

Chapter One

Introduction

1.0 Background

Reading is the most important activity in any language class, not only as a source of information and pleasure activity, but as a means of consolidating and extending one's knowledge of the language. Furthermore, reading has a role to play in language learning and can be considered as a skill in its own right. Thus it's widely agreed that reading is a skill which must be learnt because of its importance as a communicative and as a learning tool. So, reading enlightens our mind, broadens our horizon, expand our knowledge and open up new avenues for us. just as our body needs its daily dose of nutrients our mind also seeks nourishment that comes through reading, reading keeps our mind active and dynamic, so our mind need regular exercise to develop, and reading is the most effective way to do that. Reading can expand knowledge base, activate the flow of ideas, boost our confidence, increase vocabulary and build fluency.

1.1 The Statement of the Study

There is a strong connection between reading and vocabulary knowledge, in other word, students who have large vocabulary are almost good readers, this is not very surprising, since best way to acquire vocabulary is to read extensively, you are likely to be as good reader. A good reader can understand the individual sentences organizational structure of a piece of writing; they can comprehend ideas flows argument and determine the meaning of many of unfamiliar words from the context. All these skills come through vocabulary knowledge. Therefore, this study investigates the role of reading in developing and increasing vocabulary knowledge.

. 1.2 Objectives of the Study

This study aims to:

- 1- To show the importance of reading skill to develop vocabulary.
- 2- Show the relationship between reading and the development of vocabulary knowledge.

3- Show the strategies for the developing reading skills and vocabulary knowledge.

4- The importance of vocabulary role in successful reading development.

1.3 Questions of the Study

1- What are the influences of reading in developing vocabulary?

2- To what extent does the reading increase learner's vocabulary?

3- What is the impact of systematic reading strategies in enhancing students understanding?

1.4 Hypotheses of the Study

1- Successful reading requires being able to identify the meaning of the written words and know what those words mean.

2- Reading is considered as the best way to increase vocabulary knowledge.

3- Students can understand better if they are taught reading with the systematic strategies

1.5 Significance of the Study

This study is intended to investigate the impact of the reading as a method to increase vocabulary for English foreign language learners. In other word, reading is a necessary tool for language acquisition; it facilitates without any doubt the access to foreign language learning, access that requires special reading skills which is the bridge to the bulk of literature and knowledge of the language.

It hoped that the findings and the recommendations of this study will be applied by English foreign language learners.

1.6 Methodology of the Study

This study adopts the analytical and descriptive method, as it's a quantitative in its nature, it uses a questionnaire, questionnaire will be distributed to the students of the fourth year of English language to collect the data, the estimated numbers of students will be examined are around 150 from the department of

English, their responses will be taken as a data to answer the questions of the study and test the hypotheses.

1.7 Limits of the Study

This study is carried out with the respect to the following:

Time: the study is conducted during the year 2016.

Location: Khartoum State – Sudan University of Science and Technology.

Chapter Two

Literature Review and Previous Studies

2.0 Introduction

This chapter introduces the practice of reading and gives a brief overview of why reading is crucial for developing fundamental reading skills and vocabulary which traditional practices fail to achieve, in addition to how reading also simultaneously develops general language skills and vocabulary knowledge in an enjoyable way.

Thus, the present work will focus on one of the exiting linguistic skills, namely "extensive reading" which is judged to be the most difficult skill to teach for it involves so many different operations such as: mechanical eyes movement, vocabulary, grammar and intellectual comprehension. We find it then necessary to identify reading definitions and the major parameters for materials selection as far as this fruitful skill is concerned – the way in which reading lesson is prepared and taught will be emphasized in this chapter.

Then a major attention will be attributed to the close relationship between reading and vocabulary knowledge. Thus, vocabulary definition and the way each of vocabulary knowledge, automaticity as well as reading fluency are easily developed through the power of reading extensively is also included within this paper. Focus will also be put on the importance of promoting reading (both inside and outside the EFL reading classroom) as a crucial tool for vocabulary building.

2.1 Definitions

What is reading?

Reading as a skill is complex process involving the interaction of various cognitive, meta-cognitive, linguistic and sociolinguistic elements.

Accordingly, several researchers recognize the complex nature of reading in this respect DUBIN states that: reading is a multifaceted, complex skill made up of a number of psychological, physical and social elements. Reading is a long distance discussion between a reader and an author there is an essential

interaction between language and thought in reading ... the writer encodes thought as language and the reader decodes language to thought.

(Daunes 1995: 01) reading is commonly viewed as the process of looking and understanding what the written words means so that comprehension takes place when the eyes see the words.

Reading is an active process a language skill of predication, guessing, checking and asking oneself question. In the other word, reading is an interaction between the reader, the text and the writer.

Reading is some books are to be tasted, other to be swallowed and some few to be chewed and digested; that is some book are to be read only in parts; others to be read but not curiously; and some few to be read wholly and with diligence and attention.

Francis Bacon: British Writer 1626

Reading is a complex skill, that is to say it involves a whole series of lesser skill.

Buamfit, Christopher

Reading is a process of perceiving a written text in order to understand its context, it can be says reading is skill or activity of getting information from books.

Definition of Reading According to American Heritage Dictionary:

Reading (verb):

- 1- To examine and grasp the meaning of writing or printed characters, words or sentences.
- 2- To utter or render aloud a written or printed material (reading a poems).
- 3- To have the ability to examine and grasp the meaning of written material in a given language.
- 4- To consider something writing or printed as having a particular meaning or significance; read the novel as a parable.
- 5- To study or make of; reading history as an under graduater.

- 6- To learn or get knowledge of, form something written or printed; read that interest rates would continue to rise.
- 7- Look at, interpret, and say out loud something that is written or printed.
- 8- To have or use as a preferred reading in a particular passage.
- 9- To attribute a certain interpretation or meaning to; reading her words differently than I did.
- 10- Computer science to obtain data from a storage medium such as a magnetic.

Reading (noun):

- 1- The action or practice of a person who read.
- 2- Speech, the oral interpretation of written language.
- 3- The extent to which a person has read; literacy knowledge; a man of wide reading.
- 4- Matter read or for reading; a novel that make a good reading.
- 5- An interpretation given to anything; what is your reading of this situation?

