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**The Effect of Vocabulary Glossing on EFL Learners' Reading Comprehension :
Teachers and Learners Attitude**

A Dissertation Submitted to the Department of Letters and English Language in Partial

Fulfillment of the Requirements for the Degree of Master in Language and Culture

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Dedication I

I extend my sincere gratitude to my esteemed parents,

*To my beloved mother, **Amel**, I am deeply grateful for your unwavering support and steadfast faith in me throughout my academic pursuits.*

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To those who dare to dream, believe, and strive.

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Abstract

The aim of this study is to investigate the attitudes of both students and teachers regarding the impact of vocabulary glossing on the reading comprehension of EFL learners. It is hypothesized that implementing vocabulary glossing within reading materials will enhance students' ability to understand the texts. To test the validity of the hypothesis, a quantitative descriptive approach was employed, involving the distribution of two questionnaires to one hundred fifty(150) second-year License students and twenty (20) teachers from the Department of Letters and English Language at the University of 8 Mai 1945-Guelma. Additionally, a reading comprehension test was administered to the students to assess the effectiveness of vocabulary glossing in improving their reading comprehension. The results indicate that both groups hold a positive attitude and strongly recognize the value of vocabulary glossing in facilitating better reading comprehension among EFL learners. Based on these findings, it is recommended that teachers should actively incorporate vocabulary glossing strategies in reading activities to facilitate learners' comprehension.

Keywords: Vocabulary Glossing, EFL learners, Reading Comprehension.

List of Abbreviations

EFL: English as a Foreign Language

Et al: Et alia (and others)

Etc: Et cetera

i.e. : id est (that is)

% : percentage

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General Introduction

English has become a dominant language across various domains, making its mastery a priority for many learners across the world. In order for learners of English as a Foreign Language (EFL) to participate meaningfully in academic and communicative contexts, the acquisition of advanced reading comprehension skills is imperative, as such skills are greatly influenced by the breadth and depth of their vocabulary knowledge. Furthermore, to support vocabulary comprehension during reading, glossing is often employed; it consists of embedding brief explanations or translations of unfamiliar words directly within the text. However, the success of this technique depends largely on teachers' and learners' attitudes toward its use, which are crucial for evaluating its effectiveness. Although many studies have explored vocabulary acquisition methods, there is a lack of research specifically examining the impact of vocabulary glossing on EFL learners' reading comprehension. Therefore, the current study seeks to investigate the effect of vocabulary glossing on reading comprehension by exploring both EFL students' and teachers' perceptions of its effectiveness.

1. Statement of the problem

To acquire a new language, learners need to develop the four key skills : listening, speaking, reading, and writing. More interestingly, reading is widely regarded as a critical and an important skill. However, EFL learners often face difficulties in reading comprehension, mainly due to limited vocabulary knowledge, which hinders their ability to understand and engage with texts effectively. To mitigate this issue, various instructional strategies have been proposed, among which vocabulary glossing has gained particular attention. Vocabulary glossing, which provides explanations for unfamiliar words within a text, represents a pedagogical tool aimed at facilitating vocabulary acquisition and enhancing text

comprehension. This study intends to examine the impact of vocabulary glossing on EFL learners' reading comprehension.

2. Research Aims

The study investigates whether or not second-year English-speaking students at the University of Guelma can enhance their reading comprehension through vocabulary glossing. It also explores teachers' and students' perspectives on the role of glossing in improving reading comprehension. To this end, the research will:

- 1- Examine teachers' and students' attitudes toward the impact of vocabulary glossing on EFL learners.
- 2- Assess students' reading comprehension performance with and without glosses.

3. Research Hypothesis

The research tests the hypothesis that if English teachers provide vocabulary glossing to their students, then students' reading comprehension would be enhanced . Thus, it is hypothesized that:

The null hypothesis implies that no relation exists between the two variables:

(H0) EFL students' reading comprehension would not be influenced by vocabulary glossing.

The alternative hypothesis suggests that there is a relationship between the two variables:

(H1) EFL students' reading comprehension would be influenced by vocabulary glossing.

4. Research Questions

The present study addresses these questions:

1. To what extent do glosses impact students' reading comprehension?
2. Are teachers and students aware of the importance of glossing?

3. What are teachers' and students' attitudes towards the impact of vocabulary glossing on reading comprehension?

5. Research Design

This dissertation adopts a quantitative descriptive research design to systematically collect and analyze detailed data relevant to the subject under study, aiming to provide a thorough understanding of the investigated issue.

5.1. Research Method and tools

This research employs a quantitative descriptive method to collect data through two questionnaires one for students and one for teachers and a reading comprehension test administered to students at the Department of English, University of 8 Mai 1945 Guelma, during the academic year 2024-2025.

5.2. Research Population and sampling

The present research sample was selected randomly; it includes EFL teachers and second-year license students from the Department of English at the University of 8 Mai 1945 Guelma. Given the characteristics of the present study, this sample appears suitable. A total of two hundred fifty students were considered, from which one hundred fifty were randomly selected to respond to the questionnaire, alongside twenty teachers. Moreover, one hundred fifty students were chosen randomly to participate in a test to assess their comprehension through a reading comprehension text.

5.3. Data Gathering Tools

In order to answer the research questions, two main data collection tools will be used. Firstly, a questionnaire will be addressed to Second-year License students and another questionnaire for teachers at the Department of English to understand their attitudes toward

vocabulary glossing impact on reading comprehension. Secondly, a reading comprehension test will be given to Second-year License students, to testify their understanding of texts with and without glosses.

5.4. The Pilot Study

Before administering the main questionnaires, a pilot study was conducted to evaluate their clarity, relevance, and effectiveness. The pilot involved twenty second-year students and four university teachers from the Department of Letters and English Language. The primary goal was to identify potential issues related to question wording, content appropriateness, and overall structure.

Based on the feedback collected from the participating teachers and students, several modifications were made to improve the quality of the instruments. Specifically, some questions were reworded for clarity, ambiguous or confusing terms were revised, and additional items were included to better capture the constructs under investigation.

6. Structure of the Dissertation

This research is divided into three chapters in addition to general introduction and general conclusion. The first two chapters are concerned with the theoretical background of the topic and the last chapter is concerned with the practical part of reporting and analyzing the students and teachers questionnaires, in addition to the analysis of the reading comprehension test.

The first chapter, entitled “Vocabulary Glossing” provides a comprehensive overview of vocabulary, including its importance, categories, and learning strategies. It also discusses the difficulties learners encounter while acquiring vocabulary and the methods they use to overcome these challenges, with a particular focus on glossing. The chapter further explores

the definition and methods of vocabulary glossing, its benefits for reading comprehension, the main challenges associated with it, and finally, the relationship between vocabulary glossing and reading comprehension.

The second chapter, entitled "Reading Comprehension," offers a comprehensive overview of reading and reading comprehension, covering its types, purpose, and theoretical models. It also addresses difficulties that can hinder the comprehension process and the effective strategies to help students overcome these challenges. Furthermore, the chapter presents reading comprehension strategies. Also, it discusses how to teach reading and assess reading comprehension.

The third chapter entitled "Field Investigation " it deals with data analysis and discussion of the results, it has three parts, the first part is devoted to the analysis and interpretation of students questionnaire and the second one deals with teachers' questionnaires Moreover,the third part presents the analysis and interpretation of students' tests .Finally this chapter provides some pedagogical implications or range of limitations encountered by the research.

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Introduction

Vocabulary learning is important to foreign language learning success. It is widely acknowledged that vocabulary needs to be placed at the center of language teaching and learned in a structured and consistent way. Many scholars and instructors have focused on exploring the most effective methods for teaching vocabulary. This chapter will discuss what vocabulary is and the reasons behind its importance, distinguish between its types, and present effective techniques for learning it, which are crucial in the formation of the lexical resources of foreign language learners. The chapter will also explore the use of vocabulary glosses as a reading strategy in second language learning.

1.1. Vocabulary Definition

Acquiring a new language cannot be divorced from vocabulary. When acquiring a new language, one must also acquire its vocabulary, which can be defined in several ways. Scholars have devised multiple definitions for vocabulary. According to Richards and Rodgers (1986, p.), "Vocabulary is central to language competence and constitutes an important basis for how learners speak, listen, read, and write". Without a significant vocabulary and effective means of picking up new words, learners often fail to reach their potential and can be discouraged from taking advantage of language learning opportunities such as listening to native speakers, utilizing the language in varied contexts, reading, or watching television.

Moreover, Nation and Newton (1997, p. 241) assert that "knowing the meaning of a word involves knowledge of how frequently it is used, where it is used, how suitable it is in various contexts, its syntactic behaviors, its base form and derivatives, its collocations, and its semantic attributes". Vocabulary is a significant part of second language learning. For McCarthy (1998, p. 140), "communication simply cannot take place in any meaningful way

without words to express a wider range of meanings". In addition to words, Schmitt (2000, p. 3) suggests a list of the various types of knowledge one needs to acquire in order to know a word: the word's definition, the word's written form, the word's spoken form, the word's grammatical function, the word's collocations, the word's register, the word's connotations, and the word's frequency of use.

Based on these statements, it can be inferred that vocabulary is a collection of words serving as a fundamental component of language proficiency, characterized by features such as meaning, word usage, pronunciation, and spelling.

1.2. Vocabulary Importance

Vocabulary holds a crucial position in the process of learning and teaching the English language. Without an adequate vocabulary, learners are unable to comprehend communicated messages or effectively articulate their own thoughts. Consequently, awareness of vocabulary has gained increased importance in language acquisition, shifting the emphasis away from grammar alone, as grammatical structures alone are insufficient to convey the full meaning of vocabulary items. In this context, Wilkins (1972) asserted that "minimal communication is possible without an understanding of grammar, but no communication can occur without vocabulary" (p.111). Grammar and vocabulary are mutually reinforcing, a view supported by Allen (1983), who argued that "students who do not acquire grammar alongside vocabulary will be unable to use the language effectively for communication" (p.1). Furthermore, Widdowson (1990, as cited in Lewis, 1993) proposed that "the more one considers the issue, the more rational it appears to priorities lexis as the starting point, with syntax serving the words rather than the other way around" (p.115). In certain contexts, selecting the appropriate and precise word takes precedence over strict adherence to grammatical structures, since correct structural application depends on having sufficient vocabulary knowledge (Harmer,

1991). Additionally, Schmitt observed that "learners carry dictionaries instead of grammar books" (p.4), underscoring the vital role of vocabulary in language learning environments, as learners cannot accurately convey meanings or interpret implied messages without an adequate lexicon.

1.3. Vocabulary Types

When acquiring vocabulary, it is important to distinguish between two distinct categories of lexical items. Harmer (1991) identified these categories, with the first pertaining to words that are produced through speaking and writing. The second category encompasses the capacity to recognize words upon initial encounter, even if the learner is not yet able to produce them independently. Hiebert and Kamil (2005) elaborated that "productive vocabulary comprises the set of words an individual can actively use in speaking or writing, whereas receptive or recognition vocabulary includes words for which an individual can understand meanings when reading or listening" (p. 3). Specifically, productive vocabulary is often termed "active" because it is employed in speech and writing, while receptive vocabulary is considered "passive" as it involves comprehension during reading and listening. Moreover, during reading and listening activities, learners acquire vocabulary knowledge; however, when they engage in speaking or writing, they actively produce and utilize their vocabulary. In one perspective, employing receptive vocabulary entails recognizing the structure and recalling the meaning of a term during listening or reading. Conversely, employing productive vocabulary involves the intention to convey the meaning of a term and to utilize its correct spoken or written form through speech and writing (Nation, 2001). Further he emphasizes that "the teaching and learning of vocabulary constitute only part of any language course, and it is essential to maintain a balanced perspective" (p. 1). Particularly at early stages, students may face difficulties when acquiring new, challenging vocabulary items.

1.4. Learning Vocabulary

Vocabulary is considered to be the most pivotal component of second language acquisition (Knight, 1994) and an "indispensable part of mastering a second language" (Schmitt, 2008, p. 329). The acquisition of new vocabulary is emphasized; one cannot master a language if one doesn't know a substantial number of its words. Further, instruction in vocabulary enables learners to enhance their fluency and excel in language skills. Thus, Nation (1994) stated that "a comprehensive vocabulary makes it easier to bring off listening, speaking, reading, and writing skills." Opportunities for becoming fluent with vocabulary must accompany learners' growth in that vocabulary" (p. 5111) . Notably, an individual can spend a whole lifetime acquiring and defining vocabulary since words have multiple and often intricate meanings (Hiebert & Kamil, 2005). Proficient acquisition of vocabulary entails that learning goes beyond definitional knowledge of a specific vocabulary word. Moreover, to know a word does not necessarily mean to know its definition and corresponding references to other words; it means to understand how it operates in different situations. One can, therefore, never fully master the vocabulary of a specific language. Indeed, native speakers of a specific language cannot be familiar with all of its vocabulary nor know how to use it effectively in specific situations.

1.4.1. Intentional and Incidental Vocabulary

Vocabulary acquisition is a multifaceted process that extends beyond the confines of formal educational settings. Learners frequently acquire new lexical items organically through exposure to language in authentic contexts, such as reading, listening, or engaging in social interactions. Such natural exposure facilitates vocabulary development via two primary mechanisms: incidental and explicit learning. Incidental learning, also referred to as implicit learning, occurs without the learner's conscious intent to memorize new words. Instead, it

arises as a secondary outcome of engaging in meaningful language activities, such as reading a novel or participating in conversations. Conversely, explicit learning involves a deliberate and conscious effort, whereby learners intentionally focus on understanding and memorizing vocabulary through direct instruction or targeted practice (Schmitt, 2000; Rebuschat, 2015).

Furthermore, incidental learning holds particular significance because it provides learners with abundant contextual cues that aid in deducing the meanings of unfamiliar words. This mode of learning fosters a natural, immersive acquisition process, often resulting in more profound and durable retention. Through incidental learning, learners not only grasp the meanings of words but also internalize their typical usage patterns, collocations, and subtle nuances. However, since incidental learning occurs without focused attention, it may prove insufficient for acquiring more complex or infrequently encountered vocabulary, especially for novice learners.

In contrast, explicit learning encompasses intentional activities such as studying word lists, employing flashcards, or engaging in vocabulary exercises. This approach enables learners to consciously analyze word forms, meanings, and grammatical functions. It also facilitates repeated exposure and practice, which are crucial for transitioning vocabulary from passive recognition to active utilization. Explicit learning is particularly vital when learners face unfamiliar or specialized vocabulary.

Thus, both incidental and explicit learning processes are essential and mutually reinforcing components of comprehensive vocabulary development. Incidental learning enhances learners' exposure to authentic language use, thereby expanding their receptive vocabulary, while explicit learning focuses on strengthening productive vocabulary and ensuring mastery of complex words. An effective language teaching approach should therefore incorporate both

methods, offering learners ample opportunities for meaningful language exposure alongside targeted vocabulary instruction.

In summary, incidental (implicit) and explicit (intentional) vocabulary acquisition represent two interconnected and fundamental pathways in language learning. Understanding their distinct functions and how they complement each other is vital for the development of effective teaching strategies and assessment tools. A balanced approach that combines natural, contextual exposure with deliberate study equips learners with a rich and practical vocabulary, facilitating effective comprehension and communication across diverse contexts.

1.4.2. Vocabulary Learning Strategies

Vocabulary acquisition relies heavily on the employment of effective learning strategies. These strategies encompass the deliberate actions undertaken by learners within the classroom setting to acquire and internalize new lexical items. Schmitt (1997) characterizes vocabulary learning strategies as "any strategy that results in the learning of vocabulary" (pp. 199–227). The utilization of diverse vocabulary learning strategies in language education facilitates learners in achieving autonomous learning, managing their own vocabulary development, and recognizing the wide range of vocabulary items. Similarly, Cameron (2001) describes vocabulary learning strategies as "actions that learners take to help themselves understand and remember vocabulary" (p. 92). Numerous researchers have developed classifications and taxonomies of vocabulary learning strategies. According to these frameworks, Gu and Johnson (1996, pp. 650–651) identified six categories of strategies: (1) Guessing strategies, which involve using prior knowledge, linguistic cues, and contextual clues; (2) Dictionary strategies, encompassing comprehension-focused and extended dictionary use; (3) Note-taking strategies, including meaning-oriented and usage-oriented approaches; (4) Rehearsal strategies, such as employing word lists, oral repetition, and visual reinforcement; (5)

Encoding strategies, involving association, elaboration, imagery, and auditory encoding; and (6) Activation strategies, which entail learning lists of facts by linking them with familiar words or numbers through imagery. A variety of vocabulary learning strategies are accessible to learners, including inferencing, sentence production, semantic mapping, and dictionary use.

1.4.2.1. Inferencing

Second language reading comprehension necessitates the use of compensatory strategies, such as deducing the meanings of unfamiliar words from contextual cues (Bialystok, 1983). In this regard, numerous scholars have emphasized the importance of vocabulary development, as it encourages learners to engage in tasks that require them to interpret unknown words through available contextual information. One such strategy is inferencing and it is a key skill in vocabulary acquisition. It is defined as "a mental process that utilizes known features and context to recognize something unknown in reading" (Paribakht & Wesche, 1999, p.198). Furthermore, inferencing is considered a valuable activity that language learners frequently employ when expanding their vocabulary, as it enhances their understanding of words and supports reasoning. According to Stein (1993), inferencing involves "forming intelligent hypotheses or assumptions about the meanings of a word based on the grammatical and pragmatic context in which the word occurs" (p.203). Moreover, it can aid learners in retrieving previously learned vocabulary, since it is a cognitively demanding activity that requires significant mental effort. Ultimately, inferencing is regarded as essential for the process of learning and acquiring new words, as well as comprehending their multiple meanings, with context providing the framework within which words are interpreted.

1.4.2.2. Sentence Production

Sentence writing, also known as contextual sentence construction, represents an alternative approach to vocabulary acquisition that enhances word retention. To this end, effectively learn and internalize new vocabulary, language learners can incorporate unfamiliar words into sentences, facilitating both memorization and correct usage. Moreover, engaging students in sentence formation actively promotes semantic elaboration, a process whereby learners recall the meaning of a word and its appropriate contextual application, as discussed by D'Onofrio (2009, p. 20). Semantic elaboration involves establishing relationships and associations related to the word are meaning (Thuy, 2013). Since each word is linked to multiple associations, making these connections enables learners to develop a comprehensive understanding of the word's sense and to encode it effectively within relevant contexts (Nation, 2001). More significantly, embedding words within sentences allows learners to deepen their comprehension of the vocabulary, understand its function within the semantics and pragmatics of sentences, and utilize it appropriately in context. According to Laufer and Hulstijn (2001), increased engagement with a word through task-based activities enhances retention. Sentence production tasks assist learners in recognizing the various meanings a word may possess and in selecting the most suitable interpretation for a given context. Ultimately, the recall of a word is optimized when it is encountered within a learner-generated context (Joe, 1995).

1.4.2.3. Semantic Mapping

Semantic mapping is regarded as an effective technique for vocabulary acquisition and retention, facilitating the transformation of word structures and semantic information into tangible representations. As D'onofrio (2009) states, semantic mapping “enables learners to categories vocabulary items that are semantically and syntagmatically related and tend to co-

occur within discourse” (p. 24). Similarly, Blachowicz (2002) describes semantic mapping as a strategy that visually depicts the relationships between words, requiring students to identify and comprehend these connections (p. 505). Furthermore, this approach is straightforward to implement in vocabulary learning, with its primary aim being to assist learners in organizing their knowledge to support vocabulary development. Overall, Semantic mapping offers four key benefits:

- It facilitates the visualization of the relationships among words or concepts.
- It encourages relational thinking.
- It enhances word information processing and long-term storage.
- It allows for the addition of new information to the map later on (Johnson & Pearson, 1964).

In short, semantic mapping is a powerful strategy that helps learners establish meaningful relationships with newly encountered words and understand their meanings through the analysis of relationships between concepts.

