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THE EFFECT OF READING NOVELS ON IRAQI EFL LEARNERS,
VOCABULARY KNOWLEDGE AND READING COMPREHENSION
ABILITY

THESIS

NABARD FOUAD GHAREEB AL-BAJALAN

(Y1412.020037)

Department of English Language and Literature

English Language and Literature Program

Thesis Advisor: Assist. Prof. Dr. Akbar Rahimi ALISHAH

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1)Tez Danışmanı: Yrd. Doç. Dr. Akbar Rahimi ALISHAH

2) Jüri Üyesi :   Prof. Dr. Birsen TÜTÜNİŞ

3) Jüri Üyesi :   Yrd. Doç. Dr. Hülya YUMRU

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DECLARATION

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results, which are not original to this thesis. (/   /2017).

NABARD FOUAD GHAREEB AL-BAJALAN

Dedicated, not to the living, to:

The soul of my late father, who took a loan for me to continue my study, two days before passing away, and so he did not live to see this day.

Hunar, a young man who lost his life because of an electric shock while working to earn his living meters deep under the ground.

To a dead person a life; who left thinking that I would die, but I did not; instead I was born again!

FOREWORD

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<u>September, 2017</u>   **NABARD FOUAD GHAREEB AL-BAJALAN**

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ÖZET

Çalışmam, Süleymaniye Üniversitesi İngiliz Dili ve Edebiyatı Bölümündeki altmış beş öğrenci arasında, roman okumanın İngilizce öğrenmeye (EFL) etkisini incelemi ştir. Katılımcılar, her iki cinsiyete mensup (39 erkek ve 21 kadın) iki grup (kontrol ve deney grubu) halindeydi. Tamamı üçüncü sınıf öğrencileriydi: katılım öncesinde iki sene edebiyat öğrenimi görmüşlerdi. Roman okumanın dil öğrenimine etkisini belirlemek için, seviye tespiti, kelime bilgisi ve okuma anlama testlerinin yapılması gerekliydi. Bunun için kelime bilgisinde Rosetta Stone yazılımı ve okuma anlamada ise Tell Me More yazılımı kullanılmıştır. Sonuçlar göstermiştir ki; hem kontrol hem deney grubu için, test öncesi 15.16 ve test sonrası 17.03 puan ortalaması alarak, dil öğreniminde daha yüksek kelime bilgisi tespit edilmiştir. Sonuçlar ayrıca, her iki grup arasında kelime bilgisi açısından istatistiksel olarak önemli bir fark yokken, test sonrasında istatistiksel olarak önemli bir fark ortaya çıkmıştır. Sonuçlar, okuma anlamadan hem kontrol hem deney grubu için 14.30 ortalama varken, test sonrasında 17.03 ortalama ile daha yüksek okuma anlama puanı olduğunu göstermiştir. Bir kez daha, her iki grup arasında okuma anlama açısından istatistiksel olarak önemli bir fark yokken, test sonrasında okuma anlamada istatistiksel olarak önemli bir fark ortaya çıkmıştır. Okuma anlama ile kelime bilgisi arasındaki ilişkiyi tespit etmek için korelasyon analizi yapılmıştır. Her iki grupta da, sonuçlar İngilizceyi yabancı dil olarak öğrenmede, öğrencilerin okuma anlamaları ile kelime bilgisi arasında eşlemeli ilişki olduğunu göstermiştir.

Anahtar Kelimeler: *Roman Okuma, İletişim Standartları, Okuma Anlama, Roman dışı*

THE EFFECT OF READING NOVELS ON IRAQI EFL LEARNERS, VOCABULARY KNOWLEDGE AND READING COMPREHENSION ABILITY

ABSTRACT

The study investigated the effect of reading novels in learning English as a foreign language(EFL)among sixty-five students at the Department English Language and literature/ Sulaimani University. The participators were intwo groups (control and experimental groups) including both sexes (39 male and 21 female). All of them were third-year students; they had already studied literature for two years prior to their participation. order to determine the effect of reading novels on language learning, it was necessary to measure placement test, vocabulary and reading comprehension tests, Rosetta Stone software for vocabulary knowledge and Tell Me More software for reading comprehension. The findings showed that control and experimental groups both reported higher than vocabulary in language learning with the mean score of pre-test 15.16, and that for post-test being 17.03. The findings also revealed that there was no statistically significant difference between both groups' vocabulary knowledge, while a statistically significant difference was found to exist in the post-test. The findings showed that reading comprehension reported higher than control and experimental groups in pre-test with mean 14.30 while in post-test, control and experimental groups scored higher than Reading comprehension with mean 17.03. Again, there was no statically significant difference in the mean of the scores of the pre-test of reading comprehension of both groups, while statistically significant difference in the mean of the scores of the post-test of reading comprehension of both groups existed. Correlation analysis was carried out to determine the relationship between reading comprehension and vocabulary knowledge, adhering to the administration of tests. In both groups, the results demonstrated that there was appositive relationship between the students' reading comprehension and vocabulary knowledge in their learning of English as a foreign language.

Keywords: *Reading Novels, Communicative Standards, Reading Comprehension, Non novels*

1   INTRODUCTION

1.1   Overview

In today's globalized world, learning English as a foreign language is prerequisite for any progress and achievement, as it enables individuals and nations to effectively communicate with others on a global arena and thus creating the spirit of collaboration and overcoming problems As an international language utilized by more than750 million individuals, English provides the tools for this communication These tools are employed in almost all the social networks and commercial affairs (Marsh & Lange, 2000; Shamim, 2011) Thus, a thorough understanding of the English language is deemed necessary (Ma, Weiyi, 2017).

