading fluency.

Another benefit of extensive reading is related to the immediate word recognition. Day and Bamford (2000, p. 87) pointed out that when reading for pleasure “by meeting same patterns, words, and combinations of words again and again, students process them more quickly and accurately and thus develop a sight vocabulary (words that are recognized automatically)”. To put it differently, learners through reading for pleasure are encountering letters and words many times so they analyze them properly and rapidly. As a result, they instantly discern words.

An additional benefit of extensive reading is promoting vocabulary development. Developing vocabulary is possible through reading for pleasure as Tiryaki and Tutunis (2012, p. 211) stated “extensive reading can cause an increase in the range of vocabulary the learner possesses”. To explain, learners expand the collection of words they have as a result of reading for pleasure. Drawing on the same line, it is confirmed by Pazhakh and Soltani (2010, p. 388) that reading for pleasure is one of the significant means to enhance vocabulary.

## **9. The relationship between reading and vocabulary**

Numerous studies have looked into the connection between reading and vocabulary (Laufer, 1997; Lehr et al., 2004; Pellicer-Sanchez, 2012). Pellicer-Sanchez (2012) concluded that there is a mutual relationship between vocabulary and reading; she (2012, p. 01) stated “on the one hand, vocabulary is one of the necessary elements for successful reading comprehension, and, on the other hand, reading contributes to vocabulary acquisition and growth”. This is typical that reading and vocabulary are interrelated. First off, Laufer (1997, p. 21) argued that in a native or foreign language without knowing the text’s vocabulary, it is impossible to understand it. In addition, Manihuruk (2020, p. 89) stated “Sternberg (1987)

accentuated that one's level of vocabulary is highly predictive, if not deterministic, of one's level of reading comprehension". This implies that learners' capacities in understanding what they read are highly anticipated and defined by their level of vocabulary mastery. Second, reading is essential for increasing vocabulary. In this concern, Ponniah (2011, p. 135) pointed out "every time readers read unfamiliar words, they acquire at least partial meanings and repeated exposure to such words will result in a considerable amount of vocabulary development". To clarify, readers acquire leastwise half of the unknown words' meanings when they read them and multiple exposure to those words will lead to significant vocabulary growth. Moreover, possibly the effortless and the only most effective tool for enriching vocabulary on a broad scale is through unintentionally learning words when reading. Regarding this point, Nagy and Herman (1987, p. 27) reported "incidental learning of words during reading may be the easiest and single most powerful means of promoting large scale of vocabulary growth" (as cited in Zhu, 2015, p. 969). Given all that has been mentioned so far, it is assumed to say that there is a significant relationship between reading and vocabulary as a rich vocabulary repertoire promotes advanced reading comprehension, and reading in return helps in vocabulary development.

### **Section three: literature review**

Learning English as a foreign language requires the mastery of various linguistic aspects such as phonology, morphology, syntax, semantics, grammar and vocabulary. Specifically, vocabulary is one of the essential elements that promote effective language learning. Rohmatillah (2014, p. 70) declared "the more people master vocabulary the more they can speak, write, read and listen as they want". That is, sufficient vocabulary permits learners to read, listen, speak and write appropriately. In particular, it is necessary to mention that the vocabulary needed for reading and listening is called receptive vocabulary knowledge, whereas; the vocabulary required to speak and write is productive vocabulary knowledge (Clenton, 2010, p. 16).

Considering vocabulary learning, Yamazaki (1996, p. 7) pointed out "Nagy and Herman (1987) argued that the direct teaching of vocabulary cannot be the source of such an amount, since even the best vocabulary teaching program does not cover more than a few hundred words per year". That is, having a wide range of words to use for various purposes cannot be provided only through direct teaching in academic institutions. Otherwise stated, learners should learn new words they need through other means instead of relying only on

classroom instruction. In this regard, learners can use a variety of means to expand their vocabulary in their writing and speech. These include: dictionaries, watching movies, and reading books. This latter is our research interest. Reading is one of the most useful means for effective learning of words from context (Altalhab, 2016, p. 67).

Reading is divided into two types: intensive and extensive reading. Intensive reading refers to reading texts chosen by the teacher in the classroom to complete specific assignments. To this end, intensive reading is considered insufficient for effective vocabulary learning (Mezrag, 2014, p. 4). On the other hand, extensive reading entails reading various materials for personal purposes. Put differently, it is a type of reading done for pleasure and in learners' own convenience (Day and Bamford, 2002, p. 139). As a result, extensive reading is indicated as more beneficial for learning new vocabulary (Benettayeb, 2011, p. 174).

Significant studies have been conducted in the EFL settings to determine the effects of extensive reading on vocabulary. In a Turkish EFL context, Tiryaki and Tutunis (2012) investigated whether extensive reading had any role on the vocabulary development of 100 elementary school pupils. The results showed positive effects on the pupils' vocabulary improvement through extensive reading.

Another study is done by Ateek (2021) in a Jordanian EFL setting. The researcher investigated the effects of extensive reading on students' reading fluency and vocabulary knowledge. Tests, interviews, and diaries were used to explore 10 students' perceptions towards extensive reading after having a 12 week program of extensive reading. The findings revealed a positive effect on students' reading fluency and vocabulary through extensive reading.

In the Algerian EFL setting, the study of Belkharroubi (2020) about enhancing students' reading comprehension through extensive reading revealed noticeable results. The methodological approach undertaken in this study was a mixed methodology based on the use of a questionnaire and an interview. It has been found that extensive reading has a positive effect on improving first year EFL students' reading comprehension. Furthermore, it has been shown that extensive reading allows acquiring new vocabulary and providing better reading experience.

In the same context, an empirical investigation was conducted by Mezrag (2014) strongly confirmed positive effects of extensive reading on vocabulary knowledge as well as

revealed positive attitudes of EFL students towards extensive reading. For data collection, the researcher employed two vocabulary tests and two questionnaires, with an extensive reading of sixteen (16) short stories. However, in regard to productive vocabulary development through extensive reading, contradictory results have been reported in the empirical study of Yamamoto (2011). The researcher conducted this investigation in Japan based on an extensive reading program implementation for thirteen (13) weeks and the use of three (3) vocabulary tests combined with writing tasks. The results indicated no significant development of productive vocabulary through extensive reading.

### **Conclusion**

The purpose of this chapter is to provide readers with significant knowledge about vocabulary, and specifically to represent the concept of productive vocabulary in second and foreign language. It demonstrates the importance of vocabulary, its types, with mentioning important vocabulary learning approaches and strategies. In addition, this chapter clarifies the relationship between receptive and productive vocabulary in the field of English as SL and FL. Moreover, this chapter highlights the role of extensive reading. EFL learners need to have appropriate knowledge about this type of reading and its characteristics. More importantly, it is beneficial to know the various advantages that reading for pleasure promotes for the development of different language aspects, specifically vocabulary. Further, this chapter provides important investigations done previously concerning the two variables of our study.

## **Chapter Two: Research Design and Methodology**

### **Introduction**

The present investigation aims to investigate the effects of extensive reading on developing students' productive vocabulary. This chapter covers our study's fieldwork and provides answers to our research questions. Specifically, we intend to investigate the second year EFL students' and teachers' attitudes and experiences concerning the effects of extensive reading on students' productive vocabulary. It includes four sections. The first section describes the research methodology that comprises the research design, population and sample, the instruments used, as well as the procedure for data collection and analysis. The second section deals with the analysis of the data collection tools used. In section three, we discuss the main findings. The fourth section includes our study's limitations, pedagogical implications, and suggestions for further studies.

### **Section one: Research Methodology**

#### **1. Methods**

Throughout this investigation, we sought to explore the attitudes and experiences of students and teachers regarding the effects of extensive reading on EFL students' productive vocabulary. To this end, we adopted a quantitative approach for data collection since the main objective of our study is to gain insights into the participants' attitudes concerning the two variables investigated. On the use of the latter method, Sukamolson (2007, p. 9) stated "quantitative research is also useful to quantify opinions, attitudes, and behaviors and find out how the whole population feels about a certain issue". That is, a quantitative method allows for gathering data about participants' actions, viewpoints, and behaviors regarding a particular phenomenon. The method adopted consisted of one questionnaire designed for students and another for teachers. The questionnaire allows collecting detailed and objective data about students and teachers' attitudes towards extensive reading as a means for improving productive vocabulary. As put forward by Brown (2001, p. 6), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". Basically, the two questionnaires are composed of closed-ended and open-ended questions.