1.4.2.4. Use of Dictionaries

Vocabulary acquisition is a widely adopted strategy among foreign language learners, with dictionaries serving as one of the primary reference tools in this process, particularly for expanding lexical knowledge. Learners may occasionally fail to infer the appropriate meaning of a target word from contextual cues alone; therefore, consulting a dictionary is recommended. In fact, the utilization of dictionaries plays a vital role in vocabulary development by aiding learners in comprehending unfamiliar words and strengthening their lexical repertoire. As emphasized by Marckwardt (1973) notes, dictionaries are valuable resources in foreign language education, often providing linguistic information that is not readily available through other means. They typically include details on grammar, usage,

lexical status, distinctions among synonyms, and the application of derivational affixes, as well as differences between spoken and written English. Moreover, reliance on dictionaries fosters learner autonomy, enhances accuracy in understanding meanings, and supports lexical storage, as it encourages more complex cognitive engagement during the learning process.

1.4.3. Vocabulary Learning Difficulties

It is a common assumption that the processes of acquisition and learning are simple and straightforward; however, this is a misconception. In actuality, these processes encompass a vast and highly complex field of study. Learners encounter numerous difficulties and challenges throughout their educational journey. For instance, Thornbury (2002) identified several of the obstacles faced by learners in the context of vocabulary acquisition, including the following:

1.4.3.1. Pronunciation

One of the primary challenges encountered by learners of English as a Foreign Language in acquiring vocabulary is the simultaneous mastery of spelling and pronunciation. In fact, empirical studies consistently indicate that words which are difficult to pronounce are also more challenging to learn. Thornbury (2002) emphasizes that words containing consonant clusters, such as breakfast, crisps, and strength, present particular difficulties for learners. Similarly, McCarthy (2010) notes that the irregularity of English pronunciation constitutes a significant barrier to language acquisition. Additionally, Thornbury further elaborates that discrepancies between phonetic sounds and their written representations are a key source of errors in both pronunciation and spelling. Moreover, words featuring silent letters, such as foreign, listen, and honest, introduce an additional layer of complexity, thereby complicating the spelling process for learners.

1.4.3.2. Length and complexity

Thornbury (2002, pp. 27-28) contends that lengthy words do not present greater difficulty in acquisition compared to shorter words. This is because high-frequency words in English tend to be concise, learners are more likely to encounter them frequently, thereby facilitating their learning process. In other words, the acquisition of long words is not inherently challenging. Nevertheless, the predominance and utility of short words for learners, however, render them more accessible for teaching purposes. An additional challenge faced by EFL students pertains to the varying placement of stress within multisyllabic words.

1.4.3.3. Grammar

An additional concern with lexical items pertains to their grammatical usage, particularly when it diverges from that of their first language (L1) equivalents. For instance, learners of English whose native language is Spanish often presume that the verb "explain" conforms to the same pattern as the Spanish "explicar" and the English "tell," leading to the incorrect sentence, "He explained the lesson to me." Another grammatical issue involves determining whether verbs such as "love," "hope," or "enjoy" should be followed by an infinitive form, like "to run," or by a gerund, such as "running." Moreover, inconsistencies in the orthographic treatment of phrasal verbs pose syntactic challenges; for example, "looked it up" and "took care of her father" exemplify this variability (Thornbury, 2002, p. 28).

1.4.3.4. Meaning

Ambiguity in the meanings of words can lead to confusion among learners. For example, the verbs "do" and "make" are used differently: one might say "make an appointment" or "make breakfast," whereas "do the housework" and "complete a survey" are also common expressions. Words with multiple meanings, such as "since" and "still," can further complicate understanding for learners. Consequently, familiarity with a single sense of

a word may impede the acquisition and comprehension of its alternative meanings (Thornbury, 2002, p).

1.4.4. Vocabulary Learning Solutions

Vocabulary acquisition frequently represents one of the most challenging processes of learning a new language. Learners often face obstacles such as unfamiliar lexical forms, intricate semantic nuances, pronunciation challenges, and the extensive quantity of words that must be learned. As a result, these difficulties can impede effective communication and decelerate overall linguistic development. Nevertheless, a range of strategies and interventions has been devised to assist learners in overcoming these barriers.

1.4.4.1. Offering a Rich and Varied Language Experience

Graves et al. (2013) emphasize that the best method for improving students' vocabularies is to involve them in diverse language activities that combine speaking, listening, reading, and writing. In particular, studies show that younger students learn new vocabulary more successfully through oral skills such as speaking and listening (Beck, McKeown, & Kucan, 2003). As students develop, reading emerges as the primary method for vocabulary expansion due to greater engagement with complex materials (Cunningham & Stanovich, 1998). Additionally, significant discussions provide crucial opportunities for students to apply what they learn in class to real-world situations, thereby strengthening vocabulary growth (Applebee et al., 2003).

1.4.4.2. Teaching Specific Vocabulary

Teaching specific words is another method, as argued by Graves et al. (2013, p. 4), that helps students expand their vocabulary. Essentially, vocabulary learners imply that we are unable to teach them all the words they require. However, this does not mean that we won't be

teaching students some words. Based on Beck, McKeown, and Omanson (1987); Graves (2009a); and Stahl and Fairbanks (1986), research by Graves, August, and Jeannette (2013) has indicated significant findings regarding effective and ineffective means of teaching individual vocabulary words. Therefore, vocabulary is best taught by providing learners with both definitional and contextual information; when they understand the meanings of new vocabulary, they have various opportunities to engage with it.

1.4.4.3. Developing Word Awareness

Following Graves et al. (2013, p. 5), the last important means through which students are able to build their vocabularies is developing word awareness. Students, therefore, possess inquisitiveness for knowledge acquisition regarding terminologies and their different meanings. According to Graves and Watts-Taffe (2008) and Scott, Skobel, and Wells (2008, cited in Graves et al., 2013, p. 3), the term "word consciousness" involves a cognitive and productive disposition towards language and encompasses metacognition about vocabulary, in addition to enthusiasm for learning words and a strong, lasting passion for language.

In addition, word-aware students are individuals who employ the four language skills. These students enjoy the impact of language; they are capable of understanding why some words substitute other words and recognize the value of the words that can replace those chosen by the writer or speaker. According to Scott and Nagy (2004 in Graves et al., 2013, p. 3), when students are aware of the words surrounding them, it signifies that they possess knowledge of the communicative power of terms, the differences between written and spoken forms of language, and an interest in acquiring and using new words. In summary, students learn a vast vocabulary through the skills of reading and listening, which helps them maintain an optimistic view of their learning. Word consciousness exists at different levels of complexity and needs to be developed among the student population.

1.4.4.4. Teaching Word-Learning Strategies

Moreover, Graves, August, and Jeannette (2013, p. 5) assert that instruction in word-learning strategies is one of the most significant ways to assist students in expanding their vocabularies. For instance, Bauman, Fount, Edward, Boland (2005), and Carlyle (2007) (cited in Graves, August, and Jeannette, 2013) state that utilizing components of words to decipher the meanings of unknown words is one of the customary suggested strategies, and it is strongly backed by research. In addition, students' understanding of the usage of affixes, as well as the use of roots to comprehend the various members of word families, for instance, show, shows, showed, showing, sign, and signifier, could limit the number of words that students will need to learn. Another proposed strategy is inferring word meanings from context. To do so, Sternberg (1987, as cited in Graves, August, and Jeannette, 2013) noted that "most vocabulary is learned from context." Therefore, if students' ability to utilize context for understanding word meanings is enhanced, they will expand their lexicons. A third suggested approach is the use of dictionaries and other related reference materials. Students require assistance in more effectively utilizing these tools (Graves, 2006; Stahl & Nagy, 2006, in Graves, August, Jeannette, 2013). Another activity that ELLs must master is handling multiword expressions. Lastly, for Spanish and other languages that share etymological origins with English, the use of cognate knowledge can be an effective word-learning approach (August et al., 2005; Bravo, Hiebert, & Pearson, 2007; Carlo, August, & Snow, 2005, as cited in Graves and colleagues, 2013).

1.5. Vocabulary Glossing History

Vocabulary glossing has a longstanding tradition as a fundamental approach in language education and lexicography, evolving from handwritten marginal notes in medieval manuscripts to advanced multimodal systems aimed at supporting vocabulary development.

Initially, glosses appeared in medieval texts as marginal or interlinear annotations designed to clarify complex words for readers, particularly students and scholars (Zarei & Hasani, 2011). Over time, these annotations were compiled into glossaries, which transitioned from context-specific explanations to broader lexical collections. The organization of these glossaries became more methodical, notably influenced by Isidore of Seville's alphabetic classification system, which introduced a structured method for lexical categorization (Robinson, 2003). Furthermore, thematic grouping based on semantic fields, such as anatomy or hunting terminology, emerged to facilitate targeted vocabulary acquisition. In Anglo-Saxon England, glossing played a vital role in the preservation and dissemination of Old English vocabulary. Interlinear glosses provided vernacular translations of Latin terms within texts, assisting students in learning Latin and enriching native vocabulary (Robinson, 2003). These annotations were subsequently compiled into vocabulary lists for memorization and pedagogical purposes, laying early groundwork for English lexicography. By the 10th and 11th centuries, glossaries increasingly incorporated English alongside Latin, reflecting a rise in literacy in both languages. Contemporary research affirms the pedagogical significance of glossing. Glosses deliver precise definitions of unfamiliar words with minimal interruption to the reading process, thereby fostering incidental vocabulary learning by directing learners' attention to specific lexical items (Nation, 2009). Empirical studies also indicate that glosses enhance vocabulary retention and reading comprehension (Webb & Nation, 2017; Zarei & Hasani, 2011). Notably, interlinear glosses serve as immediate lexical references, supporting effective language acquisition.

1.5.1. Vocabulary Glossing Definition

In the context of modern language education, it is crucial to precisely define the concept of vocabulary glossing, given the evolution of its historical development. Originating from medieval manuscript traditions, vocabulary glossing involves providing concise

explanations, translations, or definitions of unfamiliar words within or adjacent to a text to facilitate comprehension (Robinson, 2003). Typically appearing in the margins or between lines, these glosses serve to reduce disruptions during reading by decreasing the need for frequent dictionary consultations (Lomicka, 1998). According to Lomicka (1998, p. 42), glosses are characterized as comments "generally situated in side or bottom margins" that assist readers in understanding difficult words without interrupting the reading process. Similarly, AbuSeikeek (2008, p. 260) describes glossing as "including remarks or annotations about challenging words, phrases, or concepts to clarify their meaning within the context," highlighting the contextual function of glosses. Nation (1983) further notes that glosses are brief definitions embedded within texts to support vocabulary development. Currently, vocabulary glossing is employed as an instructional strategy whereby brief, contextually relevant definitions of unfamiliar words are provided through marginal or interlinear annotations, often in real-time during reading. This approach enhances comprehension and vocabulary learning by offering immediate access to explanations. Modern glossing techniques have incorporated multimedia elements to accommodate diverse learning preferences and facilitate proficiency growth. Overall, glossing remains an essential pedagogical practice that synthesizes traditional methods with contemporary advancements, effectively supporting both incidental and deliberate vocabulary acquisition.

1.5.2. Vocabulary Glossing Strategies

Developing an extensive vocabulary is a fundamental aspect of achieving proficiency in second language acquisition. To facilitate this process, various pedagogical approaches have been devised, among which vocabulary glossing techniques are notably effective. Specifically, these approaches provide learners with immediate lexical support, thereby improving their comprehension and retention of new vocabulary within authentic contextual frameworks. Furthermore, the array of glossing strategies affords educators the

flexibility to tailor their implementation in accordance with students' individual needs, instructional contexts, and the complexity of the material. The most prevalent forms of vocabulary glossing include the following methods:

1.5.2.1. Inline Glossing

The initial method of glossing is inline glossing, which involves inserting definitions or translations directly within the text, typically enclosed in parentheses or brackets immediately following the relevant word. The purpose of inline glossing is to provide learners with immediate lexical explanations without causing significant disruption to the reading process. This approach is especially advantageous in language acquisition contexts where continuous comprehension is essential, as it allows students to quickly consult word meanings and thereby facilitate vocabulary development through seamless reading interactions (Lomicka, 1998).

1.5.2.2. Footnote Glossing

Conversely, footnote glossing offers definitions or clarifications situated at the bottom of the page, with unfamiliar terms indicated by superscript numerals or symbols that correspond to related footnotes. Although this approach requires readers to divert their focus from the main text, it has the advantage of delivering more detailed and explanatory annotations. Importantly, this selective referencing allows learners to consult glosses at their own discretion, thereby fostering autonomous learning and enhancing active cognitive engagement with vocabulary items (Nation, 2009).

1.5.2.3. Marginal Glossing

The third approach is the marginal method, which provides lexical support through the inclusion of definitions, translations, or brief explanations in the margins adjacent to the

relevant words. This close proximity enables learners to access word meanings promptly without the need to consult external sources, thereby maintaining the flow of reading. Thus, Marginal glosses facilitate incidental vocabulary learning by delivering immediate contextual assistance that enhances comprehension and promotes the retention of vocabulary during reading activities (Webb & Nation, 2017).

1.5.2.4. Multimodal Glossing

In addition to multimodal glossing, which employs various modes of representation such as text, images, audio, and gestures to elucidate unfamiliar words or concepts, this approach integrates multiple sensory channels to accommodate different learning preferences and promote higher-level cognitive engagement. Moreover, multimodal glossing supports vocabulary acquisition and fosters critical thinking by encouraging learners to synthesize information from diverse sources. Consequently, its adoption is increasingly considered essential in contemporary language education, especially with the integration of digital technologies (Godwin-Jones, 2018; Yoshii, 2014).

1.5.2.5. Contextual Glossing

Finally, contextual glossing offers definitions or hypotheses embedded within appropriate linguistic environments rather than providing direct meanings. This method encourages learners to deduce the significance of key words from contextual textual or auditory cues, thereby promoting vocabulary acquisition through active engagement with authentic language use. Moreover, when employed alongside episodic learning strategies that associate vocabulary with specific experiences or contexts, contextual glossing enhances semantic connections and strengthens memory retention for meaningfulness (Hulstijn & Laufer, 2001).

1.5.3. Vocabulary Glossing Benefits

It is a commonly employed method in language acquisition that offers students instant clarifications of unknown words found in a passage. As result, this method enables learners to interact more successfully with reading resources and aids in vocabulary development. Here are several essential benefits of vocabulary glossing:

-To begin with,it is demonstrated that glossing assists second language learners in understanding new words more accurately by preventing false assumptions. It is difficult to infer and make errors in source words with meanings, especially when students lack the necessary language proficiency or appropriate reading strategies. Although learners can make well-informed guesses from contextual cues, their effectiveness depends on a solid grasp of supporting material. Therefore,glossing provides minimal lexical assistance that reduces the chance of misinterpretation, thereby enhancing vocabulary development and comprehension.

-Furthermore,lossing encourages learner autonomy by reducing reliance on teachers, thereby promoting the development of independent readers. Such independence is crucial since not all foreign or second language learners encounter difficulties with the same vocabulary; glossing allows learners to focus on unfamiliar terms based on their needs. Second, glossed texts weave together multiple voices during reading resulting in a more interactive and enriching reading experience. Lastly, the primary goal of glossing is to create autonomous readers who can read independently with minimal external assistance.

-moreover,glossing is a useful mechanism for second and foreign language learners as it connects their prior knowledge with new knowledge in texts. This linkage promotes comprehension and recall, supporting an interactive process among the learner, glossary, and text. Since glosses are located very close to target words, learners can find definitions readily without interrupting their reading, unlike traditional dictionaries. This immediacy not only

facilitates reading but also enhances the likelihood of remembering the contents of the text. When used judiciously, glosses direct learners' attention to new words, promoting more effective and personalized vocabulary acquisition while saving time and cognitive energy.

-Further, glossing prompts learners to pay attention and mark new words by drawing their notice and calling target words to their attention. This increased attention facilitates more frequent engagement with highlighted terms, leading to more thorough processing and improved retention. Additionally, glossing engages learners with reading texts, fostering increased interest and motivation to learn new words.

-Finally, glossing also provides students with multiple exposures to new and foreign terms, which greatly helps to reinforce vocabulary. First, students encounter the target words in the reading material itself. Second, students engage with the words through various glossing strategies, such as written definitions, audio recordings, and images. Third, students connect these meanings by linking them to the meaning of the text, which fosters a deeper understanding. This ongoing contact with the text and its vocabulary further solidifies the learning process and promotes permanent retention.

1.5.4. Vocabulary Glossing Challenges

Vocabulary glossing has been largely embraced as a successful instructional strategy to second language learning, easing students' understanding and vocabulary acquisition. Yet, in spite of its established advantages, glossing has some intrinsic problems that need to be resolved to enhance its instructional effectiveness.

Among the issues is the propensity of glosses to over-simplify word meanings. Glosses usually give short definitions that do not capture the fine-grained connotations or extended meanings that words have in particular contexts. Hulstijn (1992) argues that these short glosses do not always capture the entire semantic complexity of lexical items and, as a

result, may restrict the level of comprehension of learners. This restriction is especially important since most words have various meanings and culturally based implications that short explanations cannot possibly capture. In addition, glossing privileges semantic understanding over other important linguistic aspects like morphological patterns, collocation tendencies, and syntactic functions. Schmitt (2010) further observes that direct translation into the learners' first languages has a tendency to lose the cultural and pragmatic subtleties required for correct and contextually relevant language use. Indeed, the intricate relationship between language and culture is such that direct translations can unintentionally mask important cultural subtleties, resulting in possible misinterpretations or incorrect applications in communication contexts.

In addition, glossing privileges semantic clarification at the expense of other important linguistic characteristics, such as morphological patterns, collocational behavior, and syntactic roles. Schmitt (2010) emphasizes that word-for-word translations into learners' first languages lack the cultural and pragmatic subtleties required for correct and contextually relevant language use. Thus, the intricate relationship between language and culture means that literal translations can unwittingly mask important cultural subtleties, resulting in possible misinterpretations or misuse in communication settings. The second major concern is the potential interference with reading fluency. The constant interruption to refer to glosses can slow down the flow of reading at the expense of comprehension and student interest. This concern is particularly relevant in extensive reading contexts, where continuity needs to be preserved in order to promote both reading competence and incidental vocabulary learning. Furthermore, the various interests and learning styles of language learners make the effective use of glossing methods even more complex. Cognitive styles, background knowledge, and preferred learning modalities vary among students; some can learn more with the help of visual aids like pictures or diagrams, while others learn better through elaborated textual

descriptions. Using a one-size-fits-all glossing strategy can overlook these differences, thereby reducing the overall effectiveness of glossing as a vocabulary support strategy.

In conclusion, while vocabulary glossing is a commonly utilized and effective approach in language instruction, it has several drawbacks. These include semantic simplification, a disregard for cultural and grammatical subtleties, potential interruptions to reading flow, and inconsistencies in how different learners respond to glosses. To enhance its effectiveness, it is essential to pair glossing with other instructional methods that provide greater contextual understanding, address cultural and grammatical elements, and encourage active engagement with vocabulary. This holistic approach helps ensure that students not only grasp word meanings but also develop a more extensive, practical vocabulary that improves comprehension and communication.

1.5.5. Relationship between vocabulary glossing and reading comprehension

Recognizing the fundamental importance of vocabulary in language acquisition, it is crucial to explore the intricate relationship between reading comprehension and vocabulary glossing. Vocabulary constitutes a vital element of reading proficiency, serving as the foundational framework upon which understanding is built. In this regard, early studies by Anderson and Freebody (1981) proposed three primary hypotheses to elucidate how vocabulary knowledge impacts reading comprehension: the Aptitude hypothesis, the Knowledge hypothesis, and the Instrumental hypothesis. Collectively, these hypotheses underscore the significance of cognitive abilities, prior knowledge, and targeted vocabulary instruction in developing reading skills (Vacca et al., 2000).

Specifically, the Aptitude hypothesis posits that overall cognitive ability is reflected in both vocabulary breadth and reading comprehension, suggesting that individuals with higher cognitive capacities tend to possess larger vocabularies and more proficient comprehension

skills. The Knowledge hypothesis emphasizes that possessing a wide-ranging vocabulary related to specific topics often correlates with extensive background knowledge, which facilitates understanding by enabling learners to integrate new information within existing mental frameworks. Lastly, the Instrumental hypothesis asserts a causal link between vocabulary knowledge and reading comprehension, highlighting the importance of effective vocabulary instruction as a central component of reading education.