2.2 The Types of Reading:

There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. You might be read for enjoyment, data – etc. If you are exploring or reviewing you might skim a document. If you are searching for data you might scan for a particular word to get detailed information.

Thus effective and efficient readers learn to use many ways of reading for different purposes.

2.2.1 Intensive Reading

It refers to the kind of work done in the reading class under the teachers' supervision. Intensive reading tends to be more concentrated, less relaxed and often dedicated not so much to pleasure as to the achievement of study goal. It is also related to further progress in language learning and designed

to enable learners to develop specific receptive skills and strategies. Intensive reading involves reading a text in details under the teacher's guidance, to arrive at a profound understanding, i.e. to take a text study it line by line referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains.

Thus, the general and the major objective of intensive reading is developing the ability to decode messages by drawing on syntactic and lexical clues and the emphasis as in all reading, is on skills for recognition rather than for production of language feature. However, to improve the love for reading acquired in intensive reading, learners or readers need to read extensively.

2.2.2 Extensive Reading

It refers to the outside reading, readers do it by their own without help or guidance, it means "rapidly reading book after book". It is an activity that can be carried out by the readers on their own outside the classroom, furthermore, it may be the only way a learner can keep contact with the language outside the classroom session, it also provides valuable reinforcement of language and structure already present in the classroom. An extensive reading suggests reading for general language improvement and pleasure on topics that interest the readers. It increases his motivation and gives him a more positive attitude towards the target language and the more learners read extensively, the faster he learns to read.

The main way in which the teacher can help learners to read extensively is by directing their attention towards reading material that are interesting most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by their teachers.

It is therefore, important to convince learners of the value of extensive reading.

Thus, the readers need to read extensively for the following purposes:

A- Extensive reading exposes them to different registers of the target language that they will meet in the varied context.

B- Wide reading broadens and increases their vocabulary.

C- Skills learned through reading and transferred to other areas of language, such as writing and speaking.

D- Extensive reading provides a break from the vigour of closely supervised lesson and enables the reader to get lost in the text that really interested him.

2.2.3 Skimming

It is a rapid reading of a text to find out the gist or the main idea, when we skim we just pass our eyes over headlines, titles, subtitles topic sentences and summaries. Therefore, skimming is effective in improving the reader's ability to get information within a limited period of time.

2.2.4 Scanning

It is a form of skimming, it is also a rapid reading of the text to find out a specific piece of data which is prominent in the text such as a number, a date, a quantity, a person's name or place until we find what we are looking for.

These are the main ways of reading and also there are many sub-ways of reading such as analytic, exploratory, developmental, critical, idea reading, proof reading ... etc.

2.3 What Do We Read?

Reading is a process which goes through certain level, thus, the readers must have materials for all these levels in order to develop their reading efficiency.

2.3.1 Word Level

At this stage the readers practice in the association of form and sound symbol, spelling and sound whether regular or irregular, flashcards are useful in this stage.

2.3.2 Sentence Level

At this level the teacher gives students practice in reading sentence developed from dialogue material and stress, so the tape recorder is useful in this stage, the technique for reading at this stage are as follows:

A. The teacher should ask students to read sentence with words they already know.

B. The teacher write sentence on the board for the students to read.

C. Students may practice reading sentence in language laboratory or with cassette, tape recorder ... etc.

2.3.3 Paragraph Level

At this level readers have to be introduced to simple narrative or conversational material of one printed page, readers can practice guided reading individually, in pair or in small group and the suitable activities for this page are:

- Reading for structure signal, (written grammar signals).
- Reading for information.
- Teacher guides students to infer meaning from context.

2.3.4 Reading Longer Selection

Students reading at this level may be classed as intensive and extensive, the first what students have in the course books whereas the second reading is enjoyment and general.

2.3.5 Individualized Reading

Readers are free to select what they wish to read for pleasure and enlightenment. The teacher guidance is needed as they might provide the class with a list of reading classified from easy to advanced according to the stage of each reading, the student make their selection while the teacher either approves of the selection or suggest alternation.

2.4 The Stages of Reading

Paul, Davies Pears states that there are three stages are generally recommended to make reading more realistic and interesting.

A- Pre-reading

This stage is to prepare the readers for what they are going to read, just as we are usually prepared in real life. So, at this important stage the teacher should make sure that students have the relevant schema for understanding the text.

This is achieved by having student's think, write and discuss everything they know about the topic employing techniques such as predation, semantic mapping and reconciled reading.

B- During Reading

This stage is to help the readers understand the text. They may first do an easy scanning or skimming task and then a task requires more through comprehension. This stage requires the teacher to guide and monitor the interaction between reader and the text. One important skill the teacher can do or impart at this stage is not taking, which allows students to compile new vocabulary and important information, details and to summaries information and record their reaction and opinions.

C- Post Reading

This stage is to help the readers to connect what they have read with their own ideas and experience just as we often do in real life, and perhaps to more fluently from reading to another classroom activity, also it offers the chance to evaluate readers adequacy of interpretation while bearing in mind that accuracy is relative and that "readership" must be respected as long as the writer's intention are addressed.

Pearson (1994) post reading activities focus on a wide range of questions that allow for different interpretation.

Kafe Williams (1989) states that there are five steps in reading with its different kinds.

1- Survey

Survey the text document critically, title, suitable author, date of publication, contents ... etc. To make sure you have taken in all the basic information do the chapters have summaries? If so, read them first/ this is a vital first stage do not skip it.

2- Questions

You need to ask yourself question about what you expect to find in a text or material to keep your reading active and to help you to concentrate on this process of questioning while you read.

3- Reading is the third not the first and the last stage in active reading, therefore you must define what you are going to read and why you are reading it, also you need to vary the way you read and the speed of reading.