For those who strive to acquire English, there are some prerequisites that need to be considered. For example, the relationship between reading textbooks and learning English as a second language deserves some attention. More broadly, the reading process in general, e.g. how it works and how content knowledge can be transferred into pedagogy, should be examined closely by educators in order to enhance the quality of learners. This understanding of the reading process is significant, as reading enables learners to remember new vocabulary and sentence structures (Singh &Foong, 2012).

When learners have poor reading skills, they experience much difficulty in acquiring a new knowledge (Isarji&Ainul, 2008; as cited in Rahim, 2013). Exposing language learners to texts and focusing their attention on the language patterns of these texts is crucial to the overall extent and quality of their language acquisition.

During the first stages of learning EFL, learners are usually exposed to short novels so that they can easily comprehend and remember the vocabulary and sentence structures. This present study seeks to investigate whether reading these novels really does affect learning EFL among teens and adults.

It is through language that information is organized, processed, and transferred from one person to another. Accordingly, learning a language involves deriving structure from usage, which is achieved by learning about different world aspects and engaging in diverse sociocultural settings. Learning a language also utilizes the all aspects of cognition, including the following: happenings; determining patterns among and between stimuli; categorizing experience; using cognitive patterns, of puns, analogies, and images, and generalizing conceptual schema and prototypes from samples. Language itself serves the purpose of helping a listener focus his/her heed to the world; it can make connections between stories and viewpoints about the same prospect (Tien, 2015; Ma andWeiyi, 2017).

One learns what one attends; thus, attention affects language acquisition. Within the language learning process, cognition, experience, consciousness. undistinguishably entwined in rich, complex, and dynamic ways (Khabiri, 2012; Singh &Foong, 2012).

However, despite this complexity, language patterns exist that are not preordained by human policy, i.e. school curriculum. These patterns include many levels (phonology, lexis, syntax, semantics, pragmatics, discourse genre, etc.).These patterns also include dynamic models of usage, the patterns of creative developmental in child language acquisition, and diachronic aspects of language change. Through reading, one's knowledge about important news is enriched. It also enables the reader to enhance his or her vocabulary. Although some people believe that there is only one way of teaching reading, there are two ways of teaching reading: Extensive and Intensive.

The two differ in three aspects. Intensive reading may require teacher involvement while extensive reading requires little or no teacher involvement.

The main difference between the two is that in extensive reading exposure to language is widened while intensive reading exposes students to specific academic and/or technical vocabulary Extensive reading engages students with reading more and large texts to increase their overall understanding, having enjoyment as the greatest aim Extensive reading gives the students the chance of choosing the topics they are interested in. In this case, the students should

look for relevant topics to help them make more of their topic and give them background knowledge. Increasing the use of dictionary led by writing summary and preparing presentation in extensive reading, which broadens students' knowledge is totally in contrast with intensive reading in which students' activities are more limited since the topic chosen by the teacher doesn't motivate them to look for more knowledge, as they depend only on the teachers instructions.

1.2   Significance of the Study

Reading is an area where psychologists interested in the question of how learning and experience influence recognition and proficiency.   Reading is also a field in which the findings of the research tend to possess modulations for significant social matters, for instance the education of children.   It is no surprise, then, more than 70 percent of research that have been carried out on English domain deal with reading comprehension. The discussion of this research sheds light on the cognitive processes that are involved as a part of reading skill. It is necessary to diagnose what makes cognitive skills higher. World is changing rapidly and what makes this change balanced isthe universe of communication tools. In this regard, English language is the language of universe. For this, it is necessary to step in learning English to give a real position in these changing circumstances. For this, some issues should be followed to make a learner as professional as possible.

Based on the knowledge of the researcher, similar studies as the present one have not been conducted in Iraq. Thus, such study will be very important in determining whether reading novels is essential to   EFL and, based on the results, offering recommendations to educators as well as learners regarding beneficial resources. Findings of the present study will cast particular light on the effect of reading novels among Iraqi EFL learners; moreover, the results will demonstrate that reading novels is not the only significant factor in the learning of EFL by these learners. These findings will be advantageous for both teachers and learners in Iraqi universities, as they will demonstrate the multi-faceted benefits of reading novels, e.g. vocabulary, proverb, and idiom acquisition of language learners.

Intelligible information is dialect input that can be comprehended by audience members in spite of their not seeing every one of the terms and structures in it. It is portrayed over that of the learners in the event that it can just barely be caught on. As per Krashen's hypothesis of dialect procurement, giving learners this sort of information causes them get dialect actually, instead of learn it deliberately. The instructor chooses a perusing content for upper-middle of the road level learners that is from a lower propelled level course book. In view of what the educator thinks about the learners, the instructor trusts that this will give them 'intelligible contribution' to enable them to get more dialect. Attempting to comprehend dialect somewhat over their level urges learners to utilize normal learning techniques, for example, speculating words from setting and deriving meaning. As the illustration recommends, an instructor has to know the level of the learners exceptionally well keeping in mind the end goal to choose understandable information, and in a vast class of blended capacity, diverse learners will require distinctive writings. Fathomable information is dialect input that can be comprehended by audience members in spite of their not seeing every one of the terms and structures in it. It is depicted over that of the students in the event that it can just barely be caught on. As per Krashen's hypothesis of dialect securing, giving learners this sort of information causes them procure dialect normally, as opposed to learn it deliberately. Case The educator chooses a perusing content for upper-middle level learners that is from a lower propelled level course book. In view of what the educator thinks about the learners, the instructor trusts that this will give them 'intelligible contribution' to enable them to obtain more dialect. In the classroom attempting to comprehend dialect somewhat over their level urges learners to utilize common learning techniques, for example, speculating words from setting and deducing meaning. As the illustration proposes, an educator has to know the level of the learners extremely well with a specific end goal to choose conceivable information, and in a vast class of blended capacity, distinctive learners will require diverse writings.