## 2. Population and Sample

### 2.1. Population

The population is a necessary component of every research study, as put forward by Kadri (2019, p.119) “research in educational settings involves members of a particular category that represent the population of the study”. What follows is a detailed description of the target population of our investigation and the selected sample.

The population of the present study is second year EFL students at the department of English at Abderrahmane Mira University of Bejaia. The total number of students enrolled in second year for the academic year 2022/2023 is 109 students.

In selecting the target population, it was taken into consideration that second year EFL students need to have a developed vocabulary to be able to speak and write effectively. Yet, in their second year of studies, they have insufficient vocabulary, as assured by the Algerian researcher Mezrag (2014, p. 52) that in this level “the participants’ stock of words is likely to be at the average level, i.e., pre-intermediate to intermediate level”. Drawing on this, we aim to find out whether second year EFL students employ reading as a strategy to develop their vocabulary, and mainly if they consider extensive reading useful for enriching their productive vocabulary.

To support our investigation, seventeen (17) teachers of the department of English at Abderrahmane Mira University of Bejaia who taught second year level this year or had expertise teaching this level in previous years, participated in our study. 88.2% of the participants are females, and 11.8% are males. The majority of the teachers, their teaching experience ranges from one (1) to five (5) years. Seven (7) teachers had a master’s degree, and six (6) teachers were magister degree holders. Additionally, four (4) of the participants held a doctorate degree.

Referring to the number of teachers who took part in this research, it is because of two main reasons. The first reason is that some teachers did not answer the questionnaire sent to them via email. The second reason, since our focus is on extensive reading, we could not administer questionnaires to teachers teaching modules that are not related such as translation, and grammar.

## **2.2. Sample**

It should be noted that in our study, we focused on a limited representative sample of 40 students being 35 females and 5 males. Their age ranges between 18 to 20 years old. It is worth mentioning that the sample was limited to 40 participants for two major reasons. First, some students claimed that they do not read at all, so we did not administer questionnaires to them. Second, there were students who did not agree to answer the questionnaire.

## **3. Instruments**

To find out both second year EFL students' and teachers' attitudes towards the use of extensive reading as a means for developing students' productive vocabulary, we designed two questionnaires for students and teachers. These two questionnaires contained closed-ended and open-ended questions for quantitative data. The questionnaire for students contains 23 questions, and the one for teachers consists of 14 questions. Questionnaires allow gathering a large amount of information in a short period of time, and they can be used by different people in different cases (Dörnyei & Taguchi, 2009, p. 6). A questionnaire is considered a useful tool to collect data from the respondents in a straightforward way (Denscombe, 2010, p. 156). Specifically, the closed-ended questions permitted to generate numerical data from the participants that helped to quantify the variables of our study. For instance, the open-ended questions allowed for collecting more detailed answers and getting insight into participants' attitudes and experiences.

### **3.1. Students' questionnaire**

This questionnaire aimed at investigating EFL students' attitudes and experiences concerning the use of extensive reading to increase their productive vocabulary. First, we designed a pilot questionnaire composed of twenty four (24) questions classified into four sections. We administered the pilot questionnaire on March 19<sup>th</sup>/20<sup>th</sup>, 2023 to 13 second year EFL students randomly selected at the University of Bejaia. The objective of designing this pilot questionnaire is mainly to find out whether the terms employed are appropriate and to check if the questions are pertinent and clear. As a result, two (2) questions in the second section were omitted, as well as the last question (Q 24) in the fourth section was changed by two (2) separate questions. Basically, the pilot questionnaire led us to the creation of the final version of the students' questionnaire. In this line, the students' questionnaire is composed of twenty three (23) questions grouped into four (4) sections. The first section covers the

participants' demographic information (gender and age). The second section consists of seven (7) closed-ended questions that require the respondents to select the option that applies to them and two (2) open-ended questions that require them to respond using their own words. These questions are related to vocabulary in general: importance and challenges in EFL learning, along with questions about productive vocabulary in particular. It is worth mentioning that some questions of this section are taken from the studies of Khachai (2015), Rahali and Ziouche (2018). As for the third section, it deals with extensive reading and comprises four (4) closed-ended questions and five (5) open-ended questions. Notably, some of the questions are derived from the research of Aissaoui (2015), Belkharroubi (2020), Ben Boussaha (2017), Khachai (2015), Mezrag (2014), and Ogab (2022). The last section consists of three (3) open-ended questions related to the effects of extensive reading on developing productive vocabulary. The questions taken from the above mentioned studies were used in our research because they correspond to the objectives of our investigation.

### **3.2. Teachers' questionnaire**

The purpose of the teachers' questionnaire is to determine how teachers consider the role that extensive reading plays in developing students' productive vocabulary. We administered the questionnaire to second year EFL teachers of the department of English at Abderrahmane Mira University of Bejaia. A key point to mention, eleven (11) copies of the questionnaire were distributed to teachers at the university and six (6) teachers answered online to the questionnaire sent to them via email.

The questionnaire is composed of three parts with fourteen (14) questions. The first part covers the teachers' general information (gender, degree held, and teaching experience). The second part is related to vocabulary. It contains three (3) closed-ended questions and one (1) open-ended question. These questions are related to the participants' attitudes towards second year EFL students' level of vocabulary and productive vocabulary, as well as the common difficulties in vocabulary learning. The last part presents two (2) closed-ended questions and five (5) open-ended questions. The questions in this last part are about the students' level of reading comprehension and their interest in extensive reading. In addition, it comprises questions related to teachers' attitudes toward the effects of extensive reading on the development of EFL students' productive vocabulary and their suggestions regarding the theme of this current investigation. It is worth mentioning that some questions of this last part

are derived from the research of Aissaoui (2015), Khachai (2015) and Rahali and Ziouche (2018) because they correspond to the aim of our study.

#### 4. Procedure for data analysis

Mainly a quantitative method has been used for data analysis. That is, both the closed-ended and the open-ended questions were quantified through the use of the Statistical Package for Social Science (SPSS) Software version 20 which provided us with descriptive statistics including frequencies and percentages.

#### Section two: Analysis of the instruments

This section is devoted to the analysis of the two questionnaires used for data collection. The findings were quantified and reported in frequency tables.

##### 1. Students' questionnaire Analysis

The questionnaire is comprised of twenty three (23) questions classified into four sections. It contained both closed-ended and open-ended questions. The questionnaire sought to collect data concerning students' attitudes towards vocabulary, extensive reading, and the effects of extensive reading on productive vocabulary. The students' answers were quantified and displayed in separate frequency tables as shown in what follows:

**Table 1**

*The students' gender*

Item	F	%
Male	5	12,5
Female	35	87,5
Total	40	100

Table one (1) indicates the gender of the students who participated in our study. 87.5% are females, while males represent 12.5% of the whole sample. This indicates that the majority of our sample is females.

**Table 2***The students' age*

Item	F	%
18-20 years	30	75,0
21-24 years	8	20,0
More than 24 years	1	2,5
No answer	1	2,5
Total	40	100

Table two (2) indicates the age of our participants. The age of the majority of the respondents ranges between 18-20 years (75%). 20% are aged between 21-14 years. In addition, one participant has more than 24 years (2.5%). Finally, 2.5% refers to one participant who did not mention his/her age. In a nutshell, the majority of the sample is aged between 18-20 years.

**Table 3***Common difficulties faced by students when learning English*

Common Difficulties	F	%
Grammar	12	27,9
Lack of words	22	51,2
Spelling	3	7
Constructing a sentence	1	2,3
No answer	3	7

As far as question three (3) about the common difficulties the students face when learning English is concerned, table three (3) provides the results obtained that indicated lack of words to be the common difficulty as reported by 51.2% of the participants. Grammar is another common difficulty faced by 27.9% of the participants. Spelling was also reported as a problem faced in learning English by 7% of the student participants. Only one participant (2.3%) from the whole sample reported that s/he faced a difficulty in constructing a sentence. However, 7% of the participants did not answer this question.

**Table 4***Importance of vocabulary in learning English*

Item	F	%
Very important	37	92,5
important	3	7,5
Total	40	100

In an attempt to know the importance of vocabulary in learning English, we can rely on table four (4) to know about the students' attitudes. We notice that the vast majority of the participants (92.5%) considered vocabulary as very important when learning English. While the rest of the participants (7.5%) indicated that it is important.