4- Recall

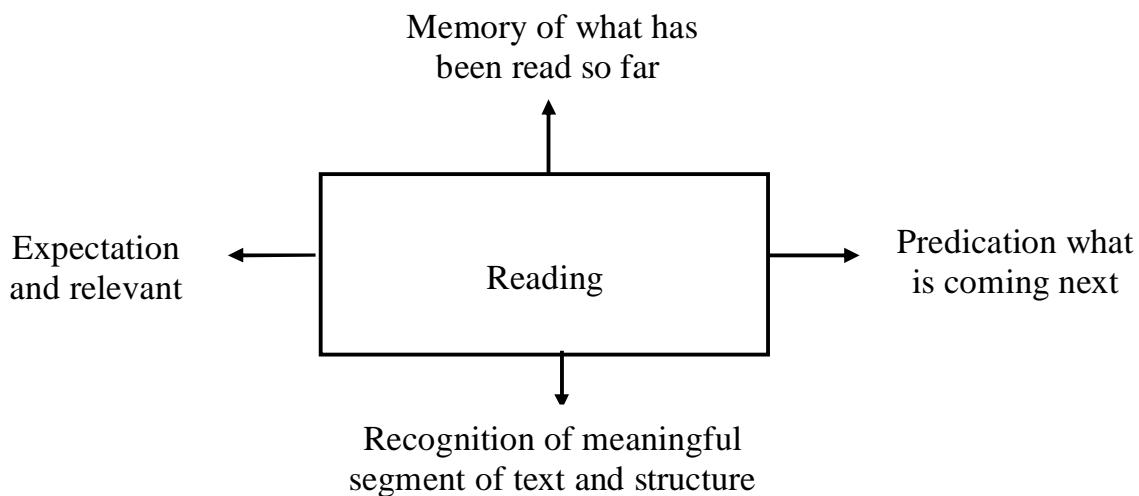
Once you have finish reading, run through it in your mind several times to recall what you have read.

5- Review

This stage takes the form of a quick return to the first four stages.

- Survey the whole notes and the structure.
- Question reminds yourself of your purpose of reading.
- Read the text quickly, skimming any points missed.
- Recall checks your notes for gaps.

Figure (1) shows the way in which fluent readers probably function



2.5 Establishing a Purpose for reading

Second language reading states that the successful use of reading strategies is less dependent on their availability and were dependent on readers awareness of strategies and their ability to be flexible when using them according to the purpose of the task or the problem to be solved.

Carrel, Pharis and Liber (1998) indicate that establishing a purpose for any reading activity is a crucial to choice the reading strategy to be adopted.

Selecting the purpose of reading help readers to read efficiently and quickly as possible and with reasonable understanding.

There are some purposes of reading:

A- We want general information about, i.e. the gist or the main idea.

B- We want specific information.

C- We need instruction to perform a task.

D- We seek enjoyment.

E- We wish to improve our language and increase our vocabulary.

F- We wish to find out what is happen (newspaper).

2.6 The Importance of Reading

Reading is the most important activity in any language class, not only as a source of information and a pleasure activity but as a mean of consolidating and extending one's knowledge of the language and its related aspects such as culture, civilization and history. Furthermore, reading has a role to play in language learning and can be considered as a skill in its own right. It is also an occasion of individualized work in large classes; through reading students can evaluate their own achievement. It is widely agreed that reading is a skill which must be learnt because of its importance as a communicative and as a learning tool.

Thus, reading is not only important for the students, but for everyone who speaks and uses English for communication as well as for other purposes (EAP or ESP). Therefore, learners of English should first learn to read in order to be able to read to learn. In other words, reading is a necessary tool for language acquisition. It facilitates, without any doubt the access to foreign language learning; access that requires especially, the reading skill which is the bridge to the bulk of literature and knowledge of the language. The objective of reading as stated by the ministry of higher education is to make learners able to read any piece of written English discourse.

2.6.1 Benefits of Reading

Carol Gorman states that there are many benefits of reading:

- 1- Reading helps you become an interesting person.
- 2- Reading helps you learn how to write correctly.
- 3- Reading develops your imagination.
- 4- Reading entertains you.
- 5- Reading teaches you about things unfamiliar to you.
- 6- Reading takes you places you have never visited.
- 7- Reading takes you times you have never experienced.
- 8- Reading introduces you to people you have never met.

Smart (2005) also states another benefits of reading they are as follows:

- 1- Reading can keep your mind active and dynamic and engaged will into old age.
- 2- Reading a good material can help you forget some of the problem in your life.
- 3- Reading can help you to set a good example for younger generation.
- 4- Reading regularly increases vocabulary.
- 5- Reading can develop positive values in the students.
- 6- Reading allows to the readers to exercise and cultivate her/his creative thinking skills.

2.7 Reading Rate

Grabe and Stollers (2001) say good readers are fast reader helping students increase their reading rate is also the list most importance, the used of timed and paced reading together with other activities that are done under time pressure may be away to develop reading skills. It is safe to say that anyone can double his speed of reading while maintaining equal or even higher comprehension. In other words, anyone can improve the speed with which he

gets what he wants from his reading, the average reader can read between 250 and 350 words per minute, but reading speed is around 500 to 700 per minute, these speed assume you have at least 80% comprehension. But some people can read a thousand words per minute or even faster on the material and there are three main factors involved in improving reading speed.

- The desire to improve.
- The motivation to practice.
- The willingness to try new techniques.

2.7.1 The Factors that Reduce Reading Rate

There are many factors that reduce reading rate:

- A- Limited perceptual span.
- B- Slow perceptual reaction time.
- C- Vocalization, including the need to vocalize in order to achieve comprehension.
- D- Faculty eye movement inaccuracy in placement of the page in return sweep in rhythm.
- E- Faculty habit of attention and concentration.
- G- Lack of practice in reading, due to the fact a person has read very little and has limited reading interests so that very limited practice in the daily or weekly schedule.
- H- Habitual slow reading in which the person cannot read faster because he has always read slowly.
- I- Poor evaluation of which aspects are important and which are unimportant.
- J- The effort to remember everything rather than remember selectively.
- K- Stopping at difficult words. i.e. looking them into dictionary.

2.8 Selection of Appropriate EFL Reading Materials

For the purpose of developing reading fluency and confidence, EFL learners need to read interesting and understandable materials. Krasken 1985 states

that most EFL reading materials including text available in the text book are however, difficult for learners to understand because those learners have generally a limited linguistic and background knowledge. The logical solution would appear to be to provide texts for EFL learner that takes into account their lack of linguistic ability and background knowledge.

There are at least three areas of concern in the selection of reading materials.