Building on these theoretical frameworks, vocabulary glossing has emerged as a practical and effective approach to enhancing vocabulary acquisition and, importantly, reading comprehension. The ability to understand the vocabulary within a text is fundamental to successful comprehension; unfamiliar words often present significant obstacles to grasping meaning. Glossing mitigates this issue by providing learners with immediate access to definitions, synonyms, translations, or multimedia annotations embedded within the text, thereby facilitating comprehension. As result, this instant access to word meanings reduces disruptions during reading, enabling learners to concentrate their cognitive resources on understanding the overall message rather than repeatedly pausing to consult external sources. By decreasing the necessity for frequent dictionary lookups, glossing streamlines the reading process and helps maintain the natural flow of reading, which is crucial for constructing coherent meaning from interconnected sentences and paragraphs. Furthermore, glossing promotes a deeper understanding by allowing learners to incorporate new vocabulary into their existing mental lexicons. Encountering glosses enables learners to quickly clarify unfamiliar terms and relate them to contextual cues, thereby supporting inference-making and critical analysis of the text. Consequently, this process not only enhances immediate comprehension but also contributes to the long-term retention of vocabulary, which is essential for subsequent reading tasks. Empirical evidence consistently indicates that glossing improves reading comprehension outcomes across diverse learner groups and proficiency

levels. For example, learners engaging with glossed texts tend to achieve higher scores on comprehension assessments and report increased confidence in their reading skills. Additionally, the integration of multimedia glosses has been shown to further enhance understanding by engaging multiple sensory modalities.

Conclusion

In conclusion, vocabulary is a foundational element of language learning, essential for developing overall language competency and enabling effective communication. It forms the basis for listening, speaking, reading, and writing, allowing learners to comprehend and express ideas clearly. Vocabulary acquisition involves diverse strategies, including glossing, which simplifies complex words to enhance understanding. Despite challenges such as retention difficulties and limited application, these obstacles can be addressed through the integration of effective methods. By adopting varied approaches, learners can build a strong vocabulary that fosters academic success, sharpens communication skills, and supports meaningful engagement across diverse contexts.

Chapter Two: Reading Comprehension

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Introduction

Reading comprehension constitutes a fundamental skill vital for academic achievement and lifelong education. It extends beyond mere recognition of words to encompass an active and dynamic process of understanding, interpreting, and deriving meaning from both textual and visual materials. Proficiency in reading comprehension allows learners to acquire new knowledge, enhance critical thinking abilities, and engage meaningfully with a range of perspectives and experiences. Mastery of this skill is essential for navigating complex information and applying knowledge effectively across diverse contexts. This chapter examines the definitions of reading and reading comprehension, underscores its significance, and delineates the primary stages and models associated with this process. It also presents effective strategies to enhance comprehension, discusses common obstacles faced by learners, and explores pedagogical approaches for teaching and evaluating reading comprehension. Collectively, these components establish a comprehensive foundation for understanding and improving this essential skill.

2.1. Definitions of Reading

The acquisition of English as a Foreign Language (EFL) requires learners to attain competence in the four core language skills: listening, speaking, writing, and reading. Among these skills, reading is often considered the most essential, prompting EFL educators to prioritize its development. Consequently, numerous researchers and psychologists have explored the nature of reading. Anderson (1999) describes reading as “an active, fluent process that involves the reader and the reading materials in meaning construction” (p. 1). This definition underscores that reading is a dynamic interaction between the text and the reader, aimed at achieving comprehension. Likewise, Grabe and Stoller (2002, p. 9) define

reading as “the ability to extract meaning from printed pages and interpret this information appropriately”. Notably, the reading process involves two primary components: word recognition, which pertains to the reader’s ability to identify words, and comprehension, which involves constructing and inferring meaning from the text.

As these definitions suggest, reading is a complex cognitive activity that requires decoding symbols to generate meaning, or the capacity to interpret and justify understanding through the interaction between the reader and the text. Recognizing its advantages, students are encouraged to view reading as a valuable tool for language development, vocabulary expansion, and connecting new information with prior knowledge. Moreover, reading serves as a motivation for learners to employ various reading strategies to enhance their comprehension and overall language skills.

2.2. Definition of Reading Comprehension

Reading comprehension is a multifaceted cognitive process that involves the active interpretation and understanding of written material. It goes beyond the mere recognition of words or sentences, requiring the reader to grasp the overall message conveyed by the entire text. As Grabe (2009) notes, reading fundamentally entails deriving meaning rather than simply decoding individual words. The term "comprehension" originates from Latin, meaning "to seize," which underscores the notion that understanding involves actively capturing and interpreting information (Oxford Advanced Learners’ Dictionary, 2000). Seyed (2010) characterizes reading comprehension as the ability to move beyond literal interpretations of words to comprehend underlying concepts and the overall significance of the text. This perspective aligns with the view that comprehension is an interactive and personal engagement between the reader and the text (Booth, 2008). Moreover, Snow (2002) describes reading comprehension as the concurrent skill of constructing and extracting meaning through

active interaction with written content, considering factors such as prior knowledge, language proficiency, and contextual elements, thereby rendering it a complex cognitive undertaking (Maria, 1990). Similarly, Khatib (2012) further emphasizes that understanding necessitates cognitive effort to connect the author's words with the reader's perceptions. In summary, reading comprehension constitutes a sophisticated cognitive activity that requires the integration of the reader's knowledge, linguistic abilities, and the text itself to achieve meaningful understanding, which is vital for effective reading and learning.

2.3. Reading Comprehension Importance

Reading comprehension is a vital skill that significantly contributes to the development of other language abilities such as speaking, listening, and writing. Without the ability to understand and interpret texts, the reading process becomes futile and lacks purpose; thus, comprehension is essential for grasping the actual content being read. This skill is particularly beneficial for learners of English as a Foreign Language (EFL), as it enhances their knowledge, skills, and experiential learning. Moreover, it enables learners to acquire new information, explore novel concepts that may be applicable in real-life situations, and foster personal growth and self-confidence. Furthermore, engaging in reading comprehension also serves as an effective mental exercise, promoting cognitive strength and activity, which can reduce the risk of neurodegenerative diseases such as Alzheimer's. Additionally, reading comprehension increases the enjoyment and efficacy of reading, playing a crucial role in the development of language proficiency, including improvements in spelling and pronunciation, as well as aiding memory retention. Beyond these advantages, it contributes to vocabulary expansion; the more a person reads, the more new words and expressions they encounter and learn. Furthermore, reading comprehension stimulates creativity by exposing readers to diverse ideas and information, thereby fostering innovative thinking. Finally, it also plays a

significant role in enhancing concentration and attention span, which are essential skills for effective learning and comprehension.

2.3. Reading Comprehension Stages

Reading comprehension is a complex process that can be optimally facilitated by dividing it into three fundamental phases: pre-reading, during reading, and post-reading. These phases are crucial in enabling learners to interact with texts in a more profound and meaningful manner:

2.3.1. Pre-reading stage

Constitutes a crucial initial stage in the reading process, during which the subject matter and the nature of the text are introduced. This stage involves activities conducted prior to actual reading with the aim of capturing learners' attention to various elements of the text, including its paratextual features and structural components. Additionally, it serves to articulate a purpose for reading and to activate the learners' prior knowledge and expectations regarding the text. According to Braten (2007), prior knowledge is fundamental to effective text comprehension, as it provides a foundation upon which new information can be constructed. To achieve this, techniques to engage students' prior knowledge include creating mind maps, highlighting key words, engaging in discussions about the topic, utilizing visual aids such as images, and encouraging predictions and questions related to the content. These activities are designed to foster interest, connect existing background knowledge with the new material, and prepare students for the forthcoming reading.

2.3.2. During reading stage

Learners engage in silent reading of the passage while teachers assume a monitoring role. At this point, this phase encompasses activities such as note-taking and organizing

information, for example, by recording key words or employing various visualization strategies to represent concepts or vocabulary. The primary objectives of this stage ,therefore,are to enhance students' linguistic skills, facilitate recognition of unfamiliar words, and instruct them in effective reading strategies such as skimming and scanning.

2.3.3. Post-reading stage

Teachers function as evaluators, assessing whether the learning objectives of the reading tasks have been met. This involves evaluating students' comprehension of the text, their ability to recognize new vocabulary and grammatical structures, and overall understanding. Immediately following the reading activity, it is advisable to assign supplementary tasks related to the text, such as posing questions, conducting true/false exercises, or matching activities. These activities serve to reinforce comprehension and consolidate learning outcomes.

2.4. Reading comprehension models

Researchers have sought to elucidate the mechanisms underlying reading comprehension and the specific cognitive processes involved. In pursuit of this goal, they have to develop explicit models that depict how readers extract meaning from written texts. Nonetheless, this has led to considerable confusion among theorists, who have been categorized into three distinct groups. The first group was influenced by the behaviorist paradigm dominant prior to the mid-1960s, while the second emerged subsequent to the rise of cognitive psychology after that period. Behaviorists maintained that reading is a passive perceptual activity, with readers functioning primarily as symbol decoders until they can interpret the author's intended message (Carrel, Devine & Esky, 1988). According to this perspective, reading depends on visual input that facilitates meaning construction. This approach is commonly termed the "bottom-up" model. The second group of theorists

proposed the "top-down" model, which seeks to describe the cognitive processes taking place within the mind during reading (Samuels & Kamil, 2002). In this framework, emphasis shifts from the text to the reader, highlighting the active role of prior knowledge and expectations. During the 1980s, a third perspective emerged, suggesting that reading is an interactive process combining elements of both previous models. This is known as the "interactive" model. The development of these perspectives has consequently resulted in the identification of three principal models of reading comprehension: the bottom-up, top-down, and interactive models.

2.4.1. The Bottom-Up Model

In this bottom-up approach to reading comprehension, also known as the text-based model, the process begins with word recognition prior to understanding. The reader initially decodes visual symbols into words and sounds (at the lower level) in order to construct meaning and develop an overall sense of the text (at the higher level), as depicted in the diagram above:

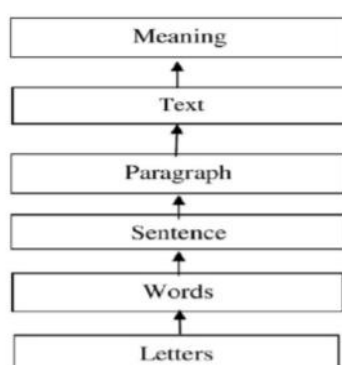


Figure2.1:The Bottom-up Model.

(Retrieved from :<http://www.powershow.com/view/3c4c4f>)

It is assumed that a reader progresses through each stage sequentially in a linear fashion. According to Stanovich (1980), bottom-up models typically depict information processing as a series of discrete steps, with each stage transforming the input and passing it on to the subsequent stage for further processing (as cited in Samuels & Kamil, 1988). However, several notable limitations have been identified in the bottom-up approach. Samuels and Kamil (1988) highlighted that the absence of feedback mechanisms in the original bottom-up models rendered it difficult to account for the influence of sentence context and the role of prior knowledge about the text topic as facilitative factors in word recognition and comprehension (p. 31). Additionally, this model neglects the reader's contribution of prior knowledge, including familiarity gained from previous readings and general world knowledge, which are integral to understanding and interpreting texts.

2.4.2. The Top-Down Model

The bottom-up approach concentrates on deriving meaning from the visual and textual features of printed pages, whereas the top-down approach emphasizes reconstructing meaning by prioritizing cognitive processes over the graphic structures of the text. Eskey (2005) describes the top-down model as viewing reading comprehension as a process that initiates “from the brain to text” (p. 564). This model relies heavily on the reader's prior knowledge and past experiences as foundational elements; without these, understanding cannot be attained. Richards (1990) characterizes the top-down approach as “the application of background knowledge in interpreting the meaning of a text,” whereby readers establish connections between their existing knowledge related to a topic, situational or contextual understanding, or long-term memory stored as “schemata” and “scripts” (pp. 50–51). In essence, the reader constructs the meaning of the text through active engagement and involvement. The top-down approach, also known as the psycholinguistic approach, was introduced by Goodman (as cited in Grabe & Stoller, 2002). He characterized reading as a

"psycholinguistic guessing game," whereby the reader actively formulates hypotheses and anticipations regarding the text. These hypotheses are subsequently tested through the recognition of letters, words, and phrases, as outlined below:

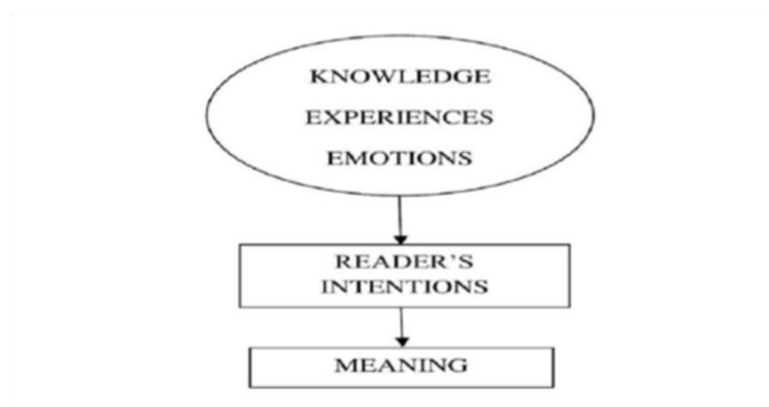


Figure 2.2:The Top-Down Model

(Retrieved from :<http://www.powershow.com/view/3c4c4f>)

However, the top-down approach has been subject to criticism for various reasons. Readers frequently lack adequate information regarding the subject matter of a text, which hampers their ability to formulate hypotheses. Additionally, the duration required for making predictions often surpasses the time needed for simple word recognition (Samuels & Kamil, 1988). These limitations contributed to the development of the interactive model of reading comprehension.

2.4.3. The Interactive Model

The model was proposed by Rumelhart (Brown, 1988) and integrates the two preceding approaches, considering "phonological, lexical, syntactic, semantic, and discourse knowledge" (Nunan, 1991, p. 67). Consequently, reading comprehension depends on the reader's capacity to decode words and phrases, as well as their prior experiences, background

knowledge, and reading skills. Additionally, this interactive perspective conceptualizes reading comprehension as a cyclical process rather than a linear one, as it does not specify a predetermined processing sequence. When a reader encounters difficulty understanding a text through graphic cues and lexical semantics, they draw upon their existing knowledge to infer meaning. Thus, the process involves the simultaneous application of both bottom-up and top-down models, as illustrated in the accompanying diagram:

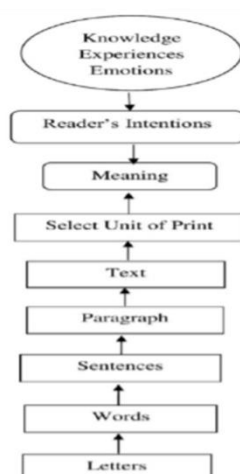


Figure2.3: The Interactive Model

(Retrieved from :<http://www.powershow.com/view/3c4c4f>)

2.5. Reading comprehension Problems

Reading comprehension has long been a persistent challenge within the context of English as a Foreign Language (EFL) instruction and learning. Empirical research consistently indicates that many EFL learners encounter significant difficulties in grasping the meaning of English texts, stemming from a variety of reading-related obstacles. Such challenges may be attributed to limited lexical and syntactic knowledge, insufficient language exposure, ineffective reading strategies, and a lack of relevant schemata (Grabe & Stoller, 2011). In addition to these issues, other factors may further hinder EFL students' ability to comprehend texts effectively.

2.5.1. Linguistic problems

According to Fromkin, Rodman, and Hyams (2003), linguistic knowledge refers to the subconscious understanding of the language system, including sounds, structures, meanings, words, and rules. It represents a speaker's capacity to produce and interpret sentences by applying a set of grammatical principles, even when encountering novel sentences for the first time (as cited in Kasim & Raisha, 2017). Language competence involves the integration of vocabulary, syntax, and semantics.

2.5.2. Syntactic Problems

Syntax pertains to the capacity to perceive and utilize the grammatical framework of a language. Many EFL learners encounter syntactic difficulties in reading comprehension and understanding text structure due to an inability to fully grasp English syntax. These syntactic challenges often stem from a deficiency of knowledge regarding correct sentence construction and grammatical rules. For instance, students who struggle with interpreting complex and lengthy sentences frequently fail to identify the central idea conveyed by the author. According to Nuttall (2005), issues with reading comprehension are predominantly caused by the presence of complex noun phrases, nominalizations, coordinating conjunctions, and participial constructions, as these elements tend to complicate texts and pose additional challenges for EFL readers.

2.5.3. Lexical Problems

Hudson (2007) asserted that vocabulary constitutes a crucial component of reading proficiency (p. 227). Moreover, research indicates that the breadth of vocabulary knowledge has a greater impact on foreign language learners' reading comprehension than any other factor; it appears that possessing a rich vocabulary can significantly enhance understanding while reading (Hudson, 2007, p. 227). A limited vocabulary may be closely associated with

poor reading comprehension, as insufficient lexical knowledge can hinder comprehension. EFL readers with restricted vocabulary often face challenges in understanding reading texts due to various reasons. Firstly, many students struggle to memorize extensive lists of foreign words. Secondly, acquiring vocabulary is more complex than it may seem. As Qian (1999) explains, comprehending a word requires knowledge of its (a) pronunciation and spelling, (b) morphological features, (c) syntactic properties and collocations, (d) meaning, register, and (e) frequency of use (cited in Hudson, 2007, p. 227). Furthermore, numerous EFL learners find it difficult to discern the different connotations of the same word, such as differentiating between morphemes and homophones.

2.5.4. Lack of Background knowledge and Culture knowledge

Background knowledge plays a crucial role in enhancing learners' comprehension of a text. Stevens (1980) characterized background knowledge as the prior information an individual possesses about a particular subject. It is also known as schemata, a term used by Nuttall (2005) to describe a mental framework that is abstract, as it lacks direct experiential reference, despite being constructed from all the specific experiences an individual has encountered (p. 7). For many EFL learners, a lack of background knowledge can pose significant challenges at the comprehension stage of reading. Anderson and Pearson (1984) argued that possessing relevant background information about a text facilitates understanding by enabling learners to make predictions, anticipate content, draw inferences, focus on pertinent details, and enhance memory retention. Consequently, a learner with prior knowledge of a topic finds it easier to comprehend a text, as they activate their schemata and integrate new information accordingly. Conversely, EFL students encountering a new subject for the first time, without any prior familiarity, may struggle to understand the material due to their inability to draw on existing knowledge. Cultural knowledge also presents a barrier to comprehension for many EFL learners. Their personal beliefs, values, and attitudes can

influence how they interpret texts. Alderson (2000) demonstrated that students tend to read more effectively when engaging with texts that are culturally familiar, resulting in a deeper understanding compared to reading texts that are culturally unfamiliar.

2.5.5. Text Structure

Text structure constitutes a critical factor that may hinder the reading comprehension of EFL learners. As defined by Klingner, Vaughn, and Boardman (2007), text structure pertains to "the way a text is organized to guide readers in identifying key information" (p.76). In essence, it refers to the manner in which an author arranges ideas in a coherent and interconnected manner to effectively communicate meaning to the reader. Among the various types of text structures encountered by EFL students during their learning process, two are particularly prevalent: expository and narrative. Expository texts aim to present new information on a specific topic by providing examples, factual data, graphs, and other relevant details. Conversely, narrative texts are designed to relay episodic content in an engaging manner, often incorporating elements such as setting, characters, events, outcomes, and conclusions. The organization of text structure plays a vital role in comprehension, as it allows learners to establish relationships between ideas by recognizing main ideas and supporting details. This enables students to differentiate between peripheral and central information within a passage. Meyer (1984) posited that students who possess an awareness of a text's structure are more likely to anticipate content, organize information effectively, assess the relative importance of different elements, refine their understanding, and ultimately enhance their memory retention (as cited in Klingner et al., 2007). Conversely, difficulty in distinguishing between types of text structure can result in significant challenges to reading comprehension. Consequently, EFL readers lacking awareness of text organization tend to retain fewer pieces of information from the text compared to their more structurally aware counterparts.