**Table 5***The students' attitudes towards the effect of vocabulary repertoire on their communication*

Item	F	%
Yes	34	85
No	6	15
Total	40	100

Table five (5) deals with the data collected from the sample about their attitudes concerning the effect of vocabulary repertoire on communication. Most of the participants (85%) revealed that their vocabulary repertoire affects their communication. In the follow-up question, the students explained that individuals with a rich stock of words never face embracement when they communicate. Further, expressing ideas appropriately is possible through a rich vocabulary, and the opposite is applicable, as when a learner has a limited stock of words, s/he always faces difficulties in conveying the intended message. Another reason given by the participants is that the appropriate selection of words in communication depends on a rich vocabulary that learners possess. Interestingly, the student participants revealed that both speaking and writing skills are highly affected by a poor vocabulary repertoire. The rest of the sample (15%) stated that their vocabulary repertoire does not have any effect on their communication, and did not explain how.

**Table 6***The modules that enrich second year students' vocabulary*

Item	F	%
oral expression	11	19
Civilization	9	15,5
Literature	6	10,3
Linguistics	2	3,4
Grammar	1	1,7
Translation	18	31
Phonetics	1	1,7
written expression	10	17,2

Students were asked to indicate the modules that enrich their vocabulary. It can be estimated from table six (6) that translation (31% of answers) is the most prominent module that enriched the participants' vocabulary. Oral expression (19%) is another important module that provided the participants with rich vocabulary along with the module of written expression (17.2%). Moreover, 15.5% of the participants reported they learn new words through the module of civilisation. Concerning the module of literature, it helped 10.3 % of the student participants to learn new words. Few of the participants (3.4%) learned new words through the module of linguistics. Only 1.7 % of the participants revealed that the module of grammar enriched their vocabulary and the same number of the participants (1.7%) enriched their vocabulary through the module of phonetics. In a nutshell, the modules of translation, oral and written expressions are the most remarkable modules that enrich the participants' vocabulary.

**Table 7***The students' awareness about receptive vocabulary*

Item	F	%
Yes	16	40
No	23	57,5
No answer	1	2,5
Total	40	100

The data presented in table seven (7) reveals the student participants' answers regarding their knowledge about receptive vocabulary. We notice that 57.5% of the participants do not know what receptive vocabulary means, while 40% of them know the meaning of this concept. Yet, as we can see, one participant did not answer this question that makes up 2.5 % of the whole sample.

**Table 8***The students' awareness about productive vocabulary*

Item	F	%
Yes	20	50
No	19	47,5
No answer	1	2,5
Total	40	100

The data presented in table eight (8) report the student participants' answers regarding their knowledge about productive vocabulary. We can see that half of the sample (50%) does know what productive vocabulary means, while 47.5 % of them do not know the meaning of this concept. Yet, one respondent did not answer this question representing 2.5 % of the whole sample.



**Table 9**

*The students' answers regarding their ability to use words they are familiar with in speech*

Item	F	%
Excellent	8	20
good	23	57,5
average	9	22,5
Total	40	100

Table nine (9) provides an overview of the participants' answers regarding their abilities to use words they know in speech. According to the findings, 57.5% of the participants reported that they are competent at using vocabulary in speech. Yet, 22.5% of the participants expressed that they lack vocabulary mastery when they speak. Few participants (20%) expressed that they are very competent at using vocabulary in speaking.

**Table 10**

*The students' answers regarding their ability to use words they are familiar with in writing*

Item	F	%
Excellent	11	27,5
Good	19	47,5
Average	10	25
Total	40	100

Table 10 describes the participants' answers related to their level in using words they are familiar with when writing. The higher percentage 47.5% indicates that respondents think they are competent at using vocabulary in writing. Besides, 27.5% of the participants asserted that they are very competent at using vocabulary when writing. Few participants (25%) expressed that they lack vocabulary mastery when they write.

**Table 11***The use of vocabulary development strategies*

Strategies	F	%
Watching movies	21	35
Word lists	1	1,7
Reading	17	28,3
Using dictionaries	3	5
Asking for help from others	2	3,3
Linking new words with already learned words	2	3,3
Guessing meaning of words from context	5	8,3
Group discussions	8	13,3
No answer	1	1,7

Table 11 displays the statistics obtained from question 11 concerning the strategies that the student participants use to develop their vocabulary. It is apparent from the table that watching movies is the most eminent strategy used by the participants (35%) to enrich their vocabulary. 28.3% of the respondents indicated that they improve their vocabulary through reading. Moreover, a number of participants (13.3%) reported that they use group discussion as a strategy to learn new words. Concerning guessing meaning of words from context, 8.3% of participants stated that they make use of it as a strategy for their vocabulary development. The use of dictionaries, however, appears to be used by only 5% of the whole sample. As we notice, the same findings have been revealed about the use of asking for help from others and linking new words with already learned words strategies by 3.3% of the participants. Yet, only one participant (1.7%) from the whole sample indicated his/her use of word lists as a strategy for enriching his/her vocabulary.

It is worth to mention that some student participants have added other vocabulary development strategies to the ones that were already suggested. These include that they listen to music, podcasts and talk with foreign people on social media to enhance their vocabulary. Further, they tend to use applications such as word up and they speak with fellows and native speakers in order to learn new words.

**Table 12***The students' attitudes towards reading (liking or not)*

Item	F	%
Yes	28	70
No	12	30
Total	40	100

Table 12 illustrates the findings concerning the participants' attitudes towards reading. The majority of the participants (70%) asserted that they like reading. The student participants provided reasons for their responses. The participants reported that reading affects their vocabulary development. Furthermore, it helps them to learn new words and expressions. However, 30% of the participants asserted that they do not like to read. Notably, it should be mentioned that in the following question, some of the respondents who asserted that they do not like reading have also explained why they feel and think so. Explicitly, they said they are visual learners who prefer to watch movies, listen to podcasts or audio books. Besides, they added that for them reading is not interesting and it is a boring activity.

**Table 13***The students' preferred type of reading from students*

Reading type	F	%
Extensive reading	33	82,5
Intensive reading	5	12,5
No answer	2	5
Total	40	100

Table 13 shows student participants' answers about the type of reading they prefer. It can be seen that by far the vast majority of the participants (82.5%) prefer to read for pleasure, that is, they prefer extensive reading. Yet, it is indicated that a few number of the participants (12.5%) prefer reading as part of classroom instruction, which means they prefer intensive reading. As can be seen from the table, 5% of the whole sample did not provide an answer on this question.

**Table 14***The students' frequency of extensive reading practice*

Frequency of reading	F	%
Never	3	7,5
Rarely	7	17,5
Sometimes	13	32,5
Often	8	20
Always	8	20
No answer	1	2,5
Total	40	100

Table 14 aims at identifying the respondents' frequency of reading for pleasure. At a first look, we can notice that 32.5% of the participants reported that they sometime read for pleasure. Yet, it is revealed by 20% of the whole sample that they often read for pleasure. Similarly, another number of the participants (20%) always read for pleasure. While, 17.5% of the participants stated that they rarely read for pleasure. Finally, a small number of the participants (7.5%) never read for pleasure.

**Table 15***The type of material students prefer to read for pleasure*

Type of material	F	%
Books	23	44,2
Short stories	12	23,1
Articles	8	15,4
Magazines	2	3,8
Newspapers	2	3,8
Poems	4	7,7
No answer	1	1,9

Table 15 presents different types of materials that the student participants read for pleasure. Interestingly, many students (44.2%) prefer to read books. 23.1% of the whole sample prefers to read short stories. Concerning articles, it is revealed they are preferred by 15.4 % of the whole sample. Other answers from 7.7% of the participants indicated that they prefer to read poems. It is worth mentioning that both magazines and newspapers are read by the same number of the participants (3.8%).

**Table 16**

*The students' responses about their current reading book*

Item	F	%
Yes	23	57,5
No	17	42,5
Total	40	100

Table sixteen's results show whether the respondents were engaged in reading for pleasure during the time we administered the questionnaire to them. The majority of the participants (57.5%) were reading a book at that moment, while 42.5% of participants indicated they were not. The 57.5% of participants provided the titles of the books they are reading. The common books read by the students are: rich and poor man, atomic habits, journey to the west, women are from Venus and men are from Mars, as well as two books entitled: it starts with us and it ends with us.

**Table 17**

*The students' answers about sharing their reading in the classroom (with classmates or teachers)*

Item	F	%
Yes	13	32,5
No	27	67,5
Total	40	100

Table 17 reports the student participants' responses to the seventeenth (17) question in which they were asked whether they share what they read in the classroom (with their classmates or teachers) or not. We notice that 27 participants asserted they do not share what they read in the classroom, while only 13 participants do so, representing 67.5% and 32.5% of answers respectively.