A- Level of Difficulty

Relatively easy material is more appropriate than difficult material for example Cunningham (1983) states in his research that relatively easy reading with a mean student accuracy rate of 80 percent results in gains in students achievement. Berliner (1981) reports that students who spend time reading materials that afford them a high success rate also retain the knowledge. Thus, it is important to use authentic texts whenever possible, because for language learners difficult language is the most of the time preferable, therefore it is first necessary to be clear about what is meant by simplified texts. In fact, the selection of appropriate reading materials in terms of authenticity and simplification of both form and content is not sufficient. teachers have to take into account other cultural aspects when doing such a selection mainly the cultural mismatch between the learner and the content of the reading material.

B- Cultural Content

Reading material reflect the cultural perception of the writer. Therefore, much reading material especially non scientific reading, is culturally biased, and so can cause comprehension problem for the readers. Thus, if the teacher believes the cultural content would inference with students comprehension, such material can be avoided or the teacher could use the reading material to provide an opportunity for students to gain new awareness of different culturally defined behaviors. In such a case, the teacher can explain the differences in cultural behavior to the students before they read.

C- The Interest Factor

A third area of concern in selecting reading materials is the interest it has for the readers and there is evidence that students comprehension is greater when the material interest them.

2.9 Tips to Improve Reading skill

In the modern age of information, reading truly is a fundamental survival skill, have are some tips that anyone can use to improve reading skill.

4- Know way you are reading i.e. decide why are you read before start, you will greatly improve your comprehension and you enjoyment.

B- Scan before you read by look at the table of contents these will help you determine if you have a real interest in this reading what information likely to get form it.

C- Optimize you reading environment you will read faster and comprehend more if you reading environment comfortable (choose the best condition).

D- Focus remember, you are reading with a purpose, so focus on that purpose and the material if you lose interest or keep losing your place take a break or read something else. You can keep track of where you are by following a long with your hand, this simple, technique helps you focus and increase your concentration.

Silent Reading:

It is for understanding or comprehension it requires the teachers guidance and assistance in the early stage of learning language, it is usually introduce after learning the new words and expression, it should be followed by comprehension questions of the following order:

- Yes/No or true/false questions.
- Information question i.e. wh-question.
- Question which require the readers to form views and opinions.
- Aloud reading.

This type of reading for checking readers pronunciation, word stress, pauses, intonation and understanding the passage, for this activity should be short, complete and clear. The steps below should be considered when conducting reading aloud activity.

Reading aloud comes only after silent reading and after presenting view words, structure and expressions to avoid sacrificing other more important language skills reading aloud should not be carried on for a long time. Reading aloud can be used for many purposes:

- To get general idea about a particular subject.
- To keep up – to date with what is happening in the world.
- To read a poem.
- To pass time.

Table (1) shows how the readers must be read

Silent	Aloud	Both of them	Total
50%	30%	20%	100%

Table (2) shows why do they read by that way

Because silent reading helps learners to understand and build their vocabulary	Because reading aloud helps the learners to correct their mistake and pronunciation.	Help the learners to understand the texts.	Total
50%	30%	20%	100%

Table (3) shows in which way do readers understand better

Silent reading	Aloud reading	Total
40%	60%	100%

Table (4) shows why do readers understand better in that way

Because while reading silent they are thinking.	Because when they are reading aloud they are building fluency.	Total
40%	60%	100%

E- Practice the more you read, the better reader you will become and smarter tool so feed your mind; read.

F- Evaluate your reading habits to find out where you need improvement.

C- Increase your vocabulary by keeping your dictionary handy, maintaining a list of new words and knowing their origin.

H- Speedup many people read at the speed they talk, yet research tells us that our brains process information much faster than realize, get in the habit of moving your eyes faster and see if you catch things you did not actually verbalize.

I- Take good notes If you take good notes the first time you read a text, you will be better prepared to locate and use the information later, instead of reading book and articles you have already read.

J- Anticipate and predict really smart readers try to anticipator and predict future ideas.

K- Create motivation and interest.

L- Highlight on summary and review.

2.10 What is Vocabulary?

Vocabulary is the name for words one must know in order to listen, speak, read, write effectively. According to Hatch and Brown vocabulary refers to a list or set of words that individual speakers of a language might use.

According to American heritage dictionary vocabulary (noun):

- 1- Those words and their meaning that are stored in our mental dictionaries.
- 2- A collection of words one knows and uses.
- 3- A collection of words alphabetized dictionary.
- 4- The words of language.

Thus, a person's vocabulary is the set of words they are familiar within a language. A vocabulary usually grows and evolves with ages, and serves as a useful and fundamental tool for communication and acquiring knowledge,

therefore, vocabulary is the stock of available words in (1) a given language or (2) a given speaker of that language.

2.11 Teaching Vocabulary through Reading:

There are numerous types of approaches, techniques exercises and practice that can be used to vocabulary.

The dilemma teachers often face is in deciding which among these numerous types would be best for their students and their circumstances since, not all students learn vocabulary in the same way, and vocabulary should be presented by a variety of techniques: method should be varied and combined according to the learners' individual needs and preferences.

Christian and Murphy (1991) contend that new information must be integrated with what the learner already knows.

They feel that teaching vocabulary as a pre reading step is an instructional intervention that should be considered when readers lack the prior or background knowledge to read a specific English text.

Another technique help students see a word in a broader context is to answers the following questions:

- 1- What is it?
- 2- What is it like?
- 3- What are some examples?

Schwartz and Raphael, 1985 believed that this list of three question helps students see relationship between familiar and less familiar terms and also brings the meaning of an unknown term into focus by requiring analogies and examples.

2.12 Extensive Reading: A way to Increase Vocabulary:

Extensive reading is arguably the primary than EFL student can build reading vocabulary to an advanced level.

Expert in the field of language development, agree that the main vehicle for instruction should be to encourage student to read extensively. Accordingly, Day and Bamford (1998), claim that extensive reading is that possible way for students to develop atomicity that is the automatic recognition words when they see them it is by far the best way to improve their reading skill and to gain enough exposure to vocabulary items.

In extensive reading learners select and read large amounts of materials that interest them and are within their level of comprehension.

Extensive reading with improvements in motivation, reading writing, spelling, vocabulary growth and reading fluency.