(https://www.teachingenglish.org.uk/article/comprehensible-input)

1.3 Problem and purpose of the study

The present level headed discussions inside advanced education concerning the expansion in understudy numbers and the subsequent weights demanded upon organizations, invigorated the civil arguments inside our learning set. From the current writing, the accompanying key elements which make free learning fundamental were distinguished: to start with, managers' desires that graduates ought to act naturally "starters;" second, developing understudy numbers inside the college joined with upgrades in assets which can be gotten to autonomously; third, given the developing budgetary weights, understudies are progressively required to consolidate their degree with low maintenance work. In this manner, a specific concern is the means by which to create systems to secure autonomous learning among understudies.

The point of this venture was to recognize the potential advantages for the understudy in developing free learning. These might incorporate enhancing understudy certainty opposite collaboration and support in assemble ventures which may likewise upgrade understudy attractive quality for businesses, while adding to their profession improvement.

One open deliberation raised incorporates the understudies' point of view on inquiries, for example, which showing materials and techniques were of the best use in their scholarly improvement; under which conditions they learn most viably; on the off chance that they experience an issue, what line of move they typically make. We disseminated a poll among understudies at the College of Nottingham in which they were first made a request to rank diverse alternatives and after that to answer open-finished inquiries, the point of which was to investigate the part of the teacher in instructing, and to enable understudies to distinguish what the best hindrances were in their learning. Polls were conveyed crosswise over five offices in the Resources of Expressions, Science and Building, covering all undergrad years (220 reactions were gathered).

The accompanying illustrations give an example of our fundamental discoveries. The lion's share of understudies counseled with their companions when stood up to with potential troubles. In Human expressions, understudies liked to examine their issues with the speaker as opposed to conversing with

different understudies or going by the library. In Science and Designing the switch was the situation: understudies liked to look for exhortation from their companions instead of counseling the instructor, with the web as a mainstream other asset. The larger part of respondents in Expressions of the human experience highlighted the transmission of learning and incitement of further investigation as the primary goal of their modules. In Science and Building, in any case, inclination in critical thinking apparently was more essential with the expansion, for Science understudies, of the transmission of information.

Most respondents underlined the requirement for a trade of thoughts in college showing practice as opposed to a restricted procedure. In any case, respondents in Designing saw extensive class sizes as a noteworthy snag. For all intents and purposes all respondents bolstered the college's sense of duty regarding autonomous adapting yet many still favored direction from the teacher.

One confinement of our examination concerns understudies' contending thoughts of what constitutes "autonomous realizing." Among our proposals is the means by which far understudy states of mind towards free learning create through the span of the degree. Identified with this is the need to support differing qualities in assets for understudy learning as there was little consistency either inside particular modules or crosswise over Resources.

independent learning and understudy improvement

Celeste-Marie Bernier (School of American and Canadian Investigations), DejanDjokic (School of Present day Dialects and Societies), Subside Spelt (School of Numerical Sciences).

http://www.nottingham.ac.uk/pEFL/resources/independence/independ114/Created: January 2005 Catchphrases: Free adapting; Huge gathering instructing; Critical thinking learning

Literacy has been the focus of a flock of work over the past few decades. Some of these studies have demonstrated that illiteracy in an adult often is viewed as a social stigma capable of alienating these individuals from the rest of society. Studies have also discussed the essentiality of developing four main skills of EFL learning. Despite the significance of all four of these skills, reading has been emphasized by numerous scholars as being most important for learners to

master (Begeny, J. C., Laugle, K. M., Krouse, H. E., Lynn, A. E., Tayrose, M. P., & Stage, S. A., 2010).

Moreover, several studies have demonstrated that learning a language through reading is the most beneficial method of learning (Haynes &Carr, 1990; Segalowitz, Poulsen, &Komoda, 1991; Fraser, 2007).

Discussions centered on language literacy have also focused on its significance within particular socio-cultural environments. This emphasis is of relevance to teachers whose learners approach English from diverse experiences and perspectives on the language. For example, some students may be highly literate in a first language while others may lack this basic literacy altogether. Hence, the second-language learning experiences will differ among these learners. In both cases, it is significant to view writing and reading as part of language behavior which goes beyond the learning of specific strategies or skills.

Street (1984: 39) introduces a dichotomy between an autonomous literacy model that considers reading and writing skills universally implicated in literacy instruction and an ideological view of literacy in which reading and writing derive their value from social as well as historical factors particular to cultural setting rather than from some inherent value.

1.3.1 The purpose of the study

As mentioned above, English has become internationally recognized as an essential language for global communication. For this reason, several universities and institutes have established EFL classes for non‑ native English speakers to develop this essential communication tool. However, despite the largely adolescent population attending such classes and despite other research on early language acquisition, little scholarly attention has been given to adolescent language development (Berman & Ravid, 2009; Nippold, 2007).