In the follow-up question, when asked how they share what they read for pleasure, the respondents said that they accomplish this in a variety of ways. It is reported that they give the title of the book to their friends; they explain its theme and tell its story. Yet, the students

share with others new things learned from the book they read, and they evaluate them in groups. Besides, the respondents recommend to their classmates books to read and having discussions about them. Another important point is that the participants reported that they like to tell friends about what they read and they try to convince them to read for pleasure. Finally, student participants share the materials they read for pleasure through discussions with close friends for enjoyment.

**Table 18**

*The students' answers about teachers' encouragement for extensive reading*

Item	F	%
Yes	24	60
No	15	37,5
No answer	1	2,5
Total	40	100

The results of table 18 indicate whether teachers encourage their students to read for pleasure or not. We can notice that 60% of the participants reported that their teachers do encourage them to read for pleasure. However, 37.5% of the whole sample indicated that their teachers do not encourage them to read for pleasure. Only one participant (2.5%) did not answer this question.

**Table 19**

*Reading comprehension strategies used by the students*

Reading comprehension strategies	F	%
Summarizing	7	14,9
Questioning	2	4,3
Visualizing	28	59,6
Previewing	1	2,1
Predicting	5	10,6
Making inferences	3	6,4
No answer	1	2,1

Table 19 reports the findings about the strategies that the participants use while reading. More than half of the participants indicated they use visualizing strategy when reading that make up 59.6 % of the whole sample. Summarizing strategy takes the second place with 14.9 % of answers and in third place predicting with 10.6% of answers. Yet, 6.4 % of the participants reported to make inferences. Questioning is used by 4.3 % of the participants. Finally, only one participant (2.1%) revealed that s/he uses previewing as a strategy while reading. From the results displayed in this table, only one participant did not select any strategy and did not provide any other suggestions representing 2.1 % of the whole sample.

**Table 20**

*Importance of extensive reading in English language learning*

Item	F	%
Very important	24	60
important	13	32,5
Not important	3	7,5
Total	40	100

Table 20 shows student participants' attitudes towards the importance of extensive reading in learning English. According to the statistics computed, 24 participants (60%) asserted that extensive reading is very important for learning English. 13 participants (32.5%) declared that extensive reading is important when learning English. Notably, three (3) participants (7.5%) considered that when learning English, it is not important to read for pleasure.

**Table 21**

*The students' attitudes regarding learning new vocabulary through extensive reading*

Item	F	%
Sometimes	4	10
Often	14	35
Always	22	55
Total	40	100

The results concerning the respondents' attitudes towards learning new vocabulary through extensive reading are shown in table 21. As we can see, most of the participants

(55%) asserted that extensive reading always helps them to learn new words. Other participants (35%) reported that they often learn new vocabulary through extensive reading. 10% of the participants indicated that they sometimes do so.

In a following question, many participants explained how extensive reading aids them to learn new words. First off, the respondents reported that reading for pleasure enables them to enrich their vocabulary by reading works of authors with more intricate writing styles. Also, the student participants revealed that when they practise extensive reading frequently, they encounter new words and memorize them easily. In the concern of communication, it is pointed out by the participants that they become able to speak effectively with foreign people by using the new words and expressions they got from reading for pleasure. In line with all what is mentioned before, the participants added that they use the new vocabulary they learn from extensive reading in academic contexts (in classroom, at university).

**Table 22**

*The effect of extensive reading on the development of students' ability to use the learned words in speaking*

Item	F	%
Yes	37	92,5
No	3	7,5
Total	40	100

Table 22 indicates participants' attitudes towards the effect of extensive reading on the development of their ability to use words learnt when speaking. The majority of the participants (92.5%) reported that extensive reading helps them to use appropriately the learned words when speaking. They supplied a variety of replies. Explicitly, they said that reading for pleasure allows learning new words to use in speech, which means developing their productive vocabulary. Another answer given by the participants is that they learn the correct tenses and pronounce them correctly in speech. That is, extensive reading promotes speaking fluency. Besides, it is important to indicate that the participants revealed that extensive reading improves their receptive vocabulary. Put differently, when reading for pleasure, the student participants understand the meaning of new words they encounter for the first time. A small number of the participants (7.5%) confirmed that extensive reading does not improve their ability to use the learned words when they speak.



**Table 23**

*The effect of extensive reading on the development of students' ability to use the learned words in writing*

Item	F	%
Yes	38	95
No	2	5
Total	40	100

Table 23 reports the participants' attitudes towards the effect of extensive reading on the development of their ability to use words learnt when writing. The majority of the participants (95%) revealed that reading for pleasure helps them to use words appropriately when writing. They provided various answers. It is stated by the respondents that when they read for pleasure, they enrich their productive vocabulary. That is, they memorize how words are used and employ them in the same manner in their writings. It is further mentioned by the participants that extensive reading makes them better writers through being able to correct their writing mistakes independently. Moreover, it is added by the participants that extensive reading inspires them in their writings through observing the multiple styles of writing used in books. The student participants reported that extensive reading makes them able to use newly discovered words in exams. However, a small number of the participants (5%) said that extensive reading does not improve their ability to use words when they write.

## **2. Teachers' questionnaire analysis**

We designed this questionnaire to get insights into teachers' attitudes towards the effects of extensive reading on developing productive vocabulary. The questionnaire is composed of fourteen (14) questions grouped into three sections. The answers obtained from the teacher participants were quantified and reported in frequency tables.

**Table 24***The teachers' gender*

Item	F	%
male	2	11,8
female	15	88,2
Total	17	100

We can see from table 24 that the most of the participants are females, making up 88.2% of the whole sample. Likewise, males represented only 11.8 % of the whole sample. We deduce that our sample is constituted more of females than males.

**Table 25***The teachers' degree held*

Item	F	%
master	7	41,2
magister	6	35,3
doctorate	4	23,5
Total	17	100

Table 25 demonstrates the degree held by the teachers who took part in this investigation. 41.2% of the respondents mentioned that they hold a “master degree”. 35.3% of the whole sample holds a “magister degree”. Finally, teachers who hold a “doctorate degree” present 23.5%. None of the respondents is professor.

**Table 26***The teachers' teaching experience at the English department*

Item	F	%
1-5 years	7	41,2
6-10 years	1	5,9
11-15 years	6	35,3
more than 15 years	3	17,6
Total	17	100

Table 26 reveals the teaching experience of teachers who participated in this investigation. 7 teachers (41.2%) declared that they have a work experience that ranges between 1 to 5 years. In addition, there are 6 teachers with 11 to 15 years of work experience (35.3 %). 17.6% of the respondents indicated that they have been working in the English department for more than 15 years. Specifically, one teacher mentioned that his/her work experience ranges from 6 to 10 years that represents 5.9% of the whole sample. In a nutshell, most of the teachers who participated in our study have a work experience in the English department for 1-5 years.

**Table 27***The teachers' evaluation of second year EFL students' level of vocabulary*

item	F	%
poor	5	29,4
Average	9	52,9
Good	3	17,6
Total	17	100

Table 27 provides frequencies and percentages of the teacher participants' evaluation of second year EFL students' level of vocabulary. As we can see, an important number of participants (52, 9%) reported that the vocabulary level of second year EFL students is average. That is, students' vocabulary is not rich. As for the other participants, 29, 4% of the whole sample pointed out that second year EFL students have a poor vocabulary level. However, 17, 6% of the respondents indicated that second year EFL students have a developed vocabulary.

**Table 28**

*The common problems faced by second year students in learning vocabulary*

Item	F	%
spelling	2	6,5
lack of reading and listening	5	16,1
use of social media instead of reading	2	6,5
lack of motivation	3	9,7
lack of exposure to the language outside the classroom	1	3,2
lack of practice	3	9,7
use of language transfer	1	3,2
no use of dictionaries	1	3,2
lack of memorization	1	3,2
relying on teachers to learn vocabulary	1	3,2
lack of words	7	22,6
inappropriate use of words	4	12,9

Table 28 displays the teacher participants' answers concerning vocabulary problems faced by second year EFL students. As we can notice, 22.6% of the respondents indicated that second year EFL students have a limited vocabulary. Besides, lack of reading and listening is reported by 16.1% of the whole sample. In regard to the inappropriate use of words, it is revealed as a vocabulary problem by 12.9% of the participants. As noticed from the statistics, both lack of motivation and lack of practice are reported as vocabulary problems

faced by second year EFL students by the same number of the participants, representing 9.7% of the answers respectively. The same remark can be made to spelling and the use of social media instead of reading which are pointed out by 6.5% of the teacher participants. From the findings, it is crystal clear that the same number of the respondents (3.2%) reported that second year EFL students face problems in vocabulary learning related to no use of dictionaries, lack of memorization of words and relying on teachers to learn vocabulary. Also, a small number of the participants (3.2%) indicated that the students lack exposure to the language outside the classroom and the use of language transfer.