Because of these benefits, extensive reading should be implemented early in EFL programmes, for the purpose of increasing vocabulary size and developing fluency with familiar vocabulary and for sake of fulfilling the following objectives:

- To make learners practice some word-attack skills and reading strategies learned in the reading course.
- To strengthen learners reading ability and develop it.
- To develop learners' vocabulary stock and make them experience the language in several forms and contexts.

2.13 Types of Reading Difficulties with a Focus on Vocabulary Knowledge:

An effective way to teach EFL reading is to identify the weakness of the students and then implementing appropriate method for strengthening these skills.

Thus, the first thing for the teachers of EFL reading to do find out the weakness or the difficulties of their students through questionnaires, diagnostic texts, classroom observations and other related aspects.

Students may face three major kinds of reading problems these are classified from the less the important difficulty:

- 1- Structural problem.

2- Content problem.

3- Vocabulary problem.

The first type of problem has received a good deal of attention.

The second type varies from one kind of reading material to another, vocabulary problem that has received the least attention.

Thus, advanced readers think they do not know the foreign language well enough to read efficiently in it.

They start reading a text with the fear. They are going to have problems with vocabulary and unfamiliar words.

The vocabulary and syntax of new magazines novels and nonfiction books seen quit beyond the reach of most foreign language readers since the all too frequently believe that to comprehend the text, they must first understand every single word in the text, obviously, for many third world students, the syntax, general vocabulary and sub-technical vocabulary are sufficient hurdle to reading fluency, i.e. comprehension a written text will not take place without vocabulary.

Therefore, if the vocabulary is complicated and esoteric with too many new items per page students will feel swamped. They will lose confidence in their ability to read a text directly without the support of the teacher or a dictionary, and will often fall back on translation instead.

The major problem for most second language readers, even when the interest level is high is the lack of solid language best and consistent vocabulary stock.

In this context, Laufer 1992 argues that there is a lexical threshold for reading comprehension consisting of about 3.000 word families (approximately 5.000 word).

She claims that even highly skilled readers cannot read on task at the criterion of 70% comprehension unless they have such high academic ability and who are good readers in their native language cannot read well in their L2 if their vocabulary is below the threshold.

i.e. there are a strong correlation between reading comprehension and vocabulary knowledge.

Palmer stated that vocabulary was one of the most important aspects of foreign language and it can increase by emphasis on reading skills as the goal of learning the word of foreign language which was seen as an essential component of reading proficiency, this led to the development of principles of vocabulary control, which were to have a major practical impact on learning language.

Frequently, counts showed that a core of 2,000 words occurred frequently in written texts and that knowledge of these words greatly assist in reading as a foreign language.

2.14 A Comprehension Approach to Teaching and Developing Vocabulary:

The amount of vocabulary that student need to acquire each year is staggering in scope, estimated to be about 3,000 words a year.

Therefore, a comprehensive approach consisting of the following components to be in place:

- Use "instructional" read-aloud events.
- Provide direct instruction in the meaning of clusters of words and individual words.
- Systematically teach students the meaning of prefixes, suffixes and root words.
- Link spelling instruction to reading and vocabulary instruction.
- Teach, model, and encourage application of a word-learning strategy.
- Encourage wide reading.
- Create a keen awareness of and a deep interest in language and words.

In comprehensive approach of developing vocabulary researcher recommended by the following:

A- Read Aloud Events:

The recommendation that teachers read aloud to students is among the most popular recommendation in the field of reading.

The prestigious research-based becoming a nation of readers (Anderson et al 1985) concluded, the single most important activity for building the vocabulary knowledge required for eventual success in reading is reading aloud to students.

One very obvious way in which reading aloud to students can be expected to be beneficial is to increase their language and vocabulary skills.

B- Encourage Wide Reading:

The important of wide reading in the growth of student's vocabulary is critical (Nagy and Anderson 1984) given the staggering number of new words that students must add to their vocabulary each year.

It would be impossible to teach all of them. Anders (1996) estimates that it would require teaching about twenty new words a day each day of the school year. Through wide independent reading, students come in contact with vocabulary that rarely likely to be encountered in printed language.

2.15 Reading and Second Language Vocabulary Learning:

It was noted that there are strong relationships between successful reading and the richness of reader's vocabulary knowledge. The research has shown that a great deal of vocabulary is learned through the context of reading process. However, even proficient readers will have failure of strategies for making contextual inferences. This may be due to a lack of context sufficient to provide meaning. Vocabulary learning for many words involves learning different levels of the words meaning. Successful reading involves both this depth of knowledge and a breadth of knowledge such that the reader confronts few unfamiliar words while reading.

There is general agreement that much second language vocabulary learning occurs incidentally through extensive reading rather than through explicit vocabulary instruction.

There are three primary advantages to incidental vocabulary learning:

1- The vocabulary is contextualized, giving a richer meaning to each word.

2- It is pedagogically efficient in that it allows both reading and vocabulary learning to occur at the same time.

3- It is more individualized, because the vocabulary that is learned is learner based (Huckin and Coady 1999).

Much of the second language research on incidental learning focuses on the guessing and inferencing from context process of the reader confronting text. Additionally, much of the second language interest in incidental vocabulary learning is directed at determining the best pedagogical approach for presenting vocabulary.

The development of a large vocabulary through incidental learning is one of the effects of extensive reading, according to its proponents.

Day and Bamford (1998) see the development of a large sight vocabulary to be a process of over-learning words to the point that they become automatically recognizable in text.