Thus, this study investigated the possible effects of literary and nonliterary reading software and computer programs on EFL students' vocabulary knowledge and reading comprehension. Moreover, it examined the possible relationship between EFL learners' vocabulary knowledge and reading comprehension. The participant sample was selected from Iranian EFL learners including boys and girls studying intermediate English.

Moreover, the significance of reading has been neglected, as well, in studies which do examine the adolescent age group.

Louden (2000: 18) asserts that 80% of all learning difficulties can be ascribed to poor reading skills. According to Louden (2000), poor reading skills negatively impact not only academic achievement but also emotional development, which in turn leads to poor life skills development, misconduct, inability to fulfil academic potential and inability to pursue a meaningful career. Thus, sufficient reading skills among adolescent EFL learners are necessary not only for their success in an academic setting but also for their success after they complete their university studies.

1.4   Research questions and hypothesis

This study focuses on reading novels within the language learning processes of adults ranging from 19-22 years old. In other words, the goal of the current research is to define the influence of reading novels on the language acquisition of these learners as well as the other areas of improvement (in terms of listening, speaking, and writing) which stem from this activity. Specifically, this study possesses the following research aims:

1) Do students who read novels make advancement in learning English as foreign language than those who use non-novel texts in group?

2) Do students who read novels to learn high frequent vocabular demonstrate significantly improved reading comprehension than those who read non-novel texts in control group?

3) Is there any significant relationship between EFL students' vocabulary learning and their reading comprehension through reading novels?

1.4.1   Hypothesis

1) Reading novels has a positive effect on enhancing students' English language learning.

2) Reading novels and acquiring vocabulary have a significant effect on learning the second language, as it leads to an improved reading comprehension.

3) Learning vocabulary and reading comprehension have a positive correlation regarding foreign language learning.

1.5   Definitions of key words

Reading novels: is a process conduct to minimize ambiguity about meanings a text conveys. The principle advantage of perusing is that you pick up presentation to great quality, characteristic dialect. In any case, you can read in various ways. On the off chance that you read a great deal (for delight or study), this is normally known as broad perusing. You read vast sums, and are worried about getting a charge out of the story or gaining from the substance. It may be normal for you to peruse a considerable measure in your primary language, yet this is altogether different from the sort of understanding you may do in an outside dialect course reading.

In your course reading, you read short entries of content, which you ponder in detail with the point of seeing each word.

http://www.iwillteachyoualanguage.com/reading-in-a-foreign-language/

Communicative standards: Communicative standards is

1. I to improve a procedure for recognizing crucial inner and outer models within the hygiene and environmental proxies, including society stakeholders.

 2. supposed to contain a intercourse plan for conveying vital national and local EPHT messages sent to targeted audiences.

 i. Improve a three stages effort and system advancement technique steady with those of the national effort arrange for utilizing, taking part, and assistance of the Network.

 ii. Consists of component of stake communication which intended to assist people to be aware of decisions about considered threats to their health and safety.

(NATIONAL ENVIRONMENTAL PUBLIC HEALTH TRACKING NETWORK JANUARY 2012)

Reading comprehension: It is the contemporary method of building and extracting meaning through interacting with written language. The terms

extracting and building should be concentrated on both the significance and the lack of the written text as a basis of reading skill comprehension. Comprehension involves three elements:

• The reader who does the comprehending

• The text to be comprehended

• The activity in which comprehension is a part.

From the reader's point of view, we include all the capabilities, that a person gets to the act of reading. Text explains any written or electronic text. These three facets limit an occasion that forms and is formed by the reader and get interaction depending on these three elements. The conformities and capabilities of readers, the texts that are accessible and valuable, and those texts affected the reader and involved them. Reading comprehension is the method to construct meaning from text. The purpose is to understand and make what is reported and narrated in the text. There are two types of mental models: a text-based model, and a situation model (Kintsch 1998; van Dijk and Kintsch 1983).

Non-novels:Non novel is an appalling novel that at its manifest will appear immediately in the tapering heads of the Fonfoists (I see that the authorities will suspend this Smarandache even dead for abusive boldness).

2   LITERATURE REVIEW

2.1   Overview

Learning strategies denote the deliberate thoughts and actions of learners geared toward the achievement of a learning goal. Strategic learners possess metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths (Singh & Foong, 2012).

An area of basic research in English Foreign Language is the identification and description of learning strategies used by language learners and the correlation of these strategies with other learner variables such as proficiency level, age, gender,

motivation, etc. (Chamot, 2004; Green & Oxford, 1995; Oxford & Burry-Stock, 1995). Applied research about language learning strategies demonstrates the feasibility of helping students become better language learners by teaching them a number of the learning strategies which is recognized as characteristic of "good language learner" by descriptive studies (Rubin, 1981; Berardo, 2006; Palani, 2012).

2.2   Reading

Reading is the most vital scholarly language aptitude for the students of second language which can prompt their expert, social, and self-awareness. This ability, however, is an intricate and dynamic phenomenon and is regularly considered as a critical wellspring of language input which includes a unique cooperation between the reader, author and the content (Berardo, 2006).

Thus, an important part of the student's success is critical reading   ' university. To read critically, second language learners must be granted the opportunity to

check the text closely while focusing on the author's presumptions, standpoints, aims, and doctrine (Khabiri&Pakzad, 2012).

Numerous researchers have focused on the importance of reading in an academic context. Palani (2012:91) states that "effective reading is the most important avenue of effective learning" and to achieve an academic success, one needs to be a successful reader. Reading has always been given more attention than other skills because it functions not only as skill but also as the essential source of language input for EFL learners (Dubin&Bycina, 1991).