In the follow-up question, these participants explained the reasons concerning the problems faced by second year EFL students in learning vocabulary. As a first issue, the respondents asserted that their students do not have enough time for reading and listening, which prevents them from getting enough exposure to the language as they need to understand words and hear them in context. On the other hand, a teacher participant indicated that this problem of vocabulary is due to the fact that the module of listening is no longer taught at the English department, despite the fact that it allows students to learn new words by regularly listening to records, music that they make use of later on their speech. Adding to that, the participants added that their students lack expertise in conducting academic research. Thus, this leads to a noticeable lack of frequent writing practice that helps in the development of their writing styles. Another reason entailed by the teacher participants to take into account is students' need for motivation to learn new words. Besides, our participants highlighted that students rely on their teachers as the sole source of learning rather than making an effort to expand their vocabulary. Further adding to the picture, the teacher participants reported that the majority of their students translate from L1 to English because the vocabulary they have in the first language is richer. As a final point to mention, it is said by the respondents that some second year EFL students prefer to use words that are similar to the French language when learning vocabulary.

**Table 29**

*The teachers' attitudes towards students' ability to use words appropriately in speaking*

Item	F	%
yes	6	35,3
no	11	64,7
Total	17	100

Table 29 reports teachers' attitudes towards students' ability to use words appropriately in speaking. Most of the participants (64.7%) perceived that their second year EFL students do not use words appropriately in their speech. However, 35.3% of the teacher participants reported that when speaking, their students are able to select the appropriate and suitable words according to the context.

**Table 30**

*The teachers' attitudes towards students' ability to use words appropriately in writing*

item	F	%
yes	4	23,5
no	12	70,6
no answer	1	5,9
Total	17	100

As regards to the teachers' attitudes towards students' ability to use words in writing, the percentages obtained are displayed in table 30. A large number of the participants (70.6%) confirmed that second year EFL students are not able to use words appropriately when they are asked by their teachers to write paragraphs or essays. Though, 23.5% of the participants reported that their students are able to use words appropriately when they are asked to write.

**Table 31**

*The teachers' evaluation of students' level in reading comprehension*

Item	F	%
Poor	2	11,8
average	12	70,6
good	3	17,6
Total	17	100

Table 31 summaries the results of teachers' answers concerning students' level in reading comprehension. At a first look, 70.6% of the participants reported that their second-year students have a lack of understanding of what they read. In the following question, the participants indicated the reasons why second year EFL students have a lack of understanding of what they read. First, the teacher participants explained that students do not read a variety of materials to expand their vocabulary. Because of this, they have a limited stock of words and can only understand words they are already familiar with. That is, new words are not understood by them. In line with this, the participants added that their students understand the common English words that are similar to the French words. Second, they reported that their students read early modern English texts in their second year, which hinders their reading comprehension because of the challenging language. It is noteworthy that the teacher participants pointed out that second year EFL students understand better what they read but struggle with language production because they do not have a developed vocabulary repertoire. 17.6% of the participants pointed out that their students understand well what they read and they provided the reasons. They asserted that the summaries their students write about their readings and how quickly they assimilate what they read are indicators of how well they understand what they read. However, 11.8% of the whole sample answered that second year EFL students' level in reading comprehension is poor.

**Table 32***The teachers' attitudes about students' interest in extensive reading*

Item	F	%
No	17	100
Yes	0	0
Total	17	100

Table 32 presents the reported statistics regarding the teachers' attitudes towards students' interest in extensive reading. We can clearly notice that all of the participants (100%) reported that their second year EFL students are not interested in extensive reading.

**Table 33***The teachers' frequency of assigning extensive reading as homework*

Item	F	%
Never	4	23,5
Rarely	1	5,9
sometimes	7	41,2
Often	4	23,5
Always	1	5,9
Total	17	100

The aim of table 33 is to show the frequency of teachers' assignment of extensive reading as homework to their students. 23.5% of the participants reported that they never assign extensive reading as homework. A small percentage of participants (5.9%) answered that they rarely assign extensive reading as homework. An important number of the respondents (41.2%) revealed that they sometimes assign extensive reading to their students as homework. 23.5% of the whole sample pointed out that they often assign extensive reading as a homework. One teacher participant asserted that s/he always assign extensive reading as a homework, representing 5.9% of the whole sample.



**Table 34***The teachers' encouragement to students for extensive reading practice*

Item	F	%
Yes	16	94,1
No	1	5,9
Total	17	100

Table 34 provides an answer whether teachers encourage their students to read for pleasure or not. As we can see, the findings revealed that the vast majority of the participants (94.1%) encourage their students to read for pleasure. As a following-up question, the teacher participants explained how they do so. First off, they expressed that they motivate their students to read by setting an example as readers and bringing in to the classroom a variety of resources. They added that they hold classroom discussions about previously read materials and recommending books. Secondly, the participants revealed that they encourage their students to buy extensive reading materials and upload applications to read for pleasure anywhere and anytime. Likewise, some teacher participants reported that they give their second year EFL students writing assignments. Moreover, the respondents mentioned that they advise their students to begin reading books for pleasure, such as classics, before reading books for academic purposes. It is worth mentioning that the participants asserted that they encourage their students to read in groups. Nevertheless, only one participant from the whole sample (5.9%) answered that s/he does not encourage his/her students to read for pleasure.

**Table 35**

*The type of material teachers recommend to their students for extensive reading*

Item	F	%
electronic materials	5	17,2
literary works	1	3,4
academic materials	1	3,4
novels and novellas	6	20,7
magazines and newspapers	2	6,9
fiction and short stories	6	20,7
journals and articles	3	10,3
any type of material	4	13,8
no answer	1	3,4

Table 35 summarises the statistics computed for the type of extensive reading material that our participants recommend to their second year EFL students. As illustrated, the same number of the respondents (20.7%) recommends novels, novellas; fiction and short stories. 17.2% of the teacher participants advise their students to read electronic materials. Regarding articles and journals, they are recommended by 10.3% of the participants. Two teacher participants pointed out that they recommend to their second year EFL students to read magazines and newspapers, representing 6.9% of the whole sample. Literary works and academic materials seem to be the less recommended as revealed by 3.4% of the teacher participants. It is worth noting that 13.8% of the whole sample recommends to their second year EFL students any type of extensive reading material.

**Table 36**

*Teachers' attitudes towards extensive reading as a means for the development of productive vocabulary*

Item	F	%
Yes	17	100
No	0	0
Total	17	100

Findings of table 36 cover the teacher participants' attitudes on extensive reading as a means to develop productive vocabulary. Clearly, all the respondents (100%) considered extensive reading an effective means for the development of students' productive vocabulary. In a supporting question, these participants went further to explain their positive attitudes. To start with, extensive reading is regarded as an effective practice and the best source for both entertainment and knowledge. The teacher participants asserted "the unconscious reading can be more productive, so they get more words (memorize) that they can use in both writing and speaking" and "reading books for example puts the learners into direct contact with authentic language". That is, extensive reading enriches students' vocabulary luggage and teaches them how to use words in context. In accordance with all this, it is revealed by the respondents that extensive reading makes students learn new words and memorize them, which is developing their receptive vocabulary. Another major point expressed by the participants is that reading for pleasure develops students' production of vocabulary and reinforces their writing ability. In other words, when students acquire a wide range of words from extensive reading and understand them, they are able to use them appropriately in their speaking and writing. It is also mentioned by the teacher participants that extensive reading develops other language skills.

#### **Question 14**

*Teachers' comments and suggestions concerning the effects of extensive reading on the development of students' productive vocabulary*

The comments provided by the teacher participants are listed as follows:

- Reading develops language skills and linguistic aspects.

- Extensive reading expands vocabulary.
- Extensive reading improves productive vocabulary.
- Vocabulary impacts language skills.
- Extensive reading is more beneficial than intensive reading.
- The teacher should be a role model of a reader.

### **Section three: Discussion**

The current section discusses the findings obtained from the two instruments employed for data collection. It answers the five questions of our study.