2.16 Reading Strategies:

Scaffolding Students Interaction with Texts:

Before	During	After	Reading strategy	Description
	√	√	Annolighting a text	This active reading strategy links concept of highlighting key words and phrases in a text and annotating those highlights with marginal notes.
	√	√	Annotating a text	Annotating a text is an effective strategy to promote active and critical reading skills, this strategy provides a number useful acronyms that students can use to remember different elements of writing craft when reading and annotating a text.
√			Anticipating Guide	Anticipation guide are typically used as a pre-reading strategy and help to engage students in thought and

				discussion about ideas and concepts that they will encounter in the text.
✓			Checking out the framework	This strategy provides students with suggestions for previewing texts of different genre in order to read strategically based on their purposes for reading the text.
	✓	✓	Collaborative annotation	This strategy engages students in a process of co-constructing their interpretation of a text through a collaborative annotation actively.
	✓	✓	Conversation across time	This strategy helps students to develop deeper insights by making connections between and cross texts from different time periods in response to a common topic, theme, or essential questions.
	✓	✓	Dense Questioning	The dense question strategy can be used to students pose increasingly dense questioning as they make text to text, text to self, text to world connections.
	✓	✓	Frame of reference	The frame of reference strategy teaches students how to create a mental context for reading a text or a passage, this is accomplished by helping students to consider what they know about a topic and how they know what they know.
	✓	✓	Inferential reading	The inferential reading strategy provides a list of the various types of inferences that readers make while reading even seemingly straight forward text, recognizing that there are

				different types of inferences helps students to analyze text more consciously and strategically.
	√	√	Interactive note book	This highly adaptable strategy encourages students to use two-column note taking strategy. In the right column, they take notes to synthesize essential ideas and information from a text, presentation film, etc; in the left hand column they interact with the content in any way they choose (personal convection, illustration, etc).
	√	√	Key concept synthesis	The key concept synthesis strategy, helps students to identify the most important ideas in a text, put those ideas into their own words and then make connection among these important ideas.
	√	√	Listening to voice	This strategy helps students to analyze and interpret writer's voice through the annotation of a passage with particular emphasis on diction, tone syntax unity, coherence and audience.
	√	√	Metaphor analysis	This strategy teaches students how to analyze a complex metaphor and substantial interpretive claims using textual evidence.
	√	√	Paralled note-taking	The paralled note taking strategy teaches students to recognize different organizational patterns for informational text and then develop a note taking strategy

				that paralleled the organizational of the text.
✓	✓	✓	QAR: Question Answer Relationships	The QAR strategy helps students to identify the four question answer relationships that they are likely to encounter as they read texts and attempt to answer question about what they have read these include "right here" question think and search question, author and you question and on my own questions.
✓	✓	✓	Questions only	The questions only strategy teaches students how to pose question about the text they are reading and encourages them to read actively as they work to answer the questions they have posed.
		✓	Raft	This is a flexible post-reading strategy that helps students to analyze and reflect upon their reading through persona writing.

2.17 Language Experience Approach:

The Language Experience Approach (LEA) to reading is often associated with beginning reading instruction, but we have found it an excellent format for providing word recognition instruction at a variety of levels. In LEA, students use texts that they have composed; therefore, they have the important benefit of dealing with stories and words with which they are already familiar. Students own the text and words.

In the basic form of LEA, students dictate, either individually or in a group, their own brief text to the teacher. The teacher writes the students' text on a sheet of large chart paper or, for one child, on a sheet of notebook-size paper. After several readings over several days, students become familiar with many

of the words and identify them more effectively in other reading settings. In fact, Russell Stauffer (1980), an LEA pioneer, suggests that students have copies of their dictations on which they underline the words they can recognize each time they read the texts.

Once children become adept at reading the whole text, we often begin the process of decontextualization: we begin to focus attention on parts of the text as we strip away parts of the context. Students' initial success in reading the story may reflect their use of context (such as pictures or familiar phrases) as well as familiarity with the whole passage. Decontextualization requires students to take a closer look at individual sentences, phrases, words, word parts, or even letters and letter combinations.

One way in which teachers decontextualize is by using sentence strips and word cards from the passage. Paula, a Title I teacher, has had great success using LEA with students. She tries to do at least two texts each week. For example, on Monday she might discuss an interesting experience from the previous week with her students. After the discussion, the group dictates a story related to the experience, which Paula writes on chart paper. At the end of the session the students and Paula read the dictation several times—chorally, individually, orally, silently, and with Paula reading while the children follow along.

On Tuesday, after a few rereading of the story (as well as stories from previous lessons), Paula engages her students in decontextualization activities. She creates a second copy of the text on chart paper and begins to cut this copy into sentence strips in front of the students. Together, the group practices reading the sentences and puts them in their original order to remake the story. They also experiment with reordering the sentences. After some work with sentence strips, Paula cuts the strips into phrases strips and word cards that are also practiced, sorted into various categories of the students' choosing, put together to form new sentences, and played with in other ways. Students and teacher experiment with changing word beginnings, middles, and ends to make new words. Paula also makes copies of the story for all students to read on their own in school and at home to their parents.

On Wednesday, Paula may continue reading the story and playing with its words and sentences, depending on how well the students have learned the

story and its parts. She also will begin a new LEA story with her class about the interesting speaker who came to school on Tuesday. She will make it a point to return to Monday's story periodically over the next several weeks.

2.18 Support-Reading Strategy

The Support-Reading Strategy (SRS) was developed by Morris and Nelson (1992) in response to the needs of low-achieving second-grade students. SRS contains several fluency instruction elements and is meant to integrate into a traditional class using basal materials. It follows a three-day instructional cycle that lasts 20 to 25 minutes at a time.

- Day 1. The teacher reads a story to a small group of students in a fluent expressive voice. Throughout the reading, the teacher asks students to clarify text information and predict upcoming events. Teacher and students then echo-read the story with the students reading from their own books. The teacher monitors individuals' reading and provides assistance, support, and encouragement as necessary.
- Day 2. Students are divided into pairs that include a good reader and a less proficient one. The pairs reread the story, alternating pages as they go. The children are then assigned a short segment (100 words) from the story. In pairs, the students read to their partners, who provide help as needed. Finally, if enough time remains, the pairs reread the entire story, alternating pages so that each child reads the text read by the partner in the initial partner reading.
- Day 3. During a seawork period, individual children read their assigned parts to the teacher, and the teacher checks the reading for word recognition accuracy.

A- The teacher should ask students to read sentence with words they already know.

B- The teacher write sentence on the board for the students to read.

C- Students may practice reading sentence in language laboratory or with cassette, tape recorder ... etc.

2.19 Previous Studies

This section presents the previous studies which are conducted in the area.

Gamal Ahmed (2004) conducted a research on developing reading skill of pupils at intermediate level in the United Arab Emirates (UAE).

The objective of this study is to investigate the causes of decline of the standard of the reading ability of pupils in preparatory cycle in the United Arab Emirates.