2.5.6. Lack of Reading Strategies

The absence of effective reading strategies is recognized as a significant factor influencing the success of reading comprehension among EFL learners. These strategies are vital because they assist learners in grasping the meaning of texts and interpreting content with greater ease. However, most EFL learners tend to struggle with comprehension primarily due to a lack of training in the application of reading comprehension strategies. As noted by Grabe and Stoller (2002), without the development of such strategies, students tend to focus on decoding individual words and letters rather than understanding the overall meaning. They may also prioritize specific details over the main ideas and emphasize structural features instead of content, which results in inefficient use of time. Additionally, EFL students often find it challenging to make inferences, a critical component of understanding a text. Difficulties in drawing inferences that are not explicitly stated can hinder their ability to construct meaning and fully comprehend the material.

2.5.7. Materials Selection

Some scholars observe that material difficulty is a significant factor affecting the reading comprehension of EFL learners. The complexity of vocabulary, structural features, or sentence length in texts can impede understanding, making comprehension more challenging for students. Consequently, it is essential to select appropriate reading materials that consider genres, difficulty levels, interest appeal, and cultural relevance, as well as to choose topics aligned with students' interests, since these elements contribute to the development of their reading skills (Harmer, 2002). There are three primary areas where issues related to reading comprehension may emerge due to material selection: firstly, vocabulary; students with limited vocabulary knowledge may struggle to grasp the content, thus requiring teachers to evaluate learners' proficiency levels prior to choosing suitable texts. secondly, prior

knowledge; learners possessing extensive background knowledge about a subject are better equipped to interpret more complex texts, while cultural factors also play a crucial role in material selection for foreign language learners. Materials referencing unfamiliar situations, objects, or experiences can hinder comprehension. Thirdly, authentic materials; Sanderson (1999) describes these as texts that are used in classroom settings without modifications specifically for ESL students, representing genuine texts not originally designed for language instruction. Such materials are valuable as they expose EFL students to real-life language use in formal educational contexts; however, they may also contain cultural biases and intricate structures that could pose comprehension difficulties for learners.

2.6. Reading Comprehension Strategies

Enhancing reading skills is crucial, as it constitutes a fundamental component of any educational system. Empirical evidence indicates that the employment of specific reading strategies plays a vital role in aiding EFL learners to engage with texts more effectively. In essence, various scholars have offered differing definitions of the concept of “reading strategies.” Building on this, Garner (1987) described them as “generally intentional, game-like activities undertaken by proactive learners repeatedly to rectify perceived cognitive shortcomings” (p. 95). In other words, proficient readers are individuals who depend on the application of such strategies to attain successful comprehension. Moreover, given their significant importance, it has been argued that these strategies are particularly beneficial for readers facing challenges during the reading process (McNamara et al., 2009, p. 218). They serve as valuable tools in overcoming the difficulties encountered by EFL learners while reading. Within this framework, attention is directed towards the primary strategies employed to enhance overall reading comprehension. These include skimming, scanning, inferring, contextual guessing, summarizing, self-monitoring, making predictions, and seeking clarification.

2.6.1. Skimming

Skimming is a well-known technique that involves briefly glancing at a text, essentially performing a rapid scan to obtain an overall impression of the content and its relevance. According to Brown (2004, p. 213), skimming is defined as "the process of quickly covering reading material to identify its main idea or core message." Similarly, Djuwarsih (2006, as cited in Fauz, 2018, p. 14) characterizes skimming as "the skill of extracting a general understanding of a text." Consequently, readers employing this strategy focus on identifying key concepts or central meanings within the material without attending to every individual word or its connotations. This approach allows readers to concentrate primarily on significant ideas while disregarding marginal or less relevant sections, making it an efficient method for saving time during reading.

2.6.2. Inferencing

Inference is regarded as a vital cognitive strategy for thinking and learning, particularly in the context of reading comprehension. Consequently, it has garnered considerable interest among researchers. Furthermore, inference is understood as the capacity to "read between the lines," a concept supported by Pennell (2002), who described inferential comprehension as the ability to interpret implied meanings by integrating the literal content of a text with prior knowledge, intuition, and mental imagery to formulate hypotheses or make educated guesses (p. 1). In essence, students are required to utilize their existing knowledge alongside information from the text to draw conclusions, thereby uncovering the implicit messages that the author intends but does not explicitly state. This process involves attempting to "enter the author's mind" to discern the true intent behind the written words. Chikalanga (1992) offered a similar perspective, defining inference as "the cognitive process a reader engages in to deduce the unstated meaning of a written text from two sources: the

propositional content of the text (i.e., explicitly stated information) and the reader's prior knowledge" (p. 697). Both definitions highlight the importance of understanding reading as an active process of meaning-making through inference, underscoring the necessity for students to recognize that effective reading begins with the development of inferential skills grounded in their existing knowledge base.

2.6.3. Scanning

Scanning is regarded as an effective technique for enhancing reading speed. It entails the swift movement of the eyes across a passage to locate specific information such as telephone numbers, statistical data, definitions, or names. Mikulecky and Jeffries (1996) noted that "when you scan, you have a question in mind. You do not read every word; only the words that answer your question" (p. 15). Consequently, during scanning, learners focus on quickly identifying particular details rather than reading the entire text. They approach the text with a specific query and read selectively to find the relevant answer.

2.6.4. Self-Monitoring

Metacognitive awareness, or reflective self-monitoring during reading, constitutes a crucial approach wherein individuals actively consider their own cognitive engagement with the text within their internal mental framework. This process involves possessing the knowledge to evaluate the significance of the material read by continuously monitoring one's comprehension levels. Essentially, it entails tracking the "clicks"—the information and insights being acquired during reading—and identifying the "clunks"—specific words, phrases, or ideas that appear confusing, ambiguous, or misunderstood, indicating a lapse in understanding. Effective readers are capable of recognizing points where their comprehension falters, allowing them to pause and address these difficulties until the reading proceeds smoothly. Upon completing a reading session, proficient readers typically reflect on whether

the content makes sense and whether they have achieved their learning objectives. This technique is vital because it empowers readers to regulate their reading process, particularly when they encounter difficulties, by deciding whether to reread sections or seek additional information to enhance understanding. Consequently, students are unable to read effectively unless they engage in ongoing self-monitoring throughout the reading process.

2.6.5. Summarizing

Summarizing is a process in which, after comprehending the material read, the reader reproduces the core content or principal points of a specific text in their own words, without straying from the original ideas. It involves producing a condensed version of the original material by employing different vocabulary while maintaining the same meaning. Through summarizing, learners can identify and distinguish between main ideas and supporting details, relevant and irrelevant information. This skill helps students organize their thoughts effectively, even when dealing with lengthy and complex texts that are often considered difficult to summarize.

2.6.6. Contextual guessing

Contextual inference is a valuable pedagogical approach for improving reading comprehension. This technique involves deducing the meaning of unfamiliar words by leveraging the reader's existing knowledge of English or by making contextual assumptions based on the surrounding text, including other words, sentences, clauses, and paragraphs. According to Nation (1990, p. 130), "guessing from context is undoubtedly the most important vocabulary learning strategy." Its primary function is to enable learners to make informed guesses regarding the meaning of unknown words within a text, thereby reducing the need for frequent interruptions to consult dictionaries. By situating words within their contextual framework, learners can infer their meanings more effectively than by studying

them in isolation. Crucially, this approach ensures that the natural flow of reading is maintained, allowing learners to comprehend passages with greater ease without disrupting their reading process to seek definitions.

2.6.7. Seeking a Clarification

It is also an instructional approach that encourages students to engage with texts by consulting teachers or supplementary sources. This strategy can be used to interpret the meanings of new vocabulary, understand the multiple levels of word significance, and develop ideas related to unfamiliar contexts. It supports learners in comprehending challenging sections of reading materials by guiding them to read attentively and prepare for subsequent understanding.

2.6.8. Making Predictions

Effective reading comprehension involves instructing and practicing prediction strategies with students. This approach requires learners to utilize their prior knowledge and understanding of a subject to forecast potential developments within a text or to infer its overall content. Furthermore, it promotes the use of reading skills and subject familiarity to anticipate forthcoming information or thematic discussions within the text.

In this context, Duffy (2007) emphasized that “predicting is fundamental to comprehension; good readers anticipate meaning. They do this by predicting what they think is going to happen in a selection and by revising their prediction as they read” (p. 101). Essentially, prediction is an essential component of understanding because it enables students to foresee the meaning of a text by anticipating upcoming events or ideas and to modify their expectations as they progress through the reading. This process supports rather than impedes comprehension, serving as a valuable method to enhance the clarity and accessibility of the text.

2.6.9. Visualizing

Visualization is an effective cognitive strategy employed in reading comprehension that enables critical readers to infer meanings and read beyond the explicit text. It involves constructing mental images of particular scenarios, settings, characters, or moments encountered within the reading material across various levels of understanding. Engaging in visualization aids learners in organizing and retaining information, as well as identifying discrepancies or gaps in the data presented. This technique can be implemented through diverse methods, including sketching characters, employing the five senses, and developing timelines, diagrams, images, and conceptual maps.

2.7. Teaching Reading Comprehension

Jeremy Harmer (1998) asserts that the process of teaching reading encompasses a range of fundamental principles. Reading is inherently an active cognitive activity, requiring individuals to comprehend the meanings of words, understand the underlying arguments, and evaluate their agreement or disagreement with the ideas presented. It is essential that students find the reading material engaging; as with other aspects of instruction, learners who lack interest in the texts are unlikely to derive meaningful benefit from them. When students are genuinely enthusiastic about the subject matter or the task at hand, they tend to gain significantly more from the learning experience. Moreover, it is important to stimulate learners to respond to the content of the texts, rather than merely focusing on the language itself. This involves intentional planning of the messages conveyed within the text, encouraging learners to express their own perspectives on the topic, thereby fostering personal engagement with both the subject matter and the language used. Additionally, the concept of prediction plays a crucial role in reading comprehension. In first language contexts, readers often have a reasonable expectation of the content prior to reading, based on cues such as

book covers, headings, and summaries. These pre-reading signals enable the brain to formulate hypotheses about the upcoming material, setting expectations and preparing the reader for active engagement. Consequently, educators should provide students with contextual clues or prompts that facilitate anticipation of subsequent content, thereby enhancing the overall reading process. Aligning the task with the topic can be accomplished, for instance, by providing students with a restaurant menu and requesting them to organize the dishes alphabetically. Both approaches have their justifications; however, at first glance, they may appear somewhat trivial. Once the choice of reading activity has been determined, it is essential to select suitable tasks such as appropriate questions, engaging puzzles, and similar activities. An engaging text can be undermined by the presentation of dull and inappropriate questions; conversely, a relatively ordinary passage can be transformed into a genuinely stimulating experience through the use of inventive and challenging activities.

2.8. Reading comprehension Assessment

Reading comprehension constitutes a highly demanding cognitive task that involves the interaction between the text, the reader, and the reading process itself. Grellet (1981) maintains that reading comprehension can be effectively conducted as a classroom activity following a series of targeted exercises. The instruction of reading comprehension fundamentally encompasses various activities through which learners' understanding can be evaluated, including comprehension questions, vocabulary clarification, and summarization of the main ideas. As noted by Pressley (2002), cited in the article titled "Key Issues in L2 Reading Development," proficient readers actively pursue thorough understanding and engage with academic texts using multiple strategies. These strategies can be summarized as identifying key information within the text, making educated guesses about unfamiliar words, recognizing the text's structural cues to facilitate comprehension, summarizing the core message, and reflecting critically on the information conveyed (Grabe, n.d.). Effective

assessment of reading skills is an even more intricate process, as it aims to measure fundamental learner abilities to determine their level of comprehension and to enhance their reading skills. In the context of EFL classrooms, educators must ensure that these skills are evaluated through clear, well-designed activities that specifically aim to develop students' reading comprehension. To address the challenge of assessing reading comprehension, the study adopts Davis's (1944) theoretical framework, which posits that nine core skills should be evaluated to accurately measure reading comprehension:

- Knowledge of word meanings and vocabulary.
- The ability to select the appropriate meaning of a word or phrase based on its particular contextual setting.
- The ability to follow the organization of a passage and to identify antecedents and references within it.
- The ability to select the main idea of a passage.
- The ability to answer questions that are specifically addressed in a passage.
- Ability to answer questions posed in a passage but not in the words in which the question is framed.
- Ability to draw inferences from a passage regarding its contents.
- Ability to determine the literary devices used in a passage and identify its tone and mood.
- Ability to ascertain a writer's purpose, intent, and point of view ; that is, to make inferences about a writer (Davis cited in Afflerbach et al., 2008 :367).

This indicates that the development of an effective reading comprehension assessment, whether in classroom settings or examinations, should be grounded in strategies aimed at evaluating core learner skills. These skills can be delineated as follows: Firstly, assessing vocabulary knowledge involves prompting learners to provide or identify the meanings and antonyms of words within the passage. Evaluating comprehension can be achieved by posing both explicit and implicit questions related to the text, thereby gauging students' understanding of the material. Additionally, requesting learners to summarize the main ideas facilitates the assessment of their overall grasp of the reading. Finally, instructing learners to determine the genre and purpose of the passage can help infer how the tone and mood are established for instance, whether the text is scientific, humorous, or another type; and whether its aim is to inform, entertain, or retell information.

Conclusion

In conclusion, reading comprehension is an indispensable skill that extends beyond simple word decoding to include the active construction of meaning from texts. It is integral to academic success and lifelong learning, enabling students to acquire knowledge, engage in critical thought, and interact with a variety of ideas. A thorough understanding of the definitions, importance, stages, and models of reading comprehension allows educators and learners to appreciate its complexity. By implementing effective strategies and addressing typical challenges, educators can better support students in developing robust reading abilities. Furthermore, appropriate assessment methods are vital for monitoring progress and informing instructional practices. Ultimately, fostering strong reading comprehension skills equips learners with the necessary tools to succeed both academically and in broader life contexts.

Chapter Three: Field Investigation

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Appendices

Appendix A

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Résumé

ملخص

Introduction

This chapter is devoted to the practical part of this research. It aims at exploring and investigating the teachers' and learners' attitudes towards vocabulary glossing and its impact on students' reading comprehension. Thus, two questionnaires are distributed for both teachers and students in addition to a reading comprehension test taken by students in order to achieve the aims of this study. The first part of this chapter is allocated for the analysis of students' questionnaire, while the second part is devoted to the analysis of teachers' questionnaire, and the third part presents the analysis of students' test.

3.1. Data Gathering Tools

To examine the perspectives of both teachers and learners regarding the influence of vocabulary glossing on reading comprehension among EFL students, appropriate data collection tools were selected, namely a questionnaire and a test. As described by Taherdoost (2022), a questionnaire is a structured instrument that presents respondents with a series of questions or statements, to which they respond either by providing written answers or selecting from predefined options. Questionnaires are highly regarded for their ease of design, flexibility, and their unique ability to efficiently gather substantial amounts of information in a readily accessible format. According to Kabir (2016), one of the primary advantages of questionnaires is their capacity to collect reliable and valid data in a straightforward, cost-effective manner within a short timeframe. They can incorporate various question formats, allowing researchers to gather comprehensive data from large samples. An additional benefit is the anonymity they afford, which often encourages participants to respond truthfully and accurately.

The second instrument employed in this research is a test, which Kabir (2016) defines as a systematic method for evaluating an individual's knowledge, skills, or abilities in a

specific domain. Tests play a vital role in educational research as they provide objective measures of learners' competencies and generate empirical evidence to support or challenge research hypotheses and questions.

Therefore, to ensure the collection of valid and reliable data, two questionnaires were distributed one targeting second-year license students and the other one directed to teachers in the Department of Letters and English Language. Furthermore, a written reading comprehension test was administered to assess students' ability to understand texts both with and without the aid of vocabulary glossing.

3.2. Students' Questionnaire

This questionnaire is intended to explore students' attitudes toward the effectiveness of vocabulary glossing on students' reading comprehension. It is submitted to second-year license students and it is divided into four sections.

3.2.1. Population and Sample

The population chosen for this questionnaire consists of only second –year License students at the department of Letters and English language at 08 Mai 1945 Guelma University during the academic year 2024 -2025. The reason behind selecting this population is that they are expected to have an idea about the topic under investigation and may provide appropriate useful information .

3.2.2. Administration of Students' Questionnaire

The questionnaire used in this study is a self-administered paper-based survey distributed by the researchers. The questionnaire was conducted at the department of Letters and English Language, Guelma University, with second-year License students .It was distributed to 150 students, and was answered by all of them .The questionnaire was handled

on April 21, 2025, and handed back in the same day. The main obstacles were mainly the refusal of some teachers to accept distributing the questionnaire in their sessions due to lack of time.

3.2.3. Description of the Students' Questionnaire

Students' questionnaire consists of 21 items divided into four sections. It is inclusive to different types of questions; closed-ended (multiple-choice and yes/no questions) and open-ended questions (see appendix A).

3.1.3.1. Section One: General Information (Q1–Q4)

This section consists of four questions (Q1–Q4) designed to collect general background information about the participants. More interestingly, this part gathers information on the participants' age and how long they have been learning English, their personal interest in studying English, and their self-evaluated proficiency level. The aim of this section is to provide demographic and contextual data that may influence the participants' responses in later sections.

3.1.3.2. Section Two: Reading Comprehension (Q5–Q9)

The second section is composed of five questions (Q5–Q9) that focus on the participants' reading skills and habits in English. The first question (Q5) asks students to identify which language skill they find most challenging. In the sixth question (Q6), participants are asked whether they enjoy reading in English and are given space to explain their answers. The seventh question (Q7) requires students to self-assess their reading proficiency. Question eight (Q8) asks students about the types of English texts they usually read, while the ninth question (Q9) explores how important it is for them to understand every word in a text. This section seeks to explore the participants' reading experiences and perspectives.

3.1.3.3. Section Three: Vocabulary Glossing (Q10–Q16)

This section contains seven questions (Q10–Q16) that investigate the students' attitudes towards vocabulary glossing while reading in English. The questions address the perceived importance of vocabulary in language learning (Q10), the frequency and difficulty of encountering unfamiliar words (Q11), and the strategies used to understand new vocabulary (Q12). Further questions (Q13–Q16) examine participants' familiarity with glossed texts, the frequency of their use in class, the types of glosses encountered, and the materials in which glosses are found. This section is intended to explore both the practical and perceptual aspects of vocabulary glossing among EFL learners.

3.1.3.4. Section Four: The Impact of Glosses on Reading Comprehension (Q17–Q21)

The final section includes five questions (Q17–Q21) that assess the participants' perceptions of the impact of glosses on their reading comprehension. The questions examine whether or not glosses facilitate vocabulary acquisition (Q17), whether they interrupt reading comprehension (Q18), and if they enhance the understanding of English texts (Q19). Additional questions (Q20–Q21) ask correspondents to identify which aspects of reading comprehension are most improved by glossed texts and to what extent vocabulary glossing contributes to their reading comprehension overall. Open-ended items are included to allow participants to elaborate on their responses and provide further justification.

3.2.4. Data Analysis and Interpretation

This section presents the results and findings of the students' questionnaire. It is divided into four main parts: general information, student's perspectives about reading comprehension, students' attitudes toward vocabulary glossing, and the last part focuses on the impact of vocabulary glossing on reading comprehension.

3.2.5. Analysis of Results and Findings from Students' Questionnaire

This section contains a detailed analysis of the questionnaire results.

Section One: General information

Question One: How old are you?

Table 3.1

Students' Age

Option	Number	Percentage %
19- 21	105	70 %
22-24	45	30%
Total	150	100%

Regarding the ages of students, it was noted that the majority (70%) of second-year license students fall within the 19 to 21 age range, suggesting that they have advanced in their studies without experiencing any failures. Nonetheless, the remaining students (30%), who are between 22 and 24 years old, may have encountered setbacks in their educational journey or might be impacted by other unspecified factors. Therefore, the sample is suitable to our research since students are mature enough to understand the questions displayed in the questionnaire.

Question Two: How long have you been studying English?