From the results obtained in the students' questionnaire, we notice that in language learning, vocabulary is a key linguistic element that should be mastered for effective communication. Our sample (85%) pointed out that their communication is affected by their vocabulary repertoire. That is, when a student has a rich vocabulary repertoire, s/he can communicate effectively with others. Arguably, Derbouche (2016, p. 39) asserted that vocabulary affects the way learners communicate and that learners will be more motivated to communicate the more they have an adequate vocabulary. As a matter of fact, when learners have a rich vocabulary, they can select the words they want to convey the intended message when communicating. Based on the findings, taking into consideration the importance of having a rich vocabulary to be able to communicate effectively, our participants focus on learning vocabulary through important modules they study at university, namely translation, oral and written expression. Basically, our participants are interested in modules that permit learning words from context for effective use. From the results obtained, we deduce that our participants have common problems in language learning: lack of words, grammar, and spelling. Concerning lack of words, this issue has been raised by researchers, for instance, Dernouni (2013, p. 2) maintained "one of the most difficult problems of unsuccessful English instruction in Algeria is that students lack particular vocabulary knowledge which can influence their reading, writing, listening and speaking skills". Besides, the teacher participants asserted that second year students have an insufficient vocabulary. Further commenting on this issue, we reveal that students' vocabulary which is not rich makes their level of reading comprehension intermediate. In regard to the first question of our research, we can notice further problems related to vocabulary learning faced by second year EFL students as it is reported in the teachers' questionnaire. First off, the students encounter problems related to the memorization of words (3.2%) and the inadequate use of those words

(12.9%), which results in a limited production of vocabulary. This finding corroborates the results of Rohmatillah's study (2014, p. 69), who emphasized "students found difficulties in choosing the appropriate meaning of the words and also still confuse in using the word based on the context". Moreover, the results show that students lack reading practice and motivation to learn new words. Concerning the issue of motivation, drawing on Susanto's claim (2017, p. 185), students' motivation to learn words plays an important role in expanding their vocabulary. Another aspect worth considering is the students' challenges in spelling.

Different reasons have been given by the second-year teacher participants regarding different challenges faced by second year EFL students in vocabulary learning. First, we report that students do not devote enough time for reading and listening, which prevents them from getting enough exposure to the language as they need to understand words and hear them in context. Besides, students lack expertise in conducting academic research in which they make use of academic vocabulary. As when conducting research, they should have the appropriate vocabulary and know how to use it when writing. Other reasons to mention, some students prefer to use words that are similar to the French language when learning vocabulary as well translating from their first language (L1) to the English language. In this regard, one teacher said that the students "see that English is a foreign language which contains a lot of strange words. They rely more on the words which resemble French". Another teacher asserted "they use translation because their knowledge about the first language is more than the second language".

It is necessary to highlight that although second year students lack words, they make efforts to develop their vocabulary. This is proved by their use of various vocabulary development strategies. The common strategies reported by the majority of the participants are guessing from context strategy, watching movies, reading and group discussions. In reference to vocabulary development, it should be noted that these strategies are very useful tools for the effective learning of new words. Accordingly, Subekti and Lawson's empirical study (2007) demonstrated that these strategies significantly aid learners to learn new vocabulary.

The results showed that the vast majority of our participants (70%) like to read because it provides several significant benefits. For instance, reading helps in vocabulary learning and growth as it helps in learning new words and expressions. In reading, it is important to make use of a set of strategies that help in understanding what is read.

Concerning the second research question, the second year EFL student participants at Abderrahmane Mira University of Bejaia use different reading comprehension strategies mainly visualizing, summarizing, and predicting. Commenting on this, since our participants employ these strategies, we deduce that they are interested to understand what they read. Interestingly, about the third research question of our study, most of the student participants (82, 5%) prefer to read for pleasure even though they do not do so in a regular manner. Actually, they practise extensive reading through mainly books, short stories and articles. Concerning books, they read about self-development, psychology, success, happiness, relationships, community, friendship, democracy, fantasy, social phenomenon and imagination. That is, reading for pleasure, general understanding and entertainment which assert the principle of extensive reading that students read to achieve a personal purpose. As a matter of fact, because extensive reading allows learners to choose what to read, they always prefer it more than intensive reading. This is proved by the vast majority of the student participants who read for pleasure more. Regardless of the fact that students read for pleasure, they do not share their readings in the classroom, especially with their teachers. As a result, their teachers (100%) considered them not at all interested in extensive reading (see Table 27, p. 48).

Effective extensive reading is based on the teacher's role as a creator of a readers' community and a guide to students for extensive reading practice. The second year EFL teachers (94, 1%) at Abderrahmane Mira University apply this principle by motivating their second-year students to read for pleasure. Likewise, their students (60%) confirmed this matter. Teachers encourage extensive reading because of their awareness of its various benefits namely the development of many linguistic aspects and skills. To this end, it is necessary to mention that the teachers encourage their students to extensive reading in multiple ways. As an illustration, they assign extensive reading as homework. They bring to the classroom extensive reading materials and explain the benefits of reading them. Along with this, the teachers motivate students to buy extensive reading materials and have classroom discussions about them. That is to say, all the teacher participants recommend all types of extensive reading materials (articles, short stories, journals, literary works and academic materials).

As mentioned by 60% of the students and all the teachers who took part in this investigation, extensive reading is very important when learning English. A teacher noted "extensive reading is an open door for more learning". Extensive reading strongly develops

vocabulary. Indeed, extensive reading improves students' abilities to communicate effectively, which in turn makes them practise the language they learn. Furthermore, extensive reading enhances language skills mainly speaking and writing skills. These results bring the present study in line with findings revealed in prior studies (Chabbi, 2016; Deghnouche, 2019; Rahali and Ziouche, 2018; Mart, 2012; Saidani & Boukhemacha, 2020). Further, it is noteworthy to mention that extensive reading helps in learning new vocabulary as it is asserted by 55% of the student and all the teachers of this study. In more explicit terms, through extensive reading, our participants learn new words and memorize them better. They search for the meaning of words they know for the first time from extensive reading and they become able to understand them well. Put differently, this refers to their receptive vocabulary development. Moreover, reading for pleasure improves students' knowledge concerning the use of new words when writing and spelling them correctly. Comparison of our findings with those of other studies (Aissaoui, 2015; Baziz, 2019; Durer, 2012; Haddag, 2015; Khachai, 2015; Mezrag, 2014; Pazhakh & Soltani, 2010) confirms the positive effects of extensive reading on vocabulary improvement.

In regard to the fourth question of our study, the vast majority of the student participants enrich the stock of words they employ to write as well as the vocabulary they make use of in speech through extensive reading. Similarly, all teacher participants (100 %) strongly confirmed these effects of extensive reading. As an illustration, a teacher noted "the unconscious reading can be more productive, so they get more words (memorize) that they can use in both writing and speaking". Another teacher expressed "extensive reading makes learners learn new words that will become a part of their productive vocabulary". In overall, extensive reading improves students' capacities to use words appropriately in speaking and writing, with highly contributing to the development of productive vocabulary when it is practised. However, the result we obtained in our study about the positive effects of extensive reading on the development of productive vocabulary does not support the findings revealed in Yamamoto's experimental study (2011). Explicitly, the researcher Yamamoto reported in her study that there is no significant improvement in productive vocabulary size through extensive reading.

#### **Section four: Limitations, Pedagogical Implications and Suggestions for Further Studies**

The previous section of this practical chapter dealt with the discussion of the findings obtained from the two questionnaires used for data collection. In this section, we provide a

number of limitations pertinent to our study. Then, we attempt to list certain pedagogical implications and give suggestions for further investigations.

## **1. Limitations**

Although we were able to achieve the aims set at the very beginning, a number of caveats need to be noted regarding the present study. As a first caveat, it was challenging to find related literature in Algeria about our research variables. Notably, a limited number of studies have been conducted about the effects of extensive reading on productive vocabulary development in the Algerian EFL context.

Second, an arguable weakness of this study is the small sample size, which is limited to only forty (40) second year students. Explicitly, some students could not answer the questionnaire because they asserted that they do not read for pleasure at all and others did not accept to answer. So, the findings obtained might not be applicable to the whole population.

Finally, the major caveat of this investigation is the time frame. That is, the time was insufficient to make use of other important research instruments to collect data from our sample.

## **2. Implication**

Throughout this study, the main focus was to demonstrate the effects that extensive reading has on students' productive vocabulary. The results confirmed that extensive reading is an effective means for improving students' productive vocabulary. Further, significant benefits of extensive reading that play a major role in students' language learning are also reported. Basically, the findings revealed the important role that extensive reading plays in the development of vocabulary knowledge in general. In light of these results, we put forth important implications for effective language teaching and learning through extensive reading implementation.