Reading especially reading in a foreign language is a very complex cognitive activity (Shiotsu, 2009; Palani, 2012). In order for English language learners to achieve a thorough understanding of English reading skills, they need to understand the correspondence between English phonology and English orthography. Having a certain level of understanding of how speech sound maps to the spelling of a word enables learners to identify a word (known as word recognition) when they read (Shiotsu, 2009).

Word recognition is the most frequently "recurring cognitive activity" in reading (Perfetti, 2007, p. 357). Moreover, there is public agreement among researchers that it is impossible for fluent reading to take place without accurate and fast word recognition (Koda, 2005)

Several definitions have been suggested for reading, including "reading is a complex information processing skill in which the readers interact with the text in order to create meaningful discourse" (Tien, 2015; Akarsu&Harputlu 2014). Tien sees that reading skill plays a vital role in improving reading skills and acquiring knowledge. Therefore, reading is an essential skill; it is also basically interrelated to the process of education and to achieving educational success by students.

Accordingly, language instructors focus mainly on training on suitable reading strategies for supporting student reading comprehension. It has often been argued in reading novels, prose, poems and story books that, due to the complex and complex factors involved in reading comprehension in general and especially in EFL reading forming an effective reading instructive strategy is not an simple task (Hudson, 2007).

Nevertheless, research concerning reading within EFL studies, specifically how it can improve the quality of and instruction, has originated profoundly in the last previous quarter century, specially over the past ten years. Due to the density of this research, it became tough to diagnose the configuration of research and pedagogical literature concerning EFL academic reading, L2 reading, and L2 public school reading, as well as the pertinent L1 literature.

Endeavors to meet the needs of various learner groups considered one of the prime causes of the above-mentioned expansion literature and reading novels. The recognition of reading represents the most fundamental proficiency for L2 learners in academic situations. Finally, the affront to investigate and get a handle on the basic comprehension processes has participated significantly to inclusions for L2 directives (Hudson, 1991).

2.2.1 Reading History

Educators' comprehension of reading in terms of both practice and theory get changed tremendously before more twenty-five years ago. Such transition is best documented by Silberstein (1987),who noted that during the 1960s, reading was considered as having a little consolidation for common language directive. Under the impact of audio-legalism, most endeavors to "teach" reading were came under practice as settled on the reading utilization to test grammar and vocabulary or to practice pronunciation (Ben-Zvi, Eylon&Silberstein ,1987).

The case of reading in this condition was affronted by two prime changes, one regarded changing EFL organizational immediate needs and the other concerned with the changing visions of reading theory. In the late of1960s, EFL student registrations in the U.S. and British language institutions of the tertiary study increased drastically (Clark, 1988; Hudson, 1991).

One results of this change tends to demographic issue which was the immediate needs to brace an immense number of EFL students with the sophisticated educational skills in demand for the college entrance. The audio -lingual method, with its stress on the skills of the spoken language wasn't able to solve this need at once. Then EFL directive got changed in the initial of 1970s to stress on the improved reading and writing directives, even without a powerful academic framework to lead-in practice (Clark, 1988; Hudson, 1991).

Throughout the initial to mid-1970s, many researchers and teacher trainers asserted to look at the importance of reading. By the mid- to late 1970s, numerous researchers had started to focus on the theory of reading depending on the work by Goodman (1967, 1985) and Smith (1971, 1979, 1982).

The study and convincing proofs of Goodman and Smith developed and impelled him to suggest that reading is not mainly a procedure of absorbing, letter-by-letter, word-by-word, information from a page. By preference, he proposed that reading skill is an eclectic mode. Since no fluency has been found to prove that L1 and L2 readers had an adequate time to monitor all words on a page and keep reading at a swift average, it was reasonable that spectacular readers utilized knowledge to the specific reading and then read by foreseeing information and asserting the expectation.

For Smith, reading is more effective on the reader than the visual images on the page. Two attempts to translate the psycholinguistic model into EFL contexts have found have extreme impact on EFL reading theory and directives since the late of 1970s (Clark, 1988; Hudson, 1991). One of these efforts was that of Clarke and Silberstein (1977: 48), who outlined the implications of this model for instruction. They characterized reading as an active process of comprehending, with students needing to be taught efficient reading strategies. Moreover, from the view of Clarke and Silberstein, the aim of reading instruction for teachers was to give students with a series of remarkable ways to texts. These included assisting students to utilizing limit aims and ways for reading and providing students with methods for dealing with troublesome linguistic structure, vocabulary and hierarchical structure. It ought to be noticed that a large portion of these instructional ramifications still function as crucial guidelines although they are not motivated by the psycholinguistic model explanation anymore (Clarke & Silberstein, 1977).

In this regard, after involving the students in learning vocabulary, instruct the most teacher order the student to read novels and story books. It seems it is the best way in learning vocabulary, syntax, grammar, comprehension etc.

Another interpretation of the psycholinguistic model is that of Coady (1979: 11), who geared his efforts towards L2 learners, in particular. Coady asserted

that a conceptualization of the reading process needs for the following three strains: strategies, previous information, and reasonable capacities. Beginner readers concentrate on process strategies (e. g., word recognition), whereas more efficient readers concentrate on more abstract reasonable capacities and using of previous knowledge perfectly. These readers use only as much textual information required for affirming and foreseeing the information in the content. Coady's implications for teaching are similar to those of Clarke and Silberstein (1977).