The researcher used a questionnaire in collecting data, the results of this study the researcher found that pupils must be encouraged and motivated to read, the teachers have to try new techniques in the teaching of reading, also observation lesson are very important on condition that there must be a session of discussion afterward. The researcher suggested some possible topics of research include the relation between reading and listening, the effect of listening on reading.

Nour Alhadi (2011) conducted a study on the problem in developing English reading skills in Sudanese secondary school students. The objectives of this study were to investigate the actual problem focusing Sudanese secondary school students in developing reading comprehension, also to analyze the strategies that help students in developing their reading skill. The tools used in this study were a test for students and questionnaire for teachers. The result of the study were that using visual aids motivates students to read, applying the suitable strategies inside classroom has a great role in developing students' reading, using additional material beside the textbook can help in developing students' reading.

Khaled Hassan Ali (2012) conducted study on reading comprehension problem encountered by secondary EFL learners and teachers. The objectives of this study were to identify types of reading comprehension difficulties encountered by Sudanese secondary school students also to find out the causes of these problems in order to achieve that the researcher used a teachers' questionnaire as data collecting tool.

This study recommended that the teacher should motivate students to have more interest in reading materials in English, the teachers should adopt the modern teaching methods in teaching reading also teachers should encourage

students to make extensive reading to improve level of comprehension, also teachers should give students enough assignment and exercises after any reading comprehension lesson.

Chapter Three

Methodology

3.0 Introduction

This chapter is primarily devoted to the procedures adopted in the empirical study to investigate the problem of the study. It provides a description of the sample, data collection techniques and statistical procedures that were used in conducting the study. At the same time the two scales of reliability and validity of instrument measured to examine their ability to provide consistent answers, also it discusses, description the samples whom the questionnaire had been distributed.

3.1 Method of the Study

This study adopted descriptive analytical method.

3.1.1 Population

The population chosen for this study were the students of the Sudan University of Science and Technology.

3.1.2 Subjects

Members of this group are the students of Sudan University of Science and Technology in English Language Department at fourth year level.

Fifteen students from the fourth level were selected randomly to check the data collecting tool.

3.1.3 Questionnaire

The questionnaire was selected as a tool collecting data from fourth year students, that is because this tool has advantage of providing greater anonymity, and hence ensures the quality of information. The questionnaire is composed of (15) multiple choice questions for students and each question has (3) options to correct answer they are carefully graded, strongly agree, strongly disagree, not sure.

3.2 Reliability

Reliability in the degree to what an assessment tool produces stable and consistent results. In this research, the term reliability stands for a scale of measurement which is used to see the extent to which the adopted instrument succeed in achieving consistent answer. It tries to do so by stating correlation between the form of the related items under investigation. That is, there are some sort of standards, which are acceptable whereas some others are not. If the degree of co-efficiency between the items is equal to one or nearly approach it, then considerable levels of reliability are obtained. If the degree of co-efficiency is low, then a weak level of reliability is likely to occur.

Thus, the variation between these two points usually indicates a reasonable sense of reliability is achieved.

In this study, where a questionnaire was applied in data collection reliability was measured by adopting the same statistical programme of Statistical Package for Social Science SPSS. It was found that a reasonable degree of reliability in the answers provided by subjects.

3.3 Validity

Validity is the most important in the evaluation of the research result. It refers to how well a test measures what it is purported to measure. The researcher in order to check the research validity he make matching to his research assessment measure to his goals and objective. Additionally, the researcher also checked the questionnaire validity; that is will it actually measure what it is intended to measure.

3.4 Statistical Analysis

As a mean of data analysis, a computer programme of Statistical Package for Social Science (SPSS) was adopted to gain valuable results. This programme awareness and the variation among subjects is more precise ways. This was mainly obvious among discussing the result within the components in chapter four.

Chapter Four

Data Analysis and Discussion of Results

This chapter presents analysis and discusses the data which was collected by means of the questionnaire that used in this study as follows:

1- There is a strong relationship between reading and vocabulary.

Table (4.1)

Table one	Percentage	Number of students	Total number of tested students
Strongly agree	100%	15	
Strongly disagree	-	-	
Not sure	-	-	
Total degree	100%	15	15

From the above table I find 100% strongly agreed with the researcher's suppose there is a strong relationship between reading and vocabulary.

2- Students may read faster and comprehend well if they establish purpose for reading.

Table (4.2)

Table two	Percentage	Number of students	Total number of tested students
Strongly agree	93.33%	14	
Strongly disagree	-	-	
Not sure	6.76%	1	
Total degree	100%	15	15

At this table the majority of students strongly agree with a researcher's suppose.

3- Student will response positively if teacher used difficult materials in teaching reading.

Table (4.3)

Table three	Percentage	Number of students	Total number of tested students
Strongly agree	33.33%	4	
Strongly disagree	60%	9	
Not sure	6.67%	1	
Total degree	100%	15	15

At this table 33.33% strongly agreed, 6.67% not sure and 60% strong disagree, that mean using difficult materials will lead to negative response.

4- Keeping a dictionary during reading will increase vocabulary.

Table (4.4)

Table four	Percentage	Number of students	Total number of tested students
Strongly agree	86.67%	13	
Strongly disagree	6.67%	1	
Not sure	6.67%	1	
Total degree	100%	15	15

Most of the students agreed that keeping a dictionary handy during reading increases vocabulary.

5- Using systematic techniques of reading never increase vocabulary.

Table (4.5)

Table five	Percentage	Number of students	Total number of tested students
Strongly agree	-	-	
Strongly disagree	73.33%	11	
Not sure	26.67%	4	
Total degree	100%	15	

At this table there are four of students not sure and eleven of them strongly disagree, these show that using systematic techniques of reading increase vocabulary.

6- Reading a rich context has a positive impact on developing vocabulary.

Table (4.6)

Table six	Percentage	Number of students	Total number of tested students
Strongly agree	86.67%	13	
Strongly disagree	-		
Not sure	13.33%	2	
Total degree	100%	15	15

At this table I find the majority of tested students agreed with a researcher's suppose that reading a rich context has a positive impact on developing vocabulary.

7- Teaching reading skill should not require well trained teachers.