### **2.1. For syllabus designers and the University stockholders**

We strongly recommend the integration of extensive reading into the curriculum of second year. For instance, the syllabus designers should design a curriculum that includes extensive reading as a module. Therefore, students have to attend extensive reading classes throughout the year to get good grades. Another highly recommended suggestion is promoting extensive reading as an extracurricular activity at the university. We insist on creating clubs



for reading practice that EFL students of different levels can join. We also recommend organizing reading competitions in the department of English each month with rewards. In this regard, to be rewarded for their readings, EFL students should write interesting content about the books they read for pleasure.

## **2.2. For teachers**

Teachers should implement different reading strategies for achieving students' engagement in extensive reading practice. First, teachers can encourage their students to practice extensive reading by having more discussions with them about the books they enjoy reading. In this vein, it should be noted that this reading strategy is a kind of motivation to read for pleasure that can change students' negative attitudes. Secondly, it is worth mentioning the necessity to assign more extensive reading homework to students. Elaborating on this, as a mark of evaluation, teachers can assign reading books or any materials students like and ask them to provide summaries about them, either through speaking or writing. As a last point, teachers can devote five minutes of each session they do for reading passages of materials they read for pleasure. This can create a kind of suspense to students and make them excited to search for the material to read it in detail. For students who do not read at all for pleasure, teachers can start by providing them with short stories to read at home that are suitable to their level and of their interest which can be a starting point to their extensive reading practice. In addition, teachers should invite their students to practice extensive reading in groups that makes them share experiences and enjoy reading.

## **2.3. For students**

We highly recommend students to share what they read with their teachers and classmates in the classroom by participating in the group discussions. More importantly, students need to join clubs of reading at their university and outside. Furthermore, we recommend students to download reading applications on their phones so they can read for pleasure whenever and wherever they like. As a last suggestion, we insist on students to write summaries about the books they read, which will encourage them to keep reading for pleasure.

## **3. Suggestions for further studies**

We strongly suggest conducting further investigations on the development of productive vocabulary through extensive reading, as no research has been conducted on this

interesting theme at Bejaia University. Furthermore, in this present study, we were able to achieve the purposes set through the use of questionnaires for both teachers and students, which gave us interesting findings. For instance, further research can be undertaken by other researchers on this theme by conducting experimental studies that can provide more in-depth data from long extensive reading program implementation. Along with tests of productive vocabulary mentioned in the theoretical chapter of this dissertation, such as the Productive Vocabulary Level test, the Lex30, and the G-Lex Gapfill task. Moreover, we stress the importance of replicating the study with an extended representative sample, especially EFL Master 1 and 2 students studying literature and civilization, for more significant findings. As a last suggestion, we believe that further significant research can be conducted in the EFL Algerian context by researchers regarding the relationship between extensive reading and different linguistic elements and language skills such as grammar, punctuation, writing, and speaking.

## General conclusion

Extensive reading is regarded as one of the common strategies employed for enriching vocabulary. This study was set out to determine the effects of extensive reading on developing second year EFL students' productive vocabulary at Abderrahmane Mira University of Bejaia. Basically, it aimed to shed light on students and teachers' attitudes and experiences regarding the development of productive vocabulary through extensive reading. In this concern, this research was motivated by five main questions. Regarding the first question, we aimed to find out the common problems that second year EFL students encounter in vocabulary learning. The second question sought to identify the reading strategies used by the students. In regard to the third question, it is about determining whether students practice extensive reading or not. Concerning the last question of this study, it sought to explore the ways in which extensive reading develops productive vocabulary.

As a first step to carry out the research, it was necessary to present the theoretical chapter in which interesting literature was provided concerning the two variables of our study. The first section was devoted to productive vocabulary, in which we presented the different definitions given by researchers about vocabulary: receptive and productive vocabulary. Also, we explained other elements related to productive vocabulary. In reference to the second section, it dealt with extensive reading. As first elements mentioned, we defined reading: intensive and extensive reading. Moreover, we provided clear explanations of various important concepts in language learning relevant to extensive reading. Finally, as a third section, we provided a literature review concerning our two variables of investigation.

This research was carried out in 2022/2023. The target population of this present study was second year EFL students at Abderrahmane Mira University of Bejaia. However, our attention was drawn to a small representative sample of forty (40) students randomly selected. In addition, seventeen (17) second year EFL teachers took part in this research to support our study. By its very nature, this study is a quantitative research on the basis of the two questionnaires employed for data collection from both students and teachers at the University of Bejaia. Specifically, these two quantitative tools were composed of two types of questions: closed-ended and open-ended questions.

According to the findings obtained from the two questionnaires, positive attitudes regarding the effects of extensive reading on developing students' productive vocabulary were

revealed. Accordingly, our research questions were answered. To begin with, the teachers confronted that second year EFL students at the university of Bejaia face problems in vocabulary learning concerning the memorization of words and their appropriate use in different contexts. In addition, students lack motivation to learn new words and lack reading practice. Also, it was necessary to mention the fact that students face problems in spelling. Indeed, as it was clearly confirmed by students that they read for pleasure, it was indicated that they used important reading comprehension strategies. As an illustration, they employed visualizing, summarizing, and predicting strategies in order to understand what they read. In terms of extensive reading effects on vocabulary development, it was found that both second year EFL students and teachers have positive attitudes and experiences concerning the use of extensive reading as a means for developing students' productive vocabulary. Explicitly, it was revealed that extensive reading developed students' productive vocabulary. In other terms, extensive reading improved students' abilities to use words appropriately in speech and writing. It was essentially revealed from the two questionnaires that reading for pleasure enriches the stock of words that students employed in speaking and writing.

Even though this study reported positive and clear results, it is eminent to consider these implications. Mainly, we strongly suggest integrating extensive reading into the curriculum. In their turn, teachers are required to motivate their students to read for pleasure by using various reading strategies. Regarding students, they should join reading clubs at their university and outside as well as download reading applications on their phones to read anywhere and anytime. A last point to conclude with, this investigation stresses the need for further studies in the Algerian EFL context concerning the effects of extensive reading on productive vocabulary as well as on other linguistic elements and language skills.

The present study is a first attempt to investigate the effects of extensive reading on developing second year EFL students' productive vocabulary at the University of Bejaia. It revealed positive attitudes of both second year EFL students and teachers about the use of extensive reading as a means for enhancing students' productive vocabulary. Therefore, we have two important assumptions if other studies will be conducted about them, further significant results will be revealed about the role of extensive reading in language learning. These two assumptions are:

1. Is extensive reading an effective means for developing students' receptive vocabulary?
2. In which ways does extensive reading develop students' speaking and writing skills?

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# Appendices

## Appendix A

### Students' questionnaire

Dear students

In this study, we are investigating the effect of extensive reading on the development of EFL students' productive vocabulary. We are kindly requesting you to answer this questionnaire. Your answers are very important for our study and we guarantee you that your answers will be anonymous. Thank you in advance.

#### Section One: Personal Background

1. Could you please indicate your gender?

- Male                       Female

2. Could you please indicate your age?

- 18-20 years                       21-24 years                       more than 24 years

#### Section Two: Productive Vocabulary

3. What are the most difficulties you face when learning English language?

- Grammar                       Lack of words                       Spelling  
 Pronunciation                       Constructing a sentence

4. How important is vocabulary in learning English?

- Very Important                       Important                       Not important

5. Does your vocabulary repertoire affect how you communicate?

- Yes                       No

Please tell us how -----

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6. Which modules are you currently studying that help you to expand your vocabulary?

- Oral expression                       Civilisation                       Literature                       Linguistics                       TICE  
 Grammar                       Translation                       Phonetics                       Written expression

7. Do you know what “receptive vocabulary” means?

- Yes                       No

8. Do you know what “productive vocabulary” means?

- Yes                       No

9. How would you evaluate your ability to use words you know in speaking?

- Excellent       Good       Average       Poor

10. How would you evaluate your ability to use words you know in writing?

- Excellent       Good       Average       Poor

11. What are the most effective strategies you use to develop your vocabulary?

- Watching movies                       Word lists                       Reading  
 Using dictionaries                       Taking notes                       Asking for help from others  
 Linking new words with already learned words                       Flash cards  
 Guessing the meaning of words from context                       Group discussions

Others -----  
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**Section Three: Extensive Reading**

12. Do you like reading?

- Yes       No

Please tell us why? -----  
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13. Which type of reading do you prefer?