Table 3.2*Students' Years of Studying English*

Option	Number	Percentage %
9 years	100	67%
More than 9 years	50	33%
Total	150	100%

As shown in Table 2.3, (67%) of the students have been learning English for nine years, while (33%) have been studying for more than eleven years. Maybe, this means that some students failed in their studies or missed some years. Students who have engaged in study for a longer duration generally possess high reading comprehension skills, as they have invested more time in enriching their vocabulary and language abilities. Consequently, they were more exposed to English that assist them in grasping new terms and enhancing their reading comprehension.

Question Three: Do you like studying English?

Table 3 .3*Students' Attitudes towards Studying English*

Option	Number	Percentage %
Strongly like	55	37%
Like	78	52%
Neutral	17	11%
Dislike	0	0%

Strongly dislike	0	0%
Total	150	100%

The findings indicate that (52%) of the students stated they like studying English, whereas (37%) strongly like it, and only (11%) are neutral. This generally favorable stance towards English is a significant factor that can affect reading comprehension. Learners who take pleasure in studying English tend to be more engaged, resulting in greater effort in reading tasks and more frequent use of strategies like vocabulary glossing. A positive mindset can motivate learners to focus more on glosses and unfamiliar terms, which can boost their vocabulary development and ultimately improve their reading comprehension. Consequently, the students' positive attitude towards English enhances the efficacy of vocabulary glossing as a method to improve comprehension of texts in EFL settings.

Question Four: How would you describe your level in English ?

Table 3.4

Students' Level in English

Option	Number	Percentage %
Very good	20	13%
Good	90	60%
Average	36	24%
Poor	4	3%
Very poor	0	0%
Total	150	100%

As illustrated in Table 3.4, most students (60%) described their English proficiency as good, whereas (24%) viewed their proficiency as average, reflecting a basic grasp of essential English concepts and a moderate proficiency level. Furthermore, (13%) of students rated their proficiency as very good, indicating an advanced level of language skills, while only (3%) assessed themselves as poor. This variation in skill levels indicates differing reading comprehension abilities among the students. Individuals with greater proficiency tend to understand texts more easily and may rely less on vocabulary glosses, while learners with average or lower proficiency might benefit more from glosses to help them comprehend unfamiliar vocabulary and enhance their reading comprehension.

Section Two: Reading Comprehension

Question Five: Which of the following skills is the most difficult for you?

Table 3.5

Students' Opinions about the most Difficult Skill

Option	Number	Percentage %
Reading	6	4%
Listening	45	30%
Writing	32	21%
Speaking	67	45%
Total	150	100%

As indicated in the table above, the majority of students (45%) considered speaking to be the most difficult skill for them. This implies that they are aware of the importance of

speaking in English and recognize it as a challenging skill that requires continuous effort. (30%) have chosen listening, indicating that some students experience difficulties in understanding spoken English. However, (21%) of them selected writing as a difficult skill, showing that writing also needs more effort to improve it. Additionally, (4%) of the respondents said that reading requires effort to perform well. According to these results, speaking and listening are considered the most challenging skills by the students.

Question Six: Do you enjoy reading in English?

Table 3.6

Students' Attitudes towards Enjoying Reading in English

Option	Number	Percentage %
Yes	137	91%
No	13	9%
Total	150	100%

According to the above mentioned results, the majority of students (91%) enjoyed reading in English, which indicates that reading is a fundamental and useful skill in the academic setting that should be developed . However, (9%) students they don't, mainly due to limited time .According to their justification this is due to:

- 'Limitation of time'

- "Reading is process requires a lot of effort"

- "Difficulty to understanding the content of the reading material"

- "Reading is boring and less enjoyable"

Based on their explanations, it can be deduced that the limited number of students who showed challenges to reading , they might not view it as significant as other language abilities like speaking or listening. This mindset may stem from a lack of confidence, commonly linked to their lower skill levels. Students who have a restricted vocabulary and weaker overall language skills may struggle with reading, making it less engaging and leading to decreased motivation to improve this ability. Therefore, addressing these skill gaps might enhance their reading comprehension and foster a more positive perspective on reading.

Question Seven: How would you describe your reading level in English?

Table 3.7

Students' Levels of Reading in English

Option	Number	Percentage %
Very good	45	30%
Good	80	53%
Average	10	7%
Poor	15	10%
Very poor	0	0%
Total	150	100%

From the table above, it is clear that (53%) of students believed that they had a good level of reading. Among them, (30%) stated that their reading ability is very good, demonstrating both an interest in reading English and a commitment to developing this skill.

However, (10%) of students reported having an average reading level, which may be due to limitations such as reading only for specific purposes, especially academic studies. Furthermore, (7%) of the respondents rated their reading proficiency as poor, possibly resulting from a lack of interest or insufficient practice. In general, the majority of participants expressed satisfaction with their reading skills, suggesting that reading plays a significant role in their language learning process. Furthermore, students' positive opinion implies that they recognized the value of reading for expanding one's vocabulary, understanding texts, and enhancing overall language skills.

Question Eight: What do you usually read in English?

Table 3.8

Students' Preferable Reading Materials

Option	Number	Percentage %
Newspapers	18	12%
Short stories	100	67%
Novels	25	17%
Others	7	4%
Total	150	100%

The majority of respondents (67%) mentioned that they preferred reading short stories, while (17%) opted for reading novels. Also, (12%) of the participants read newspapers, and only (7%) chose other reading materials, such as comic books, articles, and social media posts. These results indicate that most students preferred reading materials that are brief and easy to

understand , potentially due to time constraints or personal reasons toward shorter texts. Because of their academic workload and various responsibilities, students frequently chose texts that can be easily comprehended without requiring significant effort or much concentration. Moreover, concise and straightforward materials can improve understanding and sustain motivation, particularly for EFL learners who may feel overwhelmed by lengthy or complicated texts. This preference emphasizes the need to select suitably leveled reading resources and utilize supportive tools, such as vocabulary glosses, to enhance reading accessibility and engagement for learners.

Question Nine: Is it important for you to understand every word in a text?

Table 3.9

Students' Views about the Importance of Understanding Every Word in a Text

Option	Number	Percentage %
Very important	96	64%
Somewhat important	42	28%
Not important	12	8%
Total	150	100%

The findings show that most respondents (64%) stated that it is somewhat essential to grasp every word in a text, suggesting that they primarily concentrate on understanding key terms rather than each word. In comparison, (28%) of students claimed that it is very crucial to understand every word, indicating a more thorough style of reading comprehension. Meanwhile, a small segment (8%) stated that comprehending every word is not essential, indicating a preference for a more flexible or context-oriented reading approach. These results

suggest that the majority of students recognize the importance of mastering key vocabulary for full comprehension, striking a balance between understanding important terms and efficient reading.

Section Three: Vocabulary Glossing

Question Ten: How important is vocabulary in learning a foreign language?

Table 3.10

Students' Views about the Importance of Vocabulary in Learning a Foreign Language

Option	Number	Percentage %
Very important	120	80%
Somewhat important	30	20%
Not important	0	0%
Total	150	100%

Based on the table above, it is clear that the majority of students (80%) believed that it is essential to comprehend every word in a text, emphasizing their recognition of vocabulary as a vital element of language acquisition. This significant focus implies that they consider enhancing their vocabulary knowledge crucial for successful reading comprehension and overall language skills. At the same time, (20%) of students regarded vocabulary comprehension as somewhat important, suggesting that although they acknowledge its significance, they may place greater emphasis on other aspects of language learning. Notably, none of the students viewed vocabulary comprehension as unimportant, highlighting a shared agreement on the importance of vocabulary in learning English. This collective mindset underscores the need for ongoing emphasis on vocabulary growth in language instruction.

Question Eleven: Do you find it difficult to understand unfamiliar words while reading?

Table 3.11

Students' Frequency of Difficulty to Understand Unfamiliar Words while Reading

Option	Number	Percentage %
Often	15	10%
Sometimes	115	77%
Rarely	20	13%
Never	0	0%
Total	150	100%

The findings, displayed in table 3.11, indicate that most of the participants (77%) stated that they sometimes struggle to comprehend new vocabulary when reading. This suggests that encountering new vocabulary is a frequent occurrence for many students, illustrating the continual struggle of learning a language. Also, (13%) of students indicated that they rarely struggle with grasping new words, implying that those students have a fairly rich vocabulary. Conversely, (10%) of participants often face challenges with unknown words, emphasizing the necessity for focused vocabulary improvement to enhance their reading comprehension. Significantly, all students acknowledged facing difficulties with new vocabulary while reading, highlighting that vocabulary obstacles are a common element of language acquisition that demands attention.

Question Twelve: When you do not understand a word in a text, what do you usually do?

Table 3.12*Students' Solutions for Understanding Words in a Text*

Option	Number	Percentage %
Ask your teacher	10	7%
Translate the word into your native language	90	60%
Use a dictionary	50	33%
Total	150	100%

The findings indicate that (60%) of participants favor translating words into their mother tongue as the main way to comprehend the text. This shows that many learners rely on their native language to understand new vocabulary. Furthermore, (33%) of students choose dictionaries, indicating a more self-reliant method for grasping word definitions. Meanwhile, (7%) turn to their teachers for additional clarification, revealing that some students depend on direct assistance when facing challenges. These results illustrate the varied strategies that students use to enhance their vocabulary understanding skills.

Question Thirteen: Have you ever used glossed texts while reading in English?

Table 3.13*Students' Experience with Glossed Texts*

Option	Number	Percentage %
Yes	85	57%

No	65	43%
Total	150	100%

Table 3.13 shows that most students (57%) stated they had used glossed texts when reading in English, whereas a notable percentage (43%) reported they had not. This indicates that while more than half of the learners use glossed texts, their overall usage might still be somewhat restricted. The considerable number of students who have not interacted with glossed materials may be due to reasons such as limited exposure to these resources, inadequate access to glossed texts in their educational setting, or a lack of interest or motivation toward reading tasks. These findings highlight the importance of making glossed texts more accessible and engaging for learners, while also raising awareness of their role in improving vocabulary acquisition and reading comprehension in EFL contexts.

Question Fourteen: How often do your teachers use glossed texts in class?

Table 3.14

Students' Frequency of Using Glossed Text by Teachers in Class

Option	Number	Percentage %
Often	10	7%
Sometimes	86	57%
Rarely	42	28%
Never	12	8%
Total	150	100%

According to the findings in Table 3.14, (57%) of students stated that their teachers sometimes use glossed texts, whereas (28%) said they rarely use them. Additionally, (8%) reported that they are never provided with glossed texts, while only (7%) claimed that their teachers use them very often. Consequently, this implies that teachers, maybe, opted for alternative strategies to aid students' comprehension during reading sessions. Rather than relying heavily on glossing, they (36%) could encourage learners to interact directly with the original text, fostering vocabulary growth and deeper understanding through contextual clues and repeated exposure.

Question Fifteen: What types of glosses have you encountered? (You may choose more than one).

Table 3.15

Students' Experience with Different Types of Glosses

Option	Number	Percentage %
Footnotes (explanation or translation at the bottom of the page)	40	27%
Marginal glosses (definitions in the margins)	27	18%
Inline glosses (translations or definitions within the text)	50	33%
Multimodal glosses (including pictures, audio, or video)	33	22%
Total	150	100%

Based on the information presented in table 3.15, (33%) of students indicated that they encountered inline glosses, suggesting that this type of vocabulary assistance is the most

frequently used and recognized by the students. Subsequently, (27%) of students stated that they had come across footnote glosses, while (22%) mentioned experiencing multimodal glosses. Furthermore, (18%) of students reported using marginal glosses. These results indicate a diverse experience with various glossing formats, potentially affecting the effectiveness of student engagement and their benefits from vocabulary assistance while reading. Understanding which types of glosses are most common can help teachers tailor their teaching resources to align more closely with students' preferences and learning needs.

Question Sixteen: In what type of materials have you seen glosses used?

Table 3.16

Students' Views about the Use of Glosses in Different Types of Materials

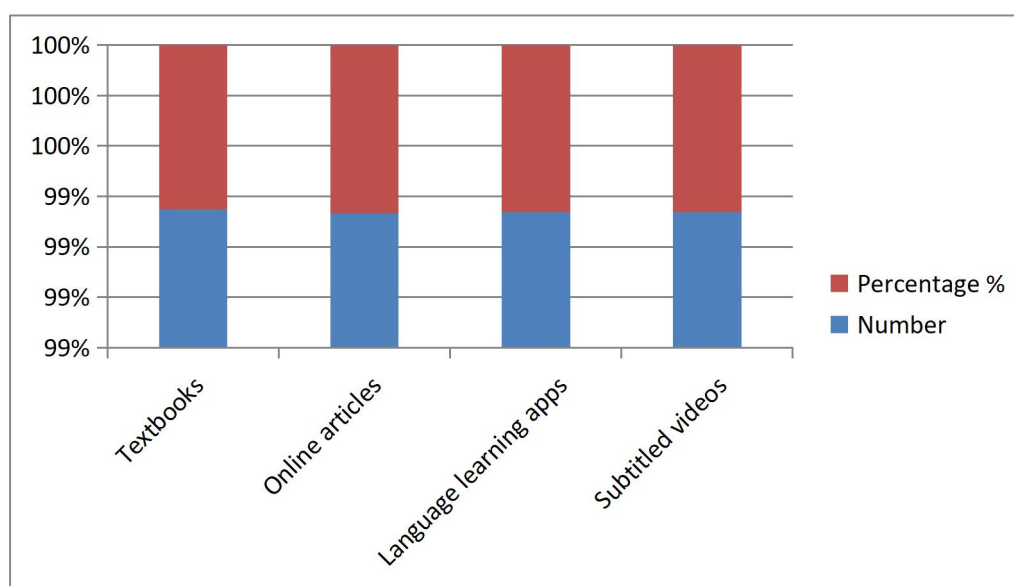
Option	Number	Percentage %
Textbooks	35	23%
Online articles	70	47%
Language learning apps	30	20%
Subtitled videos	15	10%
Total	150	100%

It is crucial to comprehend the types of materials in which students have encountered glosses. Based on the data, (47%) of students reported observing glosses in online articles, (23%) found them in language learning applications, (20%) in textbooks, and (10%) in videos with subtitles. These findings suggest that glosses are particularly prevalent in online content, highlighting the important role that digital resources play in enhancing vocabulary acquisition. The extensive availability of glosses in online articles provides learners with immediate

access to word definitions, assisting them in understanding the content more effectively and improving their overall comprehension of the texts they encounter.

Figure 3.1.

Students' Views about the Use of Glosses in Different Types of Materials



Section Four: The Impact of Glosses on Reading Comprehension

Question Seventeen: Glosses help me understand new vocabulary:

Table 3.17

Students' Opinions on the Role of Glosses in Understanding New Vocabulary

Option	Number	Percentage %
Strongly agree	17	11%
Agree	125	84%
Disagree	8	5%

Strongly disagree	0	0%
Total	150	100%

As shown in Table 3.17, a large majority of participants (84%) indicated "agree," while another (11%) opted for "strongly agree," demonstrating a strong consensus that glosses are crucial for aiding the comprehension of new vocabulary. This underscores the effectiveness of vocabulary glossing as a technique that helps learners understand unfamiliar words, which is essential for enhancing overall reading comprehension. In contrast, (5%) of participants expressed disagreement, likely due to their higher language proficiency, which reduces their reliance on glosses for understanding unfamiliar terms. This variation suggests that while glosses are generally beneficial, their perceived importance may differ based on learners' skill levels.

Question Eighteen: Do glosses interrupt your reading comprehension?

Table 3.18

Students' Attitude toward the Impact of Glosses on Reading Comprehension

Option	Number	Percentage %
Yes	72	48%
No	78	52%
Total	150	100%

According to Table 3.17, most participants (52%) believed that glosses do not hinder their reading comprehension, while (48%) felt that glosses interfere with their reading experience. The reasons provided by advocates of glosses can be summarized as follows:

- "Glosses facilitate the reading process, making it quicker and easier for students to achieve improved comprehension without requiring additional resources to understand unfamiliar terms."

- "Glosses help readers in comprehending unfamiliar terms and the overall significance of the text without any interruptions."

- "Glosses assist in learning new vocabulary and enhance comprehension by presenting the word and its definition in the same context."

These responses emphasize the crucial importance of vocabulary glossing in promoting smoother and more efficient reading experiences. By incorporating word definitions directly within the text, glosses reduce the mental effort needed to interpret unknown vocabulary, which in turn enhances reading comprehension. Even with some concerns regarding potential disruptions, most learners view glosses as valuable resources that assist in vocabulary learning and improve overall comprehension of texts.

Question Nineteen: Do you think glosses make it easier to understand English texts?

Table 3.19

Students' Opinions on the Effectiveness of Glosses for Understanding English Texts

Option	Number	Percentage %
Strongly agree	25	17%
Agree	105	70%
Disagree	20	13%
Strongly disagree	0	0%
Total	150	100%

The findings indicate that most students (70%) believed that glosses aid their comprehension of English texts. This clear agreement suggests that students have positively experienced vocabulary glossing and recognize its usefulness as a learning resource. Additionally, (17%) of students expressed strong agreement with this statement, reflecting the benefits associated with glossed materials. Whereas, the remaining (13%) were neutral. These results emphasize the essential role of vocabulary glossing in aiding learners' understanding by providing explanations of unknown terms, thereby reducing cognitive load and enabling students to focus more completely on grasping the text's overall meaning. Consequently, students' positive perceptions highlight glosses as an effective instructional aid for improving vocabulary and reading comprehension.

Question Twenty: In your opinion, which aspect of reading comprehension is most improved by glossed texts?

Table 3.20

Students' Views about the most Improved Aspect of Reading Comprehension through Using Glossed Texts

Option	Number	Percentage %
Vocabulary recognition	60	40%
Understanding overall meaning	75	50%
Reading speed	12	8%
Interpreting the text	3	2%
Total	150	100%

This item intends to emphasize the main features of reading comprehension that are enhanced by the use of glossed texts. As shown in Table 3.21, half of the participants (50%) indicated that their reading comprehension was enhanced with glossed texts, particularly in grasping the general meaning of the reading material. Whereas, (40%) reported improved vocabulary recognition as an important advantage. Moreover, (8%) of participants noted that glossed texts enhanced their reading speed, while(2%) pointed out "understanding the text" as the primary benefit.

Participants' explanations provide additional insight into these advantages, such as:

- "Annotated texts assist readers in comprehending the significance of unfamiliar words during reading."

- "Annotated texts help in understanding the content by clarifying important terms."

- "Annotated texts enhance the reading experience, making it quicker and more fluid."

These results show that vocabulary glossing is essential for vocabulary acquisition, which directly leads to enhanced reading comprehension. Glossed texts improve learners' capacity to process and comprehend reading materials more efficiently by clarifying unfamiliar words and promoting faster understanding of the text's main concepts.

Question Twenty One: To what extent do you think vocabulary glossing contributes to improving your reading comprehension in English?

Table 3.21

The Importance of Vocabulary Glossing in Enhancing Reading Comprehension in English

Option	Number	Percentage %
To a great extent	100	67%

To some extent	30	20%
Very little	20	13%
I m not sure	0	0%
Total	150	100%

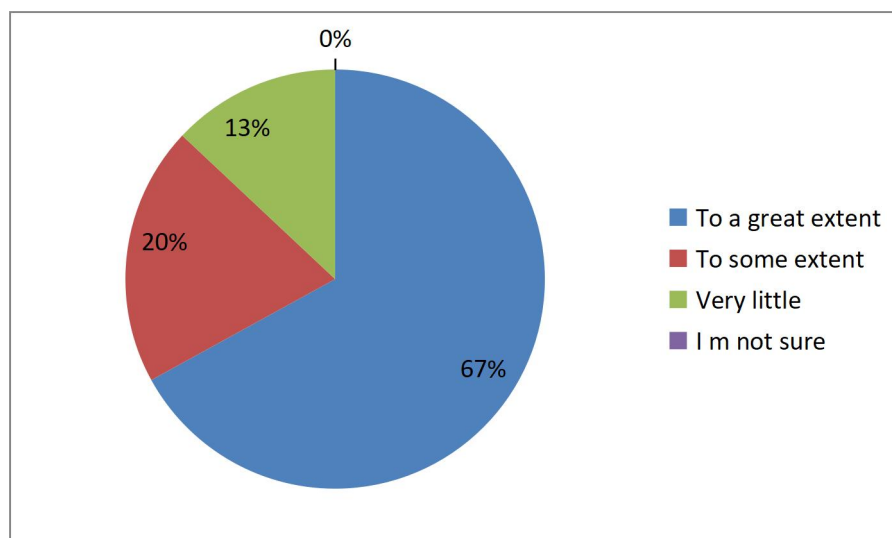
The purpose of this question is to investigate students' views about the significance of vocabulary glossing in improving their reading comprehension. The table illustrates that (67%) of the students believed that glosses are important to a great extent , while (20%) viewed them as somewhat important. Only (13%) considered glossing to be of very little significance. These findings indicate that students are generally aware of the important role vocabulary glossing plays in enhancing their comprehension of texts.