Within 1970s, transition began with one predominant perspective of reading to another , then, EFL reading hypothesis and practice expanded the views of Goodman and Smith's concerning reading (Bernhardt , 1991).

In the same duration, L2 education research started to be closely at other L1 reading research for the offered acumens. It is the period of the 1980s which has given rise to criticism of reading theory, including topics such as the extent to which reading a text can assist students in learning a L1.

2.2.2 Reading and the Reading Process

Currently scholarly visions of L2 reading are formed by research concerningL1 learners. This owes itself to several factors; for example, L1 research has an intensive history, L1 student inhabitance are tending to be more steady, comprehension psychology has witnessed the comprehension in the research as a prime field, and a great amount of cognitive psychology as well as educational fee funding has been available to find such research. For these purposes, L1 research about reading has made great advance in acquiring reading process. Openly, L2, scholars, researchers and teachers think about the L1 research which has to say in regards to the idea of the perusing procedure and the advancement of perusing capacities.

A prime aim of EFL theory of reading and directive is to comprehend L1 readers, then determine the perfect way to impel EFL students in that developmental direction. A sensible starting point for this debate is with definitions of reading. It is a famed that simple definitions of reading ostensible misrepresent complex cognitive processes involved in the process. Nevertheless, an understanding of the underlying knowledge and processes needed for fluent

reading are useful to EFL scholars and educators, as are definitions of reading which account for the notion that fluent reading is fast, aiming, interactive, understandable, adjustable, and step by step improving (Scherer, 2016; Bernhardt, 1991).

Regarding the nature of the reading process, scholars have asserted that reading fluently is a rapid and requires the reader maintains of the information flowing of at a sufficient rate to make associations and surmising essential to understanding. Reading is also helpful, with reader motivation ranging from entertainment to information and research, as well as interactive, meaning that the reader utilizes information from background knowledge. Several skills work together during the process. Finally, successful reading comprehension means that the reader thoroughly understands what he/she is reading. Unlike many EFL students, the reader does not initiate the reading process in anticipation that he/she wondering might not understand the text. Rather, for the fluent reader, reading is flexible, meaning that he/she utilizes a mane ways and strategies to efficient reading (Scherer, 2016; Bernhardt, 1991).

A final aspect of the reading process is that skills develop step by step. That is, the reader does not need to be fluent accidently or immediately accompany be a reading development course. Instead of long-term endeavor and steady change, both of which occur as a result of extensive reading practice, particularly via the reading of novels, as this thesis will argue.

The above overview of what constitutes fluent reading suggests that reading is a complex process which requires a considerable amount of time as well as resources in order to master—it is not simply a skill which can be acquired in one or two courses. If we translate this information into the realm of EFL learners, this complexity is over-emphasized, as these students are not already fluent in the English language at the time during which they begin practicing their reading skills. While developing efficient reading skills in a second language may pose unique and diverse challenges for these learners, nevertheless the development of these skills is vital for mastery of the target language.

2.2.2.1 Component Skills in Reading

As mentioned previously in this paper, the reading process is complex, involving a variety of cognitive functions. Thus, in an effort to sufficiently understand and explain this process, several scholars have analyzed its components into six skills areas (e. g., Carpenter & Just, 1986; Carr & Levy, 1990; Haynes &Carr, 1990; Rayner & Pollatsek, 1989).

These include the following:

1. Programmed acknowledgment aptitudes

2. Vocabulary and auxiliary information

3. Formal talk structure learning

4. Content/world foundation learning

5. Evaluation and assessment aptitudes/systems

6. Metacognitive information and aptitudes observing

The advancement of programmed perceptual/recognizable proof aptitudes were just beginning to be realized as essential facet of L2 reading (McLaughlin, 1990); nevertheless, these skills have been broadlyconfirmed by cognitive psychologists and academic psychologists as central toread fluently (e.g., Adams, 1990; Carr & Levy, 1990; Rayner&Pollatsek, 1989; Rieben&Perfetti, 1991). In fact, many cognitive psychologists now view the advancement of automaticity in reading especially in word consistency skills as crucial to read fluently (Adams et al, 1990).

2.2.2.2 Benefits of Reading Novels

Traditionally, literary texts have played a basic role in second language learning as they bolster the achievement of linguistic proficiency. Indeed, over the past decade, several educators have acknowledged the academic, intellectual, cultural, and linguistic benefits of incorporating literary texts into their pedagogy.

Moreover, three main purposes have been cited for the application of literary texts in the EFL classroom (Collie & Slater, 1990). These include the following: stress there are four causes in applying literary based texts in the classroom:

- Literary texts provide authentic language material.
- Literary texts provide a source of cultural enrichment regarding the target language culture.
- Literary texts stimulate the language enrichment as well as personal involvement of learners.

In addition to the above benefits, Heath (1996: 776) has asserted that "literary based texts certainly manifest their power in creating repetition and reflection on language, the manner it works, and even the attention to audience response in place of SEL students." creating a learning space which provides comprehensible input and a low affective filter (Rodrigo et al., 2004).

Another scholar who examines the benefits of incorporating literary texts into language-teaching education, in general, is Strong (1996: 56), who argues that literary texts are essential to language learning, as they provide a rich source of learning for readers. He claims that literary texts form a part of communicative pedagogy in the following three ways:

- They offer a context in which students may develop effective reading strategies as well as knowledge of diverse cultural environments;
- They enable the acquisition of new vocabulary and grammatical forms;
- They offer students the opportunity to explore cross-cultural norms.