Table (4.7)

Table seven	Percentage	Number of students	Total number of tested students
Strongly agree	6.67%	1	
Strongly disagree	93.33%	14	
Not sure	-	-	
Total degree	100%	15	15

At this table there are one of the students strongly agree and fourteen of them strongly disagree, that show teacher must be qualifier to teach reading skills

8- Reading regularly, increase vocabulary.

Table (4.8)

Table eight	Percentage	Number of students	Total number of tested students
Strongly agree	100%	15	
Strongly disagree	-	-	
Not sure	-	-	
Total degree	100%	15	15

From table eight I find all tested students agreed with the researcher's suppose that reading regularly, increase vocabulary.

9- Poor readers will have a deficit in the rate of acquiring vocabulary.

Table (4.9)

Table nine	Percentage	Number of students	Total number of tested students
Strongly agree	53.33%	8	
Strongly disagree	6.67%	1	
Not sure	40%	6	
Total degree	100%	15	15

The majority of the students strongly agreed that the poor readers have a deficit in the rate of acquiring vocabulary.

10- Successful reading requires the ability to read rapidly without comprehend a bit of the written text.

Table (4.10)

Table ten	Percentage	Number of students	Total number of tested students
Strongly agree	40%	6	
Strongly disagree	53.33%	8	
Not sure	6.67%	1	
Total degree	100%	15	15

From table ten the majority of students strongly disagree, that mean successful reading the ability to read and comprehend the written text.

11- Motivated students read more extensively to help them in vocabulary expanding.

Table (4.11)

Table eleven	Percentage	Number of students	Total number of tested students
Strongly agree	93.33%	14	
Strongly disagree	6.67%	1	
Not sure	-	-	
Total degree	100%	15	15

In this table fourteen of the students strongly agreed with the researcher's suppose that encourage students read extensively help them in vocabulary expanding.

12- Wide reading broadens and increases vocabulary.

Table (4.12)

Table twelve	Percentage	Number of students	Total number of tested students
Strongly agree	93.33%	14	
Strongly disagree	-	-	
Not sure	6.67%	1	
Total degree	100%	15	15

Wide reading increases vocabulary because the majority of the students strongly agreed with the researcher's suppose.

13- Students can expand their vocabulary rapidly if they did not return to the words formation.

Table (4.13)

Table thirteen	Percentage	Number of students	Total number of tested students
Strongly agree	13.33%	2	
Strongly disagree	66.67%	10	
Not sure	20%	3	
Total degree	100%	15	15

From the above table most of the students agreed that students can expand their vocabulary rapidly if they return to the words formation.

14- Students can comprehend better if the teacher selects an appropriate reading materials.

Table (4.14)

Table fourteen	Percentage	Number of students	Total number of tested students
Strongly agree	93.33%	14	
Strongly disagree	6.67%	1	
Not sure	-	-	
Total degree	100%	15	15

Fourteen of students strongly agree with a researcher's suppose and one of them strongly disagree, that mean students must select an appropriate reading materials.

15- Students can enlarge their vocabulary if they are taught reading loudly.

Table (4.15)

Table fifteen	Percentage	Number of students	Total number of tested students
Strongly agree	46.67%	7	
Strongly disagree	20%	3	
Not sure	33.33%	5	
Total degree	100%	15	15

From table fifteen I found the majority of the students supposed a researcher's suppose that students can enlarge their vocabulary if they are taught reading loudly.

Chapter Five

Conclusion, Recommendations, and Suggestion for Further Studies

5.0 Introduction

The previous chapter discussed the result of the study through the analysis of data that collected by multiple choice questionnaire which answered by the students at Sudan University of Science and Technology. While this chapter represent the conclusion of research which contain summary of findings and recommendations.

5.1 Conclusion

It does seem hard to overstate the importance of vocabulary not only for reading achievement but also clear regarding implications for instruction that will ensure the development of large, useful vocabularies, wide reading plays a critical role in developing vocabulary knowledge and teachers facilitate this process by teaching strategies for learning words independently.

Thus, the importance of wide reading in the growth of students vocabulary is critical (Nagy and Anderson 1984) given the staggering number of new words that students must add to their vocabularies each year. Anderson estimates that it would require teaching about twenty new words a day each day of the school year.

Thus, through wide independent reading, students come in contact with vocabulary, that means students vocabulary expanding depend on their reading.

5.2 Summary of the Findings:

- 1- Reading is a thinking process so the time allowed to reading tasks should be enough.
- 2- Reading material should be given according to learners' level.
- 3- More reading tasks should be done by weak students with teacher control in order to improve their reading.
- 4- Teacher should teach reading with interest and enjoyable way to attract the learners.

- 5- Wide reading broadens and increases vocabulary.
- 6- Teachers should teach reading with suitable strategies.
- 7- Reading is a necessary tool for language acquisition it's a bridge to understand literature and knowledge of the language.

5.3 Suggested Topics:

- 1- Extensive Reading Away to Increase Vocabulary.
- 2- The Role of Vocabulary in Successful Reading.

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Appendices

Questionnaire

Dear, students this questionnaire is used as a tool to collect data for a research by title: the influence of reading in developing vocabulary knowledge, please put mark on your opinion /agree/, /disagree/, /not sure/.

Statement	Strongly agree	Not sure	Strongly disagree
1- There is a strong relationship between reading and vocabulary.			
2- Students may read faster and comprehend well if they establish a purpose for reading.			
3- Keeping a dictionary during reading will increase vocabulary.			
4- Student will response positively if the teacher used difficult materials in teaching reading.			
5- Using a systematic technique of reading never increases vocabulary.			
6- reading a rich context has a positive impact on developing vocabulary.			
7- Teaching reading skill should not require well trained teachers.			
8- Reading regularly, increase vocabulary.			
9- Poor readers will have a deficit in the rate of acquiring vocabulary.			
10- Successful reading requires the ability to read rapidly without comprehend a bit of the written text.			
11- Motivated students read more extensively help them in vocabulary expanding.			
12- Wide reading broader and increase vocabulary.			
13- Students can expand their vocabulary rapidly if they did not return to the words formation.			
14- Students can comprehend better if the			

teacher selects appropriate reading materials.			
15- Students can enlarge their vocabulary if they are taught reading loudly.			