Students' explanations further demonstrate how vocabulary glossing aids their reading process. Numerous respondents pointed out that glosses assist in clarifying the meanings of unknown words encountered while reading, which directly supports decoding and understanding the text. This instant access to definitions helps readers maintain focus on the key concepts without distractions, thereby encouraging more fluid and effective reading. Furthermore, students acknowledged that glossing enhances vocabulary learning, which is essential for improving overall reading comprehension. They also emphasized that glossed texts facilitate quicker reading and simplify the reading experience by reducing the need to refer to external resources like dictionaries.

In summary, these findings underscore the significant role of vocabulary glossing as a teaching method that not only helps vocabulary growth but also substantially improves reading comprehension by making texts easier to access and minimizing students' mental processing.

Figure 3.2.

The Importance of Vocabulary Glossing in Enhancing Reading Comprehension in English



3.2.6. Summary of Results and findings from the student's questionnaire

The data gathered from the students' questionnaires have been presented and analyzed in the previous section. Accordingly, this section summarizes the findings.

The first part provides general information about the student sample. The majority of informants indicated that they are 19 years old and reported that they have studied English for nine years. Their level of English, according to their answers, is generally good, and they enjoy studying the language.

The second section focuses on students' attitudes toward reading and reading comprehension. Most respondents indicated that they face more difficulties with speaking skills compared to other skills. Most students reported that they like reading in English and evaluate their reading level as good. Moreover, the findings reveal that the majority of the students tended to prefer reading short stories, and their responses indicate a strong emphasis on the importance of understanding every word within a text.

The third section discusses students' attitudes toward using vocabulary glossing. Nearly all students indicated that vocabulary is very important for learning a foreign language. In addition, the highest percentage of participants declared that they sometimes find it difficult to understand unfamiliar words while reading. When students encounter such difficulties, they tend to translate the word into their native language, as the majority of respondents argued. Moreover, many students claimed that they used glossed texts while reading. In this context, most participants said that their teachers sometimes use this type of text as well. Based on the findings, marginal glosses are the most commonly experienced type, as reported by the majority. Additionally, many respondents indicated that they encountered glosses in online articles.

The last section aims at revealing the impact of vocabulary glossing on reading comprehension. The majority of students agreed that glosses help them to understand new vocabulary. Furthermore, the vast majority argued that glosses did not interrupt their reading comprehension, and they strongly agreed that glosses make understanding English texts easier. Furthermore, the findings show that most students claimed that understanding the overall meaning is the most improved aspect of reading comprehension when using glossed texts. Most students also indicated that vocabulary glossing significantly improved their reading comprehension in English.

To sum up, based on the data collected from analyzing students' questionnaire results, it can be assumed that the majority of the students confirmed the research hypothesis that supposes the positive impact of vocabulary glossing in enhancing students' reading comprehension.

3.3. Teachers' Questionnaire

A questionnaire is being used as a data gathering tool to explore teachers' perspectives toward the impact of using vocabulary glossing on reading comprehension.

3.3.1. Population and sample

The second population chosen for this study consists of teachers at the department of Letters and English Language University of 08 Mai 1945-Guelma. The chosen sample seems appropriate to give the needed data concerning the topic under investigation. Furthermore, All the participating teachers who contributed in answering this questionnaire have taught second year undergraduate (licence) students. Teachers were selected randomly without taking into consideration the modules they teach.

3.3.2. Administration of Teachers' Questionnaire

The teachers' questionnaire aims at exploring teachers' views about the impact of using vocabulary glossing on students' reading comprehension. It has been submitted to 20 teachers at the department of Letters and English Language –Guelma University. During the distribution of the questionnaire, some obstacles were faced. Some teachers refused to answer the questionnaire. However, other participants delayed their responses due to time constraints, which extended the data collection period to more than two weeks.

3.3.3. Description of Teachers' Questionnaire

The questionnaire used in the current research is a self-completion paper distributed by the researcher to the sample. It consists of 21 questions divided into four sections. The questions used in the questionnaire are mainly related to the theoretical background of the present research study. Moreover, the questions include a variety of question types: closed-ended questions with fixed response options (including yes/no formats), mixed-format

questions that combine multiple-choice selection with justification prompts, and open-ended questions designed to elicit participants' individual perspectives. (see appendix B)

3.3.3.1. Section One: General Information (Q1-Q2)

This section consists of two questions (Q1-Q2) designed to collect basic background information about the participants. Specifically, it investigates about teachers teaching experience and their highest academic qualification. The purpose of this section is to gather demographic and professional context that may influence participants' perspectives on vocabulary glossing and reading comprehension.

3.3.3.2. Section Two: Vocabulary Glossing (Q3-Q9)

The second section includes seven questions (Q3-Q9) focusing on the participants' attitudes toward vocabulary glossing strategies. Questions inquire about the different methods used to help learners understand unfamiliar words (Q3), the perceived effectiveness of glosses in aiding comprehension (Q4-Q5), the frequency of glossed text usage in teaching (Q6), and opinions on the most effective types and purposes of glossing (Q7-Q8). An open-ended question (Q9) invites participants to share their general thoughts on using glossed texts. This section aims at exploring both practical applications and perceptions regarding vocabulary glossing.

3.3.3.3. Section Three: Reading Comprehension (Q10-Q14)

This section contains five questions (Q10-Q14) that examine participants' views about reading comprehension and its relationship with vocabulary knowledge. It investigates the perceived importance of reading comprehension in mastering English (Q10), its influence on language development and academic performance (Q11), and the role of vocabulary knowledge in enhancing comprehension (Q12). Participants are also asked to identify the main causes of reading difficulties (Q13) and suggest solutions to improve reading

comprehension (Q14). This section seeks to gather insights into challenges and strategies related to reading comprehension.

3.3.3.4. Section Four: The Impact of Vocabulary Glossing on Reading Comprehension (Q15-Q21)

The final section consists of seven questions (Q15-Q21) assessing participants' perceptions of how vocabulary glossing affects reading comprehension. It includes questions about the usefulness of glosses in facilitating the understanding of new vocabulary (Q15), their impact on the reading process (Q16-Q18), and whether or not glosses facilitate easier comprehension of English texts (Q19). Further questions (Q20-Q21) explore which aspects of reading comprehension are most improved by glossed texts and invite participants to evaluate the overall effectiveness of vocabulary glossing, including space for additional suggestions. This section is designed to evaluate the perceived benefits and potential drawbacks of glossing in EFL reading contexts.

3.3.4. Data Analysis and Interpretation

This section offers a detailed analysis of the results gained from the teachers' questionnaire as a first gathering tool administered for this study.

Section One: General Information

Question One: How long have you been teaching English at university?

Table 3.22

Teachers' Experience in Teaching English

Option	Number	Percentage%
1-10 years	8	40%
More than 10 years	12	60%
Total	20	100

As shown in table 3.22, (60%) of teachers have over ten years of teaching experience, while (40%) have fewer years. This extensive experience equips educators with the skills necessary to effectively assist and improve students' reading comprehension. Experienced teachers are more proficient in identifying students' challenges in comprehending texts and implementing specific teaching methods that enhance learners' abilities in interpreting and engaging with reading materials.

Question Two: What is your highest academic qualification?

Table 3.23

Teachers' Academic Qualifications

Option	Number	Percentage%
Master's degree	0	0%

Magister	9	45%
Ph.D.	11	55%
Total	20	100%

According to Table 3.23, (55%) of the teachers hold Ph.D. degrees, whereas the other (45%) possessed Magister degrees, and none indicated having merely a Master's degree. This significant academic qualification suggests that most participants are skilled and experienced teachers, enhancing the credibility and validity of the study's findings. Their extensive knowledge and skills likely improve their understanding of successful teaching methods, such as employing vocabulary glossing to assist reading comprehension.

Section Two: Vocabulary Glossing

Question Three: What strategies do you use to help learners understand unfamiliar words in a text?

- a- Ask students to use dictionaries.
- b - Translate the word into the native language.
- c - Provide glosses.

Table 3.24

The Effective Strategy That Helps Learners Facilitate Understanding Unfamiliar Words

Option	Number	Percentage%
A+C	8	40%

B+C	5	25%
C	4	20%
A+B	3	15%
Total	20	100%

According to Table 3.24, (40%) of teachers noted that they encourage their students to utilize dictionaries or provide glosses to help comprehend unfamiliar terms in a text. Furthermore, (25%) reported that they either translate the term into the students' first language or offer definitions. Additionally, (20%) of the respondents mentioned that they particularly provide glosses to their students, whereas the other (15%) prompt students to utilize dictionaries or translate words into their first language. Importantly, none of the participants relied exclusively on using dictionaries or translations without including glosses. These results indicate that providing glosses is the most commonly used strategy by teachers to improve vocabulary understanding. This tendency highlights the importance of vocabulary glossing as an effective pedagogical tool that facilitates learners' understanding of difficult vocabulary, thereby improving their reading comprehension.

Question Four: Do you think providing glosses help students better understand a text?

Table 3.25

Teachers' Attitudes towards Providing Glosses for Better Text Understanding

Option	Number	Percentage%
Strongly agree	11	55%

Agree	9	45%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100

As indicated in Table 3.25, (55%) of the respondents opted for "Strongly Agree," while the other (45%) selected "Agree." Interestingly, none of the participants chose "Disagree" or "Strongly Disagree." These findings clearly demonstrate that teachers viewed glosses as having a significant beneficial effect on understanding the text. Moreover, providing students with glosses reduces ambiguity, enabling learners to more effectively grasp the meanings of unfamiliar words and, in turn, promotes a deeper and more precise understanding of the text. This implies the crucial role of providing glosses to facilitate comprehension for learners .

Question Five: Glosses help learners develop independent reading skills.

Table 3.26

The Usefulness of Glosses in Developing Independent Reading Skills

Option	Number	Percentage%
Strongly agree	11	55%
Agree	9	45%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

Based on the table above, (55%) of the teachers selected “Strongly agree,” while the other (45%) agreed that glosses help students in cultivating independent reading skills. This strong agreement

suggests that most teachers recognize the important role vocabulary glossing plays in enhancing learners' independence while reading. By providing instant assistance for unfamiliar terms, glosses enable students to engage with texts more confidently and independently, thereby improving their vocabulary development and reinforcing their overall reading comprehension. This acknowledgment highlights vocabulary glossing as a valuable strategy that promotes learner autonomy and fosters more independent, meaningful engagement with reading material.

Question six: How often do you use glossed texts in your teaching?

Table 3.27

Teachers' Frequency of Using Glossed Texts in Teaching

Option	Number	Percentage%
Very often	3	15%
Sometimes	13	65%
Rarely	4	20%
Never	0	0%
Total	20	100%

The results indicate that most teachers (65%) stated they sometimes use glossed texts in their teaching methods. Furthermore, (20%) reported that they rarely use glossed texts, while (15%) mentioned that they often use them. Noticing that many participating teachers sometimes use glossed texts shows that they generally recognized the benefits of using glosses in their teaching. This extensive application demonstrates the acknowledgment of glosses as an important resource for vocabulary development and, consequently, improves students' reading comprehension. Teachers' dependence on annotated texts highlights their role in assisting students' grasp of challenging vocabulary, which is crucial for enhancing overall understanding and engagement with reading content.

Question Seven: In your opinion, which type of glossing is most effective?

Table 3.28

Teachers' Opinions about the Effectiveness of Types of Glosses

Option	Number	Percentage%
Footnote glossing	4	20%
Marginal glossing	7	35%
Inline glossing	1	5%
Multimodal glossing	5	25%
All	3	15%
Total	20	100%

As shown in Table 3.28, (35%) of participants stated that marginal glossing is the most efficient form of glossing. In contrast, (25%) favored multimodal glossing, while (20%) chose footnote glossing. Moreover, (15%) of the respondents preferred employing all forms of glossing, whereas the other (5%) opted for inline glossing. These findings indicate that marginal glossing is generally viewed as the most effective strategy for enhancing student understanding. This preference likely arises from the reality that marginal glosses offer quick access to word definitions or explanations without significantly interrupting the learner's reading experience. By providing fast and easy explanations, marginal glossing effectively aids in vocabulary comprehension, thereby improving overall reading understanding. Consequently, teachers' preference for marginal glossing demonstrates its value as a vocabulary enhancement method that facilitates more seamless and effective reading experiences.

Question Eight: What do you think is the primary purpose of glosses in reading comprehension material?

a-To help students understand unfamiliar words

b-To improve vocabulary acquisition

c- To enhance overall reading comprehension

d- To encourage faster reading

Table 3.29

Teachers' Opinions about the Primary Purpose of Glosses in Reading Material

Option	Number	Percentage%
To help students understand unfamiliar words.	0	0%
To improve vocabulary acquisition.	0	0%
To enhance overall reading comprehension .	6	30%
To encourage faster reading.	5	25%
All	9	45%
Total	20	100%

The findings indicate that (45%) of participants chose all the stated purposes of glossing in reading materials, demonstrating a comprehensive understanding of its varied functions. At the same time,(30%) of teachers recognized the main goal of glossing as improving overall reading comprehension. Moreover, (25%) of the respondents highlighted that glossing promotes faster reading. These results show that most teachers consider vocabulary glossing

primarily as a method to enhance reading comprehension. Moreover, vocabulary glossing acts as a teaching method aimed at assisting students in understanding unfamiliar terms, thus enabling easier and more efficient text comprehension.

Question Nine: What do you think about using glossed texts?

Table 3.30

Teachers' Attitudes towards using Glossed Texts.

Option	Number	Percentage%
Answered	5	25%
Not answered	15	75%
Total	20	100%

This item examines teachers' views about the use of glossed texts. While only (25%) of them responded and (75%) ignored the question, the received feedback presents valuable perspectives. Their actual remarks include:

- "Enhances comprehension and language innovation."

- "Using glossed texts helps learners understand the meanings of various unfamiliar words."

- "A highly effective approach."

- "It improves students' vocabulary development and text comprehension."

- "It is an effective strategy to assist students in enhancing understanding."

Based on these answers, it can be inferred that educators recognize and affirm the significant impact of vocabulary glossing on improving students' reading comprehension. They emphasize that glossed texts serve as a valuable resource that helps learners in understanding and acquiring new vocabulary, thus promoting greater engagement with the reading material.

Section Three: Reading Comprehension

Question Ten: In your opinion, how important is reading comprehension for better understanding of the English language?

Table 3.31

Teachers' opinions about the Importance of Reading Comprehension in Improving Understanding of English .

Option	Number	Percentage%
Very important	20	100%
Somewhat important	0	0%
Not important	0	0%
Total	20	100%

As indicated in the table above, all teachers (100%) collectively viewed reading comprehension as an essential skill. This agreement underscores their complete recognition of the crucial role that reading comprehension plays in promoting a deeper grasp of the English language. Teachers highlighted that “understanding what you read is the initial stage in gaining additional skills,” stressing its vital role in language acquisition. Others characterized

it as "a vital approach to comprehending and mastering the language," emphasizing its significance. Furthermore, they observed that the development of diverse reading strategies and skills significantly enhances students' ability to comprehend English more effectively. Thus, effective reading comprehension, through the interpretation of various linguistic components, enables students to construct and express new concepts. These explanations clearly indicate that teachers recognize reading comprehension as a crucial factor that supports language development.

Question Eleven: Reading comprehension influences

Table 3.32

The Influence of Reading Comprehension

Option	Number	Percentage%
Vocabulary acquisition	5	25%
Language development	2	10%
Academic performance	0	0%
All	13	65%
Total	20	100%

Based on the presented data, most teachers (65%) stated that reading comprehension greatly affects vocabulary development, overall language acquisition, and academic success. Moreover, (25%) of participants highlighted that reading comprehension mainly influences vocabulary growth, whereas (10%) pointed out language development as the key area affected. These results indicate that they view reading comprehension as a fundamental skill that **underpins** various aspects of students' academic and language development. Enhanced understanding, in turn, facilitates vocabulary learning and broader language growth, ultimately leading to improved academic outcomes. Consequently, the educators' perspectives

underscore the relationship between vocabulary glossing and reading comprehension in fostering successful language acquisition.

Question Twelve: How important is vocabulary knowledge in enhancing students' reading comprehension?

Table 3.33

The Importance of Vocabulary Knowledge in Enhancing Students Reading Comprehension

Option	Number	Percentage%
Very important	20	100%
Somewhat important	0	0%
Not important	0	0%
Total	20	100%

As shown in Table 3.33, all teachers agreed that having a strong vocabulary is essential for improving students' reading comprehension. This agreement demonstrates their deep understanding of the considerable influence that a rich vocabulary has on students' ability to comprehend and analyze reading texts. Since vocabulary understanding is crucial for interpreting and grasping texts, it serves as a key element in the effectiveness of the reading experience. The recognition by teachers underscores the importance of incorporating vocabulary-based techniques, such as glossing, into reading lessons to improve comprehension outcomes.

Question Thirteen: What are the main causes of reading comprehension difficulties?

a -Lack of vocabulary knowledge .

b -Lack of motivation to read .

c - Lack of reading habits.

Table 3.34

The Main Causes of Reading Comprehension Difficulties

Option	Number	Percentage%
A	3	15%
B+C	5	25%
A+B+C	12	60%
Total	20	100%

This question sought to examine teachers' views on the primary elements that lead to challenges in reading comprehension. About (60%) of participants pointed to a mix of lack of vocabulary knowledge, low motivation for reading, and poor reading habits as the main reasons behind these issues. At the same time, (25%) highlighted that insufficient motivation and inadequate reading habits were the main concerns, while (15%) specifically identified insufficient vocabulary knowledge as the key obstacle. These responses together suggest that most teachers identify vocabulary gaps, motivational issues, and reading practices as significant barriers to successful reading comprehension . Additionally, by recognizing

motivation and reading behaviors, educators emphasize the necessity for thorough approaches beyond surface-level engagement to promote a more engaging and lasting reading experience. In summary, these findings highlight the significance of focusing on vocabulary enhancement, combined with motivational and routine strategies, to improve learners' reading comprehension.

Question Fourteen: What are your suggested solutions to improve learners' reading comprehension

and address these difficulties?

a-Encouraging extensive reading habits

b- Providing vocabulary glossing in texts

c- Teaching reading strategies (e.g., skimming, scanning, predicting)

d- Using pre-reading activities to activate prior knowledge

e- Integrating vocabulary instruction into reading lessons

f- Increasing learner motivation through engaging and level-appropriate texts

g- Offering reading comprehension practice through guided reading sessions

Table 3.35

Teacher's Suggested Solutions to Improve Learner's Reading Comprehension

Option	Number	Percentage%
A+B	2	10%
E+F	3	15%

C+D+G	5	25%
All	10	50%
Total	20	100%

As shown in Table 3.35, (50%) of the informants recognized that enhancing learners' reading comprehension requires using a mix of strategies, underscoring the complex nature of reading development. Among the distinct methods, (25%) of them highlighted the significance of teaching effective reading techniques such as skimming, scanning, and predicting, in conjunction with pre-reading tasks to stimulate prior knowledge and guided reading sessions to provide targeted comprehension practice. Moreover, (15%) of educators acknowledged that incorporating vocabulary instruction into reading sessions and boosting student motivation with engaging, suitable texts are essential factors in addressing comprehension difficulties. Importantly, (10%) of participants emphasized the significance of promoting wide reading habits and including vocabulary glossing in texts. Together, these responses illustrate a holistic approach in which vocabulary glossing is recognized as a crucial component alongside various teaching strategies to enhance reading comprehension outcomes.