Concerning the nature of literary texts themselves, Widdowson (1977: 37) argues they have a unique advantage over non-literary ones as they depend heavily upon reader interpretation. Moreover, he explains that literary texts are "separate, self-contained" with their language structured into "patterns of recurring sounds, structures and meanings" on symbolic and thematic levels.

Researchers who focus more specifically on the significance of literary texts especially novels and short stories, for EFL learners emphasize that those students who read such texts demonstrate an increase in vocabulary knowledge (Wang and Guthrie, 2005)and develop more advanced reading comprehension skills (Holden, 2003). Moreover, literary texts offer EFL learners the opportunity to combine pleasurable and comprehensible texts (Krashen, 2004). This significant attitudinal change is likely beneficial to their language learning process (Kim, 2004).

Similarly, Dornyei (2005: 19), argues that applying literary texts in the classroom "create an overall positive motivational climate," and Morrow (2004) stresses that the creation of an enriching literary environment within a second-language classroom will improve learners intrinsic reading motivation.

Perhaps the most commonly cited benefit of literary texts is their provision of a rich source of vocabulary for learners. In their research, Beck and Mc Keown (2001) demonstrated that *explicit* vocabulary activities significantly increase the vocabulary development of learners. However, several other scholars have argued quite the opposite. For example, Dixon-Krauss (2002:41) and Kuhn and Stahl (1998, p. 15) explored the influence of literary texts on vocabulary enlargement and found that a great deal of learned lexis but rather were learned *incidentally* (Wang and Guthrie, 2004; Holden, 2003). This paper argues that such incidental vocabulary acquisition among EFL learners is stimulated by the reading of literary texts, which expose these learners to a wide range of vocabulary as well as a wide range of use.

2.2.2.3 Story Grammar, Story Schema and Story Maps

Regarding narrative structure, some scholars have asserted that second language learners who possess an understanding of narrative structures experience fewer problems in comprehending second-language literary texts (Dymock and Nicholson, 1999). These scholars also emphasize that nearly all second language learners require explicit instruction regarding how to comprehend narrative texts (Calfee and Patrick, 1995; Smolkin and Donovan, 2002). *Story grammar* is a system of rules which apply in describing the internal structure of stories, namely story parts, arrangements and relations between parts. Sometimes, these "parts" include *setting, characters, conflict,* action and resolution. On the other hand, a story schema refers to the *mental representation* which readers form of story parts and their relationships.

Story maps guide learners' attention to the story structure and provide a visual display for key information in narrative texts. These maps enhance the second-language learners' ability to detect story components, and they provide and providing an environment in which they may record this information. Story maps are applied prior to reading a story so that readers may depict prior

knowledge and provide discussion opportunities. While the process of reading the story, these maps direct readers and prompt them to record important information. Story maps also function as a resource for reviewing information after reading (Boulineau et al, 2004; Bernhardt, 1991).

2.2.3   Purpose of Reading

Reading plays a multifaceted role in the learning process. Especially when learners are prompted to answer comprehension questions, investigate grammar use and think critically about the texts they are reading, they benefit from an increased ability to utilize language in diverse ways as well as to solve problems related to language learning. It is commonly understood by scholars that reader motivation (purpose) involves two main categories: reading for pleasure and reading to glen information (Grellet, 1996).

2.2.4   Cognitive Models of Reading

one of the most significant hypotheses among reading theories is that people build hierarchically formed mental representations of the text information while they read   (Kintsch and van Dijk; van Dijk and Kintsch; Meyer; Just and Carpenter).

When they read sequential sentences, they connect and improve hierarchical representations via sequences of repeated notions. To the extent that the sentences--or larger units--of texts reuse, develop, and inter-relate the same arguments, the texts are more cohesive. Readers can create a well formed, meaningful and useful mental representation easier when the texts are cohesive. additionally, the order in which the prepositions are encountered by the readers is what the quality of the representation and ease with which it is formed mainly depend on. It also depends upon and on the amount of repetition and development of important concepts (or "arguments") in successive portions of the text. It is more difficult to form a mental representation of a disjointed or disorganized text.

2.2.5   Problems Experienced by Students during the Reading Process

Several studies regarding reading theory have demonstrated that students especially foreign-language learners, encounter many problems during the

reading process. These issues include insufficient vocabulary domain, letter inefficiency, complexity in language structures, inaccessibility of language and overall poor reading skills. In addition to these difficulties, student negligence is a primary cause of reading failure. For many students, the reading process is regarded as "a passive, boring act which is performed in isolation and in some cases, it is associated with skills they feel can't have it" (Greenwood 1998).

Regarding the abovementioned negligence issue, Dechant (1982: 73) emphasized that progression during the reading process depends heavily upon student interest and motivation, implying that the quality and nature of chosen texts play a significant role in evoking student interest.

Alongside and often contributing to the above-mentioned lack of student interest in reading is insufficient vocabulary size. Often, students are unable to generalize the meanings of words in texts because of the vast quantity of (new) words contained in each sentence. Insufficient vocabulary knowledge for understanding and, hence, enjoying the reading process overwhelms students and induces their gradual lack of interest in reading literary texts. Numerous linguists and researchers have emphasized that inadequate vocabulary size is the primary cause of students' insufficient reading skills and consequent poor language learning.