- Extensive reading                       Intensive reading

14. How often do you read for pleasure?

- Never       Rarely       Sometimes       Often       Always

15. What type of material do you prefer to read for pleasure?

Books       Short stories       Articles

Magazines       Newspapers       Poems

Others -----

16. Are you reading a book at the moment?

Yes       No

If yes please provide us with its title -----

17. Do you share what you read in the classroom (with your classmates or teachers)?

Yes       No

Please tell us how -----

18. Are you encouraged by your teachers to read for pleasure?

Yes       No

19. What strategies do you use while reading?

Summarizing       Questioning       Visualizing

Previewing       Predicting       Making inferences

Other strategies -----

#### **Section Four: The Effects of Extensive Reading on Vocabulary**

20. How important is extensive reading when learning English?

Very important       Important       Not important

21. Do you find that extensive reading helps you in learning new vocabulary?

Never       Rarely       Sometimes       Often       Always

Please tell us how -----

22. Does extensive reading develop your ability to use the words learned when speaking?

Yes                       No

Please tell us how -----

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23. Does extensive reading develop your ability to use the words learned when writing?

Yes                       No

Please tell us how -----

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**Thank you for your contribution**

## Appendix B

### Teachers' questionnaire

Dear teachers,

In this study, we are investigating the effect of extensive reading on the development of EFL students' productive vocabulary. We are kindly requesting you to answer this questionnaire. Your answers are very important for our study and we guarantee you that your answers will be anonymous. Thank you in advance.

**Productive vocabulary:** it is the collection of words we use in speaking and writing.

#### Section One: Personal Background

1. Could you please indicate your gender:

- Male             female

2. Could you please indicate your degree:

- BA                       master             magister

- Doctorate             professor

3. How long have you been teaching at the department of English?

- 1-5 years             6-10 years         11-15 years         more than 15 years

#### Section Two: Vocabulary

4. How would you evaluate second year EFL students' level of vocabulary?

- Very poor             poor             average             good             excellent

5. What are the problems second year EFL students face in learning vocabulary?

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Please tell us why

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6. Based on your teaching experience, how would you evaluate second year EFL students' proficiency in using the words they know in speaking?

- Very poor       poor       average       good       excellent

7. Based on your teaching experience, how would you evaluate second year EFL students' proficiency in using the words they know writing?

- Very poor       poor       average       good       excellent

**Section Three: Extensive Reading**

8. Based on your teaching experience, how would you evaluate second year EFL students' level of understanding of what they read?

- Very poor       poor       average       good       excellent

Please tell us why

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9. Do you consider that your students are interested in extensive reading?

- Yes       no

10. How often do you assign extensive reading as homework for your second year students?

- Never       rarely       sometimes       often       always

11. Do you encourage your students to read for pleasure?

- Yes       no

Please say how

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12. What type of material do you recommend to your students for extensive reading?

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13. Do you consider extensive reading as an effective means for the development of productive vocabulary?

- Yes       no



Please explain why

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14. Please feel free to add any comments or suggestions that you may have regarding the effect of extensive reading on the development of EFL students' productive vocabulary

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**Thank you for your contribution**

## Résumé

Le vocabulaire est un élément essentiel de l'apprentissage des langues. À cet égard, les apprenants ont tendance à employer diverses stratégies, notamment la lecture approfondie, pour élargir leur vocabulaire. L'objectif de cette thèse est d'étudier les effets de la lecture approfondie sur le développement du vocabulaire productif des étudiants de deuxième année d'EFL à l'Université Abderrahmane Mira de Béjaia. À cette fin, une méthode quantitative a été adoptée pour collecter des données à l'aide de deux questionnaires : un questionnaire administré à quarante (40) étudiants de deuxième année EFL et un autre questionnaire adressé à dix-sept (17) enseignants de deuxième année EFL au département d'anglais. Fondamentalement, les deux questionnaires consistaient en des questions fermées et ouvertes afin de mieux comprendre les attitudes et les expériences des étudiants et des enseignants concernant l'amélioration du vocabulaire productif à travers la lecture approfondie. Les résultats obtenus ont confirmé que la lecture approfondie est un moyen efficace pour le développement du vocabulaire productif des étudiants. Explicitement, à travers la lecture approfondie, les étudiants participants enrichissent le stock de mots qu'ils utilisent à l'orale et à l'écrit ainsi qu'ils développent leurs capacités à utiliser d'une manière appropriée les mots nouvellement appris dans divers contextes. Dans l'ensemble, les résultats ont répondu aux questions de recherche posées dans notre étude. Enfin, cette étude suggère l'intégration de la lecture approfondie dans le programme d'enseignement et présente des implications pour les concepteurs de programme et les actionnaires universitaires, les enseignants et les étudiants.

*Mots-clés* : étudiants EFL, lecture approfondie, vocabulaire productif, attitudes et expériences, développement

## ملخص

المفردات هي عنصر أساسي في تعلم اللغة. لهذا السبب، يميل المتعلمون إلى استخدام استراتيجيات مختلفة ، بما في ذلك القراءة المكثفة ، لتوسيع مفرداتهم. الهدف من هذه الأطروحة هو التحقيق في آثار القراءة المكثفة على تطوير المفردات الإنتاجية لطلاب السنة الثانية في جامعة عبد الرحمن ميرة بجاية. وتحقيقا لهذه الغاية، تم اعتماد طريقة كمية لجمع البيانات من خلال استخدام استبيانين: استبيان تم توزيعه على أربعين (40) طلاب السنة الثانية من اللغة الإنجليزية كلغة أجنبية واستبيان آخر موجه إلى سبعة عشر (17) معلما اللغة الإنجليزية كلغة أجنبية في السنة الثانية في قسم اللغة الإنجليزية. يتكون الاستبيانان بشكل أساسي من أسئلة مغلقة ومفتوحة من أجل الحصول على نظرة عن مواقف وتجارب كل من الطلاب والمعلمين فيما يتعلق بتعزيز المفردات الإنتاجية من خلال القراءة المكثفة. أكدت النتائج التي تم الحصول عليها أن القراءة المكثفة هي وسيلة فعالة لتطوير المفردات الإنتاجية للطلاب. بشكل صريح، من خلال القراءة المكثفة، يثري الطلاب المشاركون مخزون الكلمات التي يستخدمونها في الكلام والكتابة؛ بالإضافة إلى تطوير قدراتهم على توظيف الكلمات التي تم تعلمها حديثا بشكل مناسب في سياقات مختلفة. بشكل عام ، حققت النتائج أسئلة البحث المحددة في دراستنا. وأخيرا، يشير هذا البحث إلى دمج القراءة المكثفة في المناهج التعليمية ويعرض اقتراحات على مصممي المناهج ومساهمي الجامعة، المعلمين والطلاب.

*الكلمات المفتاحية:* طلاب اللغة الإنجليزية كلغة أجنبية، القراءة المكثفة، مفردات إنتاجية، المواقف والخبرات،

تطوير

## Agzul

Amawal d aferdis agejdan deg uselmed n tutlayt. Deg wayen yerzan aya, inelmaden semrasen ayen dīn n testratijiyin, ladya tayuri talqayant, akken ad snernin amawalen-nnsen. Iswi n tezrawt-a d anadi yef tezrirt n tyuri talqayant deg usnerni n umawal n yinelmaden n useggas wis sin n turagt n Tneglizit d Tutlayt Tajentaḍt (EFL) n Tesdawit n Bgayet. Yef waya, akken ad neg tagmert n yisefken, nessmeres tarrayt tasektant anida i d-nessbeded snat n tsastanin: deg tmezwarut nesseqsa azal n ukuz tmerwin (40) n yinelmaden, tis snat nesseqa azal n mraw d sa (17) n yiselmaden i yesselmaden deg useggas wis sin n turagt deg Tesga n Tneglizit. Tasastant-a tbedd yef yiseqsiyen iyelqen d yiseqsiyen yeldin, d ayen ara yessiwḍen ad nesēu isallen ama yef yiselmaden ama yef yinelmaden deg wayen yerzan addud-nnsen akked tiritin-nnsen yef tyuri talqayant deg usejhed n umawal-nnsen. Iğmaḍ uyur nessawed sseknen-d tayuri talqayant tesnernay s tidet tazmert n yinelmaden deg ufaris n umawal. Ihi, s tyuri talqayant inelmaden snernayen awalen ay ssemrasen ama deg temslayt ama deg tira, s waya ssawaden as smersen akken iwata awalen imaynuten deg yal asatal. Sumata, iğmaḍ uyur nessawed fkan-d tiririyin i yiseqsiyen n tezrawt-a. Yer taggara, tasastant-a tessumur-d ilaq tayuri talqayant ad tili deg yimahilen n uselmed s wayen ara yesdakklen gar yinelmden d yiselmaden.

***Awalen tisura:*** EFL inelmaden, tayuri talqayant, afaris n umawal, adduden aked tiritin, asnerni