Section Four: The Impact of Vocabulary Glossing on Reading Comprehension

Question Fifteen: Glosses are helpful for understanding new vocabulary:

Table 3.36

The Usefulness of Glosses in Understanding New Vocabulary

Option	Number	Percentage%
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Strongly agree	14	70%
Agree	6	30%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

Most teachers (70%) strongly agreed with the usefulness of vocabulary glosses in helping comprehend new words, while the other (30%) agreed with their beneficial effect. This collective approval underscores teachers' understanding of the essential role that vocabulary glossing serves in helping students' learning of new words. Given that vocabulary knowledge is a crucial aspect of reading comprehension, this highlights how glosses function as a vital resource in addressing deficiencies in learners' lexical understanding, consequently improving their overall ability to understand texts. The teachers' feedback confirms that vocabulary glossing is both beneficial for vocabulary acquisition and helpful in enhancing reading comprehension outcomes.

Question Sixteen: How can glosses affect the reading process?

- a- Explain difficult words
- b- Improve understanding of the text
- c- Help in learning new words
- d- Make reading faster

Table 3.37

Teachers' views about the Effect of Glosses on Reading Process

Option	Number	Percentage%
A+B	6	30%
C+D	4	20%
A+B+C+D	10	50%
Total	20	100%

This question seeks to explore how vocabulary glossing influences the reading process. (50%) of the teachers indicated that glosses impact reading in various ways, reflecting a broad acknowledgment of their diverse advantages. Moreover, (30%) of participants highlighted that glosses mainly assist by clarifying challenging words, thereby improving students' understanding of the text. Meanwhile, (20%) noted that glosses help in acquiring new vocabulary and facilitates quicker reading. These varied reactions indicate that educators value how vocabulary glossing helps in comprehending unfamiliar terms while also enhancing the overall efficiency and fluency of reading. This recognition emphasizes glossing's role as a valuable resource that enhances reading comprehension by minimizing vocabulary obstacles and fostering easier, more confident reading experiences.

Question Seventeen: Using glossed texts interrupts students' reading process

Table 3.38

Teachers' Views on the Impact of Glossed Texts on Students' Reading Process

Option	Number	Percentage%
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Strongly agree	0	0%
Agree	2	10%
Disagree	14	70%
Strongly disagree	4	20%
Total	20	100%

As indicated in Table 3.38, most participants demonstrated notable disagreement with the assertion that glossed texts disrupt students' reading processes, with (70%) disagreeing and another (20%) strongly opposing it. (10%) of respondents agreed that glossed texts could interfere with the reading flow. This strong agreement suggests that the majority of teachers do not consider glossed texts a distraction while reading. Rather, they acknowledge glossing as a useful teaching method that enhances understanding by providing students with prompt access to the definitions of difficult words. Crucially, this assistance seems to improve comprehension while not notably disrupting or hindering the natural flow of reading. Consequently, the incorporation of glossed texts is commonly seen as an effective resource that harmonizes vocabulary support with maintaining a good reading experience for learners.

Question Eighteen: Do you think glosses make it easier for students to understand texts in English?

Table 3.39

The Usefulness of Glosses in Understanding English Texts

Option	Number	Percentage%
--------	--------	-------------

Yes	20	100%
No	0	0%
Total	20	100%

As shown in Table 3.39, all participants consistently agreed on the usefulness of vocabulary glossing in assessing the comprehension of English texts. All the respondents acknowledged the value of glosses, demonstrating a clear consensus on their beneficial effects. Educators were additionally asked to clarify the rationale for their favorable view on glossing. Some provided comprehensive explanations, while others did not. The reasons given further highlight the significant importance of vocabulary glossing in improving reading comprehension. For instance, one educator remarked, “Limited vocabulary impedes understanding of the text and thus diminishes students' enthusiasm to read,” emphasizing how vocabulary shortages can hinder comprehension and involvement. Another educator succinctly stated, “Absolutely, they do, as they aid in understanding,” confirming the direct connection between glossing and enhanced comprehension. Additional remarks included, “Indeed, they assist in comprehending words in various uses and situations,” and “Learning unfamiliar terms through glosses helps students grasp the text more effectively.” These statements highlight how glosses serve as crucial aids that elucidate unfamiliar terms, enabling learners to decipher and understand texts more efficiently.

In summary, these insights emphasize that vocabulary glossing greatly improves reading comprehension by providing learners with immediate access to word definitions and contextual applications, thus reducing barriers to understanding and fostering more confident and motivated reading.

Question Nineteen: In your opinion, which aspect of reading comprehension is most improved when using glossed texts? Why?

Table 3.40

Teachers' Opinions about the most Improved Aspect of Reading Comprehension by Using Glossed Texts

Option	Number	Percentage%
Vocabulary recognition	2	10%
Overall understanding of the text	8	40%
Reading speed	0	0%
Interpretation of the text	0	0%
All	10	50%
Total	20	100%

As displayed in Table 3.40, (50%) of the teachers stated that the most improved aspect of reading comprehension through the use of glossed texts is the overall understanding of the text. Meanwhile, (40%) of them believed that glossed texts enhance vocabulary recognition, overall comprehension, and interpretation of the text, in addition to fostering reading speed. However, (10%) of the participants selected vocabulary recognition as the single most improved aspect. Interestingly, teachers were asked to provide clarifications to support their choices. Only three teachers (15%) offered explanations, which are quoted as follows: -

“Students with a certain vocabulary background may use glosses to help them understand unfamiliar words.”

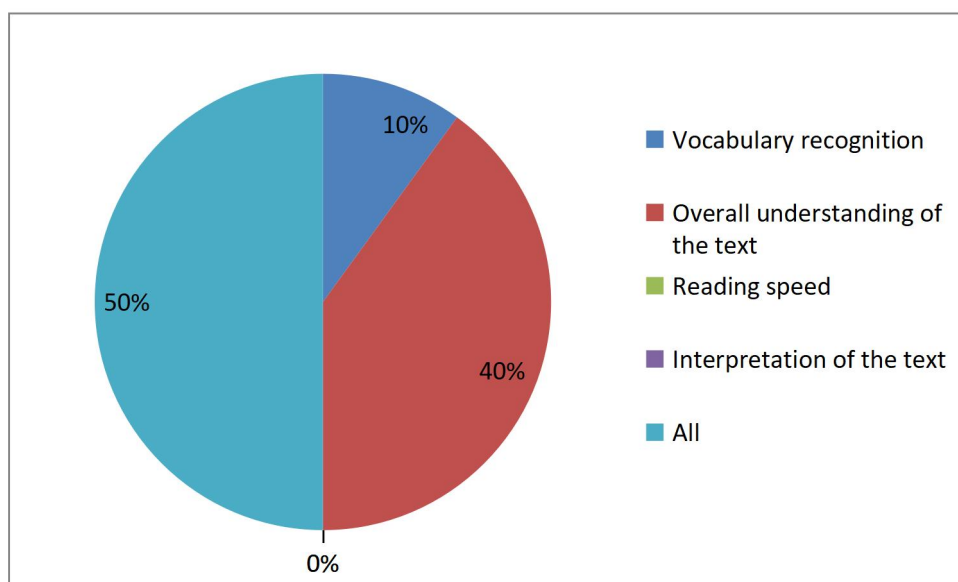
-“In literature, especially, students need more explanations.”

- “It enhances vocabulary recognition.”

Through investigating teachers' answers, it is revealed that the majority of the questioned teachers believe in the effectiveness of using glossed texts in enhancing reading comprehension aspects, supporting not only word recognition but also deeper textual understanding and reading fluency.

Figure3.3.

Teachers’ Opinions about the most Improved Aspect of Reading Comprehension by Using Glossed Texts



Question Twenty: Do you agree that vocabulary glossing is effective in improving students’ reading comprehension?

Table 3.41

Improving Student’s Reading Comprehension through Vocabulary Glossing

Option	Number	Percentage%
Strongly agree	7	35%

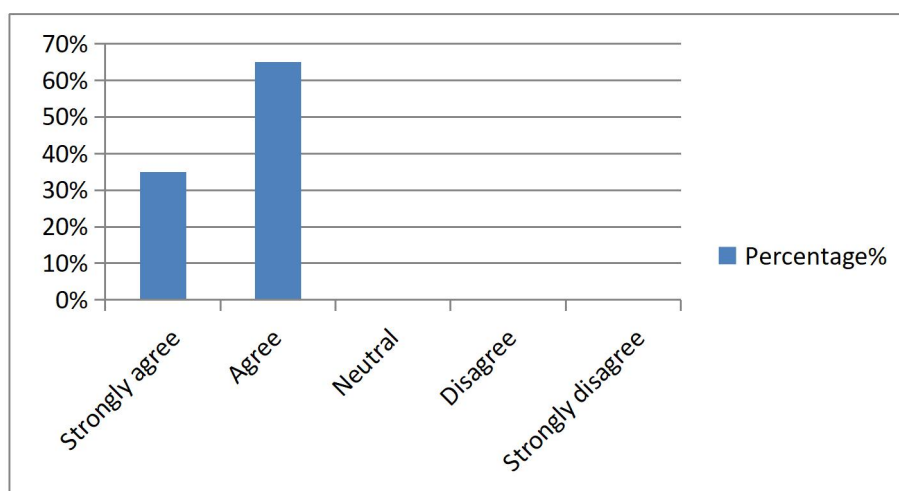
Agree	13	65%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

Most teachers (65%) agreed that vocabulary glossing improves students' reading comprehension, while another (35%) strongly endorsed this view. Significantly, no teachers expressed neutrality or disagreement, showing a strong consensus on the beneficial effects of vocabulary glossing. teachers' explanations further illustrate how vocabulary glossing serves as an essential factor affecting reading comprehension. For example, one teacher remarked, "If they read frequently and use glosses, this will assist them." Another instructor stated, "Vocabulary glossing effectively enhances reading comprehension since it is a technique that accelerates the reading process." A third instructor commented, "I entirely agree as it helps learners understand the text."

These responses highlight the crucial role of vocabulary glossing as a teaching method that improves reading comprehension.

Figure3.4.

Improving Student's Reading Comprehension through Vocabulary Glossing



Question Twenty One: If you have any further suggestions to improve learners' reading Comprehension.

Table 3.42

Teachers' Comments on Improving Learner's Reading Comprehension

Option	Number	Percentage%
Answered	8	40%
Not answer	12	60%
Total	20	100%

This question asked participants to propose enhancements to boost learners' reading comprehension. Only (40%) of teachers answered the question, while the majority (60%) did not respond. Among the respondents, one mentioned that “Reading without examining the details is beneficial, as regular reading enhances their language skills.” This emphasizes the significance of extensive reading in naturally broadening vocabulary, which directly enhances reading comprehension by increasing learners' familiarity with words and contexts. Another

participant remarked that “Motivation and intensive reading aid in enhancing students’ reading comprehension,” highlighting that focused, intentional reading can improve learners’ capacity to grasp texts thoroughly, a process that can be further facilitated by vocabulary glossing to clarify challenging terms encountered during intensive reading. A third recommendation was to "Motivate students to develop regular reading routines, including books and research articles," which supports the notion that frequent engagement with diverse vocabulary through glossing tools can enhance vocabulary understanding and comprehension abilities over time. Moreover, another participant suggested that “Practice is crucial; lessons ought to feature more engaging texts to enhance comprehension,” highlighting the importance of pertinent reading materials that, along with vocabulary glossing techniques, can assist learners in decoding and understanding intricate texts more effectively. In summary, these recommendations underscore the link between vocabulary glossing and reading comprehension, as enhancing vocabulary via glossing aids understanding, which in turn encourages further reading and vocabulary expansion.

3.3.5. Summary of Results and Findings

The findings gathered from the questionnaire demonstrate that the majority of teachers have a Ph.D. degree, and most have worked as university teachers for more than 10 years. This indicates that they have sufficient experience in teaching English. As a result, the data collected from this sample can be considered credible and reliable for use in this research.

By analyzing the findings of the second section, "Vocabulary Glossing," it is clear that teachers thought that providing learners with glosses improves comprehension. They also emphasized that glosses help students acquire new vocabulary, develop independent learning skills, and encourage autonomy. However, most teachers report that they only sometimes use this strategy. Nevertheless, they considered vocabulary glossing to be one of the most

effective methods for enhancing reading comprehension. Furthermore, most teachers stated that vocabulary development is the aspect of reading comprehension most improved by using glosses. They also highlighted the significant role glosses play in facilitating students' understanding and suggested that learners should try to use glosses independently.

In section three, "Reading Comprehension," all participating teachers asserted the importance of reading comprehension in improving understanding of the English language. They recognized it as a crucial skill that enhances various aspects of language learning. Developing students' vocabulary knowledge is seen as a key factor in successful reading. However, students face many difficulties in achieving this success. Most teachers identified insufficient vocabulary knowledge and a lack of reading habits as the main obstacles. To address these challenges, teachers suggested a variety of solutions such as incorporating more reading activities into the curriculum, providing vocabulary-building exercises, and encouraging extensive reading at home.

The last section, "The Impact of Vocabulary Glossing on Reading Comprehension," shows that the vast majority of teachers are fully aware of the significant effect glosses have in helping learners acquire new words. Moreover, they acknowledge the practical benefits of this strategy for various aspects of the reading process, as it is effective without disrupting the flow of reading. Teachers also agreed that glossing facilitates understanding of English texts and enhances different aspects of reading comprehension. Furthermore, most teachers believe that vocabulary glossing is an effective strategy with a significant impact on improving students' reading comprehension.

To sum up, based on the data gathered from teachers' questionnaires, the hypothesis of this study is confirmed. Both teachers and students have a positive attitude toward the role of vocabulary glossing in enhancing EFL learners' reading comprehension.

3.4 Students' test

A reading comprehension test has been designed to gather data and validate our hypothesis. The primary objective of this test is to investigate the impact of vocabulary glossing on enhancing students' ability to comprehend a text centered on the topic of "Cyberbullying." By comparing students' performance with and without glosses .

3.4.1. Population and sample of the test

The targeted population is second –year License students at the department of Letters and English language at the University of 08Mai 1945 –Guelma . 150 students' chosen to participate in this study .this sample was chosen since the participants had already responded to a questionnaire about the study topic , so they were already familiar with it .

3.4.2. Administration of Student's Test

To tackle the research question and confirm the hypothesis, a reading comprehension test was conducted for second-year license students. Held in May 2025 during the second semester, the assessment sought to gauge students' skills in understanding a text both with and without glosses' assistance. A total of 150 students participated in the study, and the sample was divided into two equally sized groups, with 75 participants in each group. One group was provided with the text along with glosses to facilitate vocabulary comprehension, whereas the other group received the identical text without any glosses. This experimental setup facilitated a straightforward comparison of how glosses affect reading comprehension outcomes in EFL learners.

3.4.3. Description of Student's Test

The test included a short passage concerning the theme of "Cyberbullying." The experimental group was provided with the text featuring glosses to explain difficult

vocabulary, whereas the control group received the identical text without any glosses. Once they finished reading, both groups had to respond to a set of reading comprehension questions aimed at evaluating their grasp of the content. The test was divided into three activities. In Task One, students needed to choose the accurate interpretation of specific word meanings, concentrating on understanding vocabulary. Task Two asked students to respond to a set of statements by indicating whether each was true or false and to correct any incorrect statements, thus evaluating their capacity to critically engage with the text. The last assignment was an open-ended question that required students to articulate their responses in their own words, promoting greater contemplation and integration of the reading material. This organized method facilitated a thorough assessment of vocabulary comprehension and overall reading abilities.(see Appendix C)

Table 3.43 *Students' Answers*

Task	Group	Correct	Percentage%	Incorrect	Percentage%
Task one	Glossed	37	74%	13	26%
	Unglossed	8	16%	42	84%
Task two	Glossed	33	66%	17	34%
	Unglossed	7	14%	43	86%
Task three	Glossed	30	60%	20	40%
	Unglossed	13	26%	37	74%

Second-year License Students' Reading Comprehension Test Performance

Table 3.43, summarizes the number of students and the percentage of their correct and incorrect answers of the tasks for both groups. An extended analysis on each task will be provided in the following discussion.

Task One : Choose the correct answer (See Appendix C)

This assignment was created to evaluate students' understanding of essential vocabulary found in the reading material. The findings clearly show the benefits of glossed texts in aiding vocabulary comprehension. As demonstrated, a significant majority (74%) of students who were provided with glossed texts accurately recognized the correct answers, indicating the efficiency of glosses in elucidating challenging or unknown terms. In comparison, only (16%) of students using unglossed texts could select the right answers, underscoring the difficulties they encountered without additional lexical assistance. Additionally, the glossed group exhibited a comparatively low rate of errors (26%), while the unglossed group displayed a higher error rate of (84%). This noticeable contrast indicates that glosses assist students in identifying accurate meanings while also minimizing confusion and misunderstanding. By offering prompt and convenient explanations, glosses serve as a helpful resource that boosts learners' ability to understand and remember new vocabulary, ultimately resulting in greater precision in comprehension activities. These results highlight the significance of incorporating glossing techniques into reading resources to more effectively aid EFL learners in vocabulary development and reading achievement.

Task Two: answer the following statements with true or false (correct the statement if it is false) (See Appendix C)

This task required a more detailed understanding of the reading material. As shown in Table 3.43, (66%) of the glossed sample was able to recognize the correct answers, while they had a significantly lower rate (34%) of incorrect answers. In contrast, the unglossed group struggled, with (86%) of their answers being incorrect and only (14%) answer correctly. This indicates that glosses play a crucial role in supporting comprehension and task performance,

particularly for more complex or unfamiliar words. Therefore, the presence of glossing significantly enhances student's understanding of unfamiliar words.

Task Three: Answer the following question in your own words. (See Appendix C)

The aim of this task was to assess students' understanding of the text more thoroughly by comparing the performance of groups that had glossed texts to those that did not. The participants who had access to glossed texts achieved a significantly better rate of correct answers, reaching (60%) accuracy, while the unglossed group only attained (26%) correct responses. Moreover, the unglossed group exhibited a notably higher percentage of incorrect responses, at (74%), in contrast to (40%) in the glossed group. These findings clearly show that glosses are essential in aiding students' comprehension by providing instant clarification of unknown vocabulary, which reduces cognitive load and enables learners to focus on understanding the main meaning of the text. In the absence of glosses, students are compelled to rely more on their existing knowledge and contextual inference, methods that frequently fall short when facing intricate or unfamiliar words, resulting in increased challenges with understanding. The results indicate that glossed texts assist with vocabulary recognition and also improve overall reading comprehension by making texts more accessible and less daunting. This support encourages learners to engage more thoroughly with the content, boosting their confidence and desire to read. Additionally, the presence of glosses aids learners in processing information more effectively, facilitating both immediate comprehension and long-term retention of vocabulary. Consequently, glossing serves as a valuable teaching resource that addresses vocabulary deficiencies and enhances reading outcomes for EFL students.

3.4.4. Summary of Results and Findings from student's Test

The examination of the test outcomes offers strong proof of the considerable advantages that glossed texts present to EFL students at Guelma University. Students who completed the test using glossed texts demonstrated a significantly greater capacity to accurately answer reading comprehension questions than those who utilized non-glossed texts. This enhancement primarily stems from the instant assistance that glosses provide by explaining unfamiliar terms, which reduces the cognitive strain needed to interpret challenging words and enables students to concentrate more effectively on grasping the overall significance of the text. In contrast, students who lacked access to glosses had to rely on their existing knowledge and context-based guessing, frequently resulting in misunderstandings and decreased accuracy in comprehension. The results highlight the essential importance of glossed texts in improving language acquisition. Glosses aid learners in understanding new vocabulary more effectively and enhance their overall reading comprehension by making texts more approachable and less daunting. This assistance motivates learners to engage more profoundly with the content, enhancing their confidence and drive to read. In summary, the findings provide strong evidence of the effectiveness of glossed texts as a beneficial tool in EFL teaching. Glossing enhances both comprehension and efficiency in reading tasks, while also fostering a greater understanding and command of the language. By assisting vocabulary learning and minimizing comprehension obstacles, glossed texts help learners improve reading fluency and achieve academic success in their language education.

Conclusion

This study aims at investigating and examining the perspectives of teachers and students regarding the influence of vocabulary glossing on the reading comprehension of EFL students. Utilizing a quantitative descriptive approach, the research employs two meticulously crafted questionnaires and a reading comprehension assessment to gather extensive data from participants, along with a solid theoretical basis that underpins the study. The gathered data indicates a strong agreement among teachers and students, who share positive views on the effectiveness of vocabulary glossing as a means to enhance comprehension of texts. These results highlight the significance of vocabulary glossing in assisting learners to decipher unknown words, thus improving their overall reading comprehension abilities.

Additionally, the research emphasizes that vocabulary glossing helps vocabulary learning and boosts students' confidence and motivation to tackle challenging reading texts. This dual advantage strengthens the case for integrating glossing strategies into EFL programs to support learners across different proficiency levels. In summary, the research aims have been completely fulfilled. The collected evidence supports the initial hypothesis that providing students vocabulary glossing significantly enhances their reading comprehension. This result advocates for the ongoing application and further development of vocabulary glossing methods as a crucial component of effective language instruction approaches.

General Conclusion

The present research work aims at exploring the views of students and teachers regarding the impact of vocabulary glossing on the reading comprehension of EFL learners. The initial two chapters are theoretical in nature.

The first chapter emphasizes understanding vocabulary, covering its definitions, categories, methods for acquiring vocabulary, the challenges encountered by learners, and potential remedies. Moreover, it discusses the history, definition, techniques, advantages, and difficulties of vocabulary glossing, along with the connection between vocabulary glossing and reading comprehension. The second chapter focuses on reading comprehension, covering its definition, significance, types, challenges, strategies for enhancement, and approaches for teaching and evaluating it.

The concluding chapter showcases the practical aspect of the research, utilizing a quantitative descriptive approach. Two surveys were conducted: one for students and another for teachers, alongside an examination for students in the English department at the University of Guelma. This chapter additionally uncovers the perspectives of both teachers and students regarding vocabulary glossing and its effect on reading comprehension for EFL learners.

Based on the data collected from the teachers' and students' questionnaires and the learners' assessments, the participants concurred that vocabulary glossing positively impacts EFL learners' reading comprehension improvement. Consequently, the research hypothesis presented at the beginning of this dissertation is validated.

1. Pedagogical Implication:

This study investigated the teachers' and students' perceptions towards the influence of vocabulary glossing on EFL learners' reading comprehension. The obtained findings revealed that both teachers and students perceive vocabulary glossing as an effective strategy and a

crucial skill in language learning. Therefore, reading skills can be greatly enhanced through the use of glosses. The study also presents a set of pedagogical implications that are suggested for teachers.

For teachers

- Teachers should incorporate vocabulary glossing into reading materials to improve students' reading comprehension, particularly with challenging texts.
- Teachers should demonstrate how to use glossing to aid comprehension and foster autonomy.
- Teachers should use different types of glosses according to learners' competence to enhance engagement and vocabulary acquisition.
- Teachers ought to design glosses that are easily reachable within the reading material.
- Teachers should highlight to students the impact of using glosses in enhancing their comprehension.

For students

- Students should be aware of the importance of vocabulary glossing strategies in enhancing comprehension.
- Students should use glosses when encountering unfamiliar words to reduce dependency on external materials.
- Students should engage with different types of glosses to enhance vocabulary retention.
- Students must integrate glosses into their reading material to improve their autonomy.

2. A Proposed Model Lesson

Based on the nature of the sample under study and its needs, a proposed teaching strategy is adopted to enhance reading comprehension. This strategy aims to support EFL learners in understanding texts more effectively through the technique of vocabulary glossing.

It helps learners grasp the meaning of unfamiliar words , thereby improving comprehension. Teachers can select suitable texts and gloss key terms to simplify complex language and guide students toward better interpretation. Accordingly, reading is considered as a skill through which students develop critical thinking, enrich their vocabulary, and understand literary content. The teacher should first identify the learners' needs and interests, then choose a meaningful literary text that fits their level. In this case, *Ode to a Nightingale* by John Keats is selected. The teacher introduces the poem by summarizing its core message: the nightingale's song inspires the poet to reflect on life, beauty, and escape. Three glossed vocabulary items are emphasized: *melancholy*, *escape*, and *immortality*. Students are asked to use these terms in simple example sentences to practice understanding. Then, students take turns reading a glossed summary of the poem aloud, either in pairs or as a class, pausing at each glossed term to reflect on its meaning. In the poem, the speaker hears the bird's sweet song and feels deep *melancholy* (sadness). He desires to *escape* (get away from) the hardships of human life and imagines the nightingale as a symbol of *immortality* (living forever) and beauty beyond time. Unlike humans, the bird does not suffer from pain, aging, or death. The speaker dreams of joining the nightingale in a better world through imagination, but he soon returns to reality, unsure whether it was a vision or just a dream. After reading, students discuss the themes and vocabulary, and the teacher encourages them to express their understanding. As a result, students become more capable of comprehending literary texts, as vocabulary glossing enhances their ability to extract meaning from context.

3. Research Obstacles and Limitations

Throughout this research, we faced numerous obstacles that ultimately restricted the breadth and applicability of our results. Initially, the findings cannot be generalized to all students since our sample was limited solely to second-year license students, which narrows the broader relevance of the outcomes. Furthermore, examining the teachers' questionnaires was challenging due to a large number of educators leaving many questions blank, while only a minority provided thorough and complete answers. This restricted the extent of data available from the educational viewpoint. Moreover, the distribution of questionnaires to both educators and learners was hindered by time constraints, resulting in some instances in outright refusals to engage or incomplete submissions. These interconnected elements influenced the thoroughness and strength of our research findings, underscoring areas for improvement in subsequent investigations.

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Appendix

Appendix A

Students' Questionnaire

The Effect of Vocabulary Glossing on EFL Learners' Reading Comprehension : Teachers and Learners Attitudes.

Dear Students,

You are kindly invited to participate in this research by completing the questionnaire below. The study explores learners' attitudes towards the effect of vocabulary glossing on EFL learners' reading comprehension. Please note that all information you provide will remain confidential and used for research purposes only.

Kindly tick the appropriate answer and write a full response when necessary.

Thank you in advance for your cooperation.

Ms.Khebizi Rihab & Ms. Boumezza

Roumaissa

Department of English

Faculty of Letters and

Languages

Section One: General Information

Q1. How old are you?

..... years

Q2. How long have you been studying English?

..... years

Q3. Do you like studying English?

- a. Strongly like ☐
- b. Like ☐
- c. Neutral ☐
- d. Dislike ☐
- e. Strongly dislike ☐

Q4. How would you evaluate your level in English?

- a. Very good ☐
- b. Good ☐
- c. Average ☐
- d. Poor ☐
- e. Very poor ☐

Section Two: Reading Comprehension

Q5. Which of the following skills is the most difficult for you?

- a. Reading ☐
- b. Listening ☐
- c. Writing ☐
- d. Speaking ☐

Q6. Do you enjoy reading in English?

- a. Yes ☐
- b. No ☐

Please explain why or why not:

.....

.....

Q7. How would you describe your reading level in English?

- a. Very good ☐
- b. Good ☐
- c. Average ☐
- d. Poor ☐
- e. Very poor ☐

Q8. What do you usually read in English?

- a. Newspapers ☐
- b. Short stories ☐
- c. Novels ☐

Other (please specify):

.....

Q9. Is it important for you to understand every word in a text?

- a. Very important
- b. Somewhat important
- c. Not important

Section Three: Vocabulary Glossing

Q10. How important is vocabulary in learning a foreign language?

- a. Very important ☐
- b. Somewhat important ☐
- c. Not important ☐

Q11. Do you find it difficult to understand unfamiliar words while reading?

- a. Often ☐
- b. Sometimes ☐
- c. Rarely ☐
- d. Never ☐

Q12. When you do not understand a word in a text, what do you usually do?

- a. Ask your teacher ☐
- b. Translate the word into your native language ☐
- c. Use a dictionary ☐

Other (please specify):

.....

Q13. Have you ever used glossed texts while reading in English?

- a. Yes ☐
- b. No ☐

Q14. How often do your teachers use glossed texts in class?

- a. Very often ☐
- b. Sometimes ☐
- c. Rarely ☐
- d. Never ☐

Q15. What types of glosses have you encountered? (You may choose more than one)

- a. Footnotes (explanation or translation at the bottom of the page) ☐
- b. Marginal glosses (definitions in the margins) ☐
- c. Inline glosses (translations or definitions within the text) ☐
- d. Multimodal glosses (including pictures, audio, or video) ☐

Q16. In what type of materials have you seen glosses used?

- a. Textbooks ☐
- b. Online articles ☐
- c. Language learning apps ☐
- d. Subtitled videos ☐

If others (please specify):

.....

.....

Section Four: The Impact of Glosses on Reading Comprehension

Q17. Glosses help me understand new vocabulary

- a. Strongly agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

Q18. Do glosses interrupt your reading comprehension?

- a. Yes ☐
- b. No ☐

Please justify your answer:

.....

.....

Q19. Do you think glosses make it easier to understand English texts?

- a. Strongly agree ☐
- b. Agree ☐
- c. Neutral ☐
- d. Disagree ☐
- e. Strongly disagree ☐

Q20. In your opinion, which aspect of reading comprehension is most improved by glossed texts?

- a. Vocabulary recognition ☐
- b. Understanding overall meaning ☐
- c. Reading speed ☐
- d. Interpreting the text ☐

Other (please specify):

.....
.....

Explain your choice:

.....
.....

Q21. To what extent do you think vocabulary glossing contributes to the enhancement of your reading comprehension in English?

- a. To a great extent ☐
- b. To some extent ☐
- c. Very little ☐
- d. Not at all ☐
- e. I'm not sure ☐

Please explain your answer:

.....
.....

Thank you for your cooperation

Appendix B

Teacher's Questionnaire

The Effect of Vocabulary Glossing on EFL Learners' Reading Comprehension : Teachers and Learners Attitudes.

Dear teachers,

You are kindly invited to answer this questionnaire which aims at investigating the effect of vocabulary glossing on EFL learner's reading comprehension. Please note that your answers will remain confidential and used only to achieve the aims of research.

Please tick the appropriate answer and make full statements when necessary.

Thank you for your collaboration

Ms.Khebizi Rihab & Ms. Boumezza Roumaissa

Department of English

Faculty of Letters and Languages

University 08 May 1945-Guelma,Algeria , 2025

Section One: General Information

Q1. How long have you been teaching English at the university?

..... Years

Q2. Your highest academic qualification :

- a. Master's Degree ☐
- b. Magister ☐
- c. Ph.D. ☐

Section Two: Vocabulary Glossing

Q3. What strategies do you use to help learners understand unfamiliar words in a text? (You may choose more than one)

- a. Ask students to use dictionaries ☐
- b. Translate the word into the native language ☐
- c. Provide glosses ☐
- d. Others (please specify)

.....

Q4. Do you think providing glosses helps students better understand a text?

- a. Strongly agree ☐

- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

Q5. Glosses help learners develop independent reading skills:

- a. Strongly agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

Q6. How often do you use glossed texts in your teaching?

- a. Very often ☐
- b. Sometimes ☐
- c. Rarely ☐
- d. Never ☐

Q7. In your opinion, which type of glossing is most effective?

- a. Footnote glossing ☐
- b. Marginal glossing ☐
- c. Inline glossing ☐
- d. Multimodal glossing ☐

Q8. What do you think is the primary purpose of glosses in reading materials?

- a. To help students understand unfamiliar words ☐
- b. To improve vocabulary acquisition ☐
- c. To enhance overall reading comprehension ☐

d. To encourage faster reading ☐

Q9. What do you think about using glossed texts?

.....

.....

.....

Section Three: Reading Comprehension

Q10. In your opinion, how important is reading comprehension for better understanding of the English language?

- a. Very important ☐
- b. Somewhat important ☐
- c. Not important ☐

Please justify your answer:

.....

.....

Q11. Reading comprehension influences:

- a. Vocabulary acquisition ☐
- b. Language development ☐
- c. Academic performance ☐

Others (please specify) :

Q12. How important is vocabulary knowledge in enhancing students' reading comprehension?

- a. Very important ☐

- b. Somewhat important ☐
- c. Not important

Q13. What are the main causes of reading comprehension difficulties? (You may choose more than one)

- a. Lack of vocabulary knowledge ☐
- b. Lack of motivation to read ☐
- c. Lack of reading habits ☐

Others:

Q14. What are your suggested solutions to improve learners' reading comprehension and address these difficulties?

- a. Encouraging extensive reading habits ☐
- b. Providing vocabulary glossing in texts ☐
- c. Teaching reading strategies (e.g., skimming, scanning, predicting) ☐
- d. Using pre-reading activities to activate prior knowledge ☐
- e. Integrating vocabulary instruction into reading lessons ☐
- f. Increasing learner motivation through engaging and level-appropriate texts ☐
- g. Offering reading comprehension practice through guided reading lessons ☐

Others please specify.....

Section Four: The Impact of Vocabulary Glossing on Reading Comprehension

Q15. Glosses are helpful for understanding new vocabulary:

- a. Strongly agree ☐
- b. Agree ☐

- c. Disagree ☐
- d. Strongly disagree ☐

Q16. How can glosses affect the reading process? (You may choose more than one)

- a. Explain difficult words ☐
- b. Improve understanding of the text ☐
- c. Help in learning new words ☐
- d. Make reading faster ☐

Q17. Using glossed texts interrupts students' reading process:

- a. Strongly agree ☐
- b. Agree ☐
- c. Disagree ☐
- d. Strongly disagree ☐

Q18. Do you think glosses make it easier for students to understand texts in English?

- a. Yes ☐
- b. No ☐

Please explain why or why not:

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

Q19. In your opinion, which aspect of reading comprehension is most improved when using glossed texts? Why?

- a. Vocabulary recognition ☐

b. Overall understanding of the text ☐

c. Reading speed ☐

d. Interpretation of the text ☐

Other (please specify) :

.....P

please explain:

.....

.....

Q20. Do you agree that vocabulary glossing is effective in improving students' reading comprehension?

a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

justify, please:

.....

.....

Q21. If you have any further suggestions to improve learners' reading comprehension, please share them below:

.....

.....

.....

Thank you for your time and efforts

Appendix C

Students' Test

Glossed text

Read the text carefully and answer the following questions.

Cyberbullying (the use of digital devices to harm others) is a serious issue in today's digital age. This problem is driven by the widespread use of social media and online communication platforms. Unlike traditional bullying, cyberbullying takes many forms, including sending harassment (unwanted and threatening behavior intended to harm someone), sharing confidential images without consent, and cyberstalking (sending frequent messages to scare others). The anonymity of the internet often makes bullies feel more confident, leading victims to experience psychological distress, such as anxiety, depression, and social isolation, as well as physical problems. Addressing this issue requires comprehensive education on digital citizenship (using technology in a safe and kind way), and collective responsibility is essential to creating a safer and more inclusive digital environment.

Task one : Choose the correct answer

1) What does "Cyberbullying" mean?

- ☐ Bullying that occurs in a specific location
- ☐ Harmful interaction using electronic devices

☐ Physical act of aggression

2) The term digital citizenship refers to:

☐ Ethical and responsible behavior online

☐ Practicing in online platforms

☐ Using technology to spread harm

3) Which of the following is an example of harassment online?

☐ Sharing private images without permission

☐ Sending unwanted messages repeatedly

☐ Sending funny memes

Task two: answer the following statements with true or false (correct the statement if it is false)

-Cyberbullying involves explicit threats to someone's safety.

☐ True ☐ False

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-Cyberbullying can only happen through social media platforms.

☐ True ☐ False

.....

-Cyberstalking is considered harmful if it only involves physical contact.

☐ True ☐ False

.....

-The victims are the only ones who should report Cyberbullying.

☐ True ☐ False

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Task three : Answer the following question :

In your own words, explain what “Cyberbullying” is and how it differs from traditional bullying?

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Unglossed text

Read the text carefully and answer the following questions.

Cyberbullying is a serious issue in today's digital age. This problem is driven by the widespread use of social media and online communication platforms. Unlike traditional bullying, cyberbullying takes many forms, including sending harassment , sharing confidential images without consent, and cyberstalking . The anonymity of the internet often makes bullies feel more confident, leading victims to experience psychological distress, such as anxiety, depression, and social isolation, as well as physical problems. Addressing this issue requires comprehensive education on digital citizenship , and collective responsibility is essential to creating a safer and more inclusive digital environment.

Task one : Choose the correct answer

1) What does "Cyberbullying" mean?

- ☐ Bullying that occurs in a specific location
- ☐ Harmful interaction using electronic devices
- ☐ Physical act of aggression

2) The term digital citizenship refers to:

- ☐ Ethical and responsible behavior online
- ☐ Practicing in online platforms
- ☐ Using technology to spread harm

3) Which of the following is an example of harassment online?

☐ Sharing private images without permission

☐ Sending unwanted messages repeatedly

☐ Sending funny memes

Task two: answer the following statements with true or false (correct the statement if it is false)

-Cyberbullying involves explicit threats to someone's safety.

☐ True ☐ False

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-Cyberbullying can only happen through social media platforms.

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-Cyberstalking is considered harmful if it only involves physical contact.

☐ True ☐ False

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-The victims are the only ones who should report Cyberbullying.

☐ True ☐ False

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Task three : Answer the following question :

In your own words, explain what “Cyberbullying” is and how it differs from traditional bullying?

.....

.....

Résumé

L'objectif de cette étude est d'examiner les attitudes des étudiants et des enseignants concernant l'impact de la glossation du vocabulaire sur la compréhension en lecture des apprenants d'anglais langue étrangère (EFL). L'hypothèse avancée est que l'intégration de la glossation du vocabulaire dans les supports de lecture améliorera la capacité des étudiants à comprendre les textes. Pour tester la validité de cette hypothèse, une approche descriptive quantitative a été utilisée, impliquant la distribution de deux questionnaires à 150 étudiants de deuxième année de licence et à 20 enseignants du Département de Lettres et Langue anglaise de l'Université 8 Mai 1945-Guelma. De plus, un test de compréhension en lecture a été administré aux étudiants afin d'évaluer l'efficacité de la glossation du vocabulaire dans l'amélioration de leur compréhension. Les résultats indiquent que les deux groupes ont une attitude positive et reconnaissent fortement la valeur de la glossation du vocabulaire pour faciliter une meilleure compréhension en lecture chez les apprenants d'anglais langue étrangère. Sur la base de ces résultats, il est recommandé que les enseignants intègrent activement des stratégies de glossation du vocabulaire dans les activités de lecture afin de faciliter la compréhension des apprenants.

Mots-clés : glossation du vocabulaire, apprenants d'anglais langue étrangère, compréhension en lecture.

ملخص

تهدف هذه الدراسة إلى استكشاف مواقف كل من الطلاب والأساتذة تجاه تأثير توضيح المفردات على فهم القراءة لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تفترض الدراسة أن تطبيق توضيح المفردات ضمن مواد القراءة سيُحسن قدرة الطلاب على فهم النصوص. لاختبار صحة هذه الفرضية، تم استخدام منهج وصفي كمي، شمل توزيع استبيانين على مئة وخمسين (150) طالبًا في السنة الثانية ليسانس و عشرون (20) أستاذًا من قسم الآداب واللغة الإنجليزية في جامعة 8 ماي 1945-قالمية. بالإضافة إلى ذلك، تم إجراء اختبار فهم قراءة للطلاب لتقييم فعالية توضيح المفردات في تحسين فهمهم للنصوص. تشير النتائج إلى أن كلا المجموعتين تحملان موقفًا إيجابيًا وتقران بقوة بقيمة توضيح المفردات في تسهيل فهم القراءة بشكل أفضل لدى متعلمي اللغة الإنجليزية كلغة أجنبية. بناءً على هذه النتائج، يُوصى بأن يقوم المعلمون بدمج استراتيجيات توضيح المفردات بنشاط في أنشطة القراءة لتسهيل فهم المتعلمين.

الكلمات المفتاحية: توضيح المفردات، متعلمو اللغة الإنجليزية كلغة أجنبية، فهم القراءة.