In addition to insufficient vocabulary knowledge, Breen (1975:117) explains that student often experience difficulties in reading due to the complex structure of sentences, which can be lengthy and too complicated for students to comprehend. For example, lengthy or complex sentences may cause students to experience difficulties in comprehending the relationship between subjects and verbs in a given sentence. As students again lose interest in the reading process, so do they suffer in terms of language acquisition?

Another issue commonly encountered by students during the reading process regards words which have multiple meanings. When encountering such words in texts, sluggish readers are unable to decipher the appropriate meanings. Thus, once again, they find difficulty in comprehending the meaning of texts and consequently lose interest. In addition to these multi-faceted terms, figurative and idiomatic expressions within texts may contribute to confusion among

learners. As nearly all literary texts include idioms, figurative expressions or complex sentences within their contents, students have particular difficult in comprehending such texts.

Due to the above difficulties which students experience during the reading process, students who initially do abandon the texts altogether eventually find they have spent a considerable amount of time in decoding and deciphering meanings. Once again, they lose motivation not only in the texts themselves but sometimes in reading in general or—as might be the case with EFL learners—in second-language learning as a whole. Thus, it becomes clear that reading experience among these learners plays a crucial role in their language acquisition.

In addition to intra-textual difficulties experienced by readers, several EFL readers experience difficulties as a result of insufficient reading skills in the first place. These skills, or schemata, refer to abilities related to comprehension, reading speed and application of extra-textual experience/knowledge to the texts which they are reading. Moreover, poor concentration ability may prevent students from gleaning important information from texts or involving themselves in texts.

Shaw (1959: 39) asserts that the "comprehension of a text results from reading with concentration". However, it is often the case that students are unable to concentrate on texts either because of the time spent deciphering the meaning of vocabulary, sentences and idiomatic language or because of their lack of reading experience.

Contributing to the lack of student interest in reading literary texts are traditional classroom pedagogies which focus on quizzing students on texts rather than discussing their contents. For example, teachers might ask students pre-formulated and questions about a certain passage and expect students to record their answers. Prior to class-time, these students may attempt to memorize answers based on those provided in online study guides such as spark notes and thus lack interest in reading the texts themselves. In this case, not only do students lack information on the assigned texts but also do they lack the development of proper reading skills. (Dechant, 1982).

Another issue related to classroom pedagogy which incorporates literary texts is the lack of visual representation of material contents. Without such representation, students are required to visualize text contents independently; however, students inexperienced in reading might lack visual imagination and consequently remain unable to recall familiar words in the texts (Dechant, 1982). Similarly, some students may lack the ability to relate samples, associate appropriate phonemes with proper shapes, or match visual sequences with auditory sequences, as explained by Dechant (1982). The consequence of these insufficient phonic skills is reader inability to utilize symbols which relate to experiences and meanings.

Reading difficulties experienced by EFL students, in particular, may derive from these students' intentional use of literary texts for understanding and acquiring a new language rather than for pleasure. As EFL students focus more intently upon the language of texts rather than content, they may lose interest in the texts themselves. In terms of sentence structure, EFL students may also experience unique difficulties in deciphering the meaning of texts. The ordering of sentence contents may confuse these readers. For example, rather than being organized as "subject-complement-verb," as is the case in some countries, the English language arranges sentences as "subject-verb-complement."

Another more obvious issue faced by EFL students relates to culture. If students are unable to relate to the cultural contexts of readings or else if they do not share common cultural features with the authors of the readings, such texts may seem "stiff" and difficult for readers to comprehend. On the other hand, EFL students who are well aware of western culture may find reading English texts as enjoyable, as they build upon their prior interest in the text's cultural context. Similarly regarding the backgrounds of EFL readers is the aptitude of these readers in their primary language

Jolly (1978, p. 55) states that "reading in a second language is 'transference' of first language skills into a second language". This means that students who have fluency and efficient skills in reading primary language texts are more likely to succeed in the reading of target-language texts. This is likely due to the fact that such readers have developed sufficient reading skills due to their prior reading experience. It should not be assumed, however, that all EFL students possess

such experience. Those who lack extensive reading experience in even their primary language should be expected to experience additional difficulties in comprehending target-language texts.

2.3   Adequate Reading Skills

Reading consists of a range of necessary skills, both major and minor. EFL students who have mastered the majority of the following reading skills should experience decreased difficulty in reading Foreign -language texts.

2.3.1   Skimming

Nuttall (1996: 61) has characterized skimming as the process of looking quickly through text's contents in order to determine its substance. Other scholars have further elaborated that skimming enables readers to condense large amounts of information in a relatively quick amount of time (Rayner and Pollatsek, 1989)

In contrast to the above views, Grellet (1996: 19) views skimming as "a more thorough activity" because it "requires an overall view of the text" Likewise, Urquhart and Weir (2009: 213) define the purpose of skimming as the establishment of a general sense of the text.

Pugh (1978: 53) describes skimming is a slightly different manner than the above-mentioned scholars. He describes the benefits of skimming as the ability of readers to discover a "match" between what he/she looks for and what the content supplies.

As for Nuttall (op. cit.), skimming involves "glancing rapidly through a text either to search for a specific piece of information (e.g. a name or a date)" Similarly, Williams (1996: 107) claims that skimming means "reading for particular points of information."

Skimming involves searching for terms/phrases, names or dates of a specific occasion, the capital of a nation and so on.

2.3.2   Browsing

A less intentional form of skimming, browsing has been defined as a "sort of reading where goals are not well defined" (Urquhart and Weir,1998).

2.3.3 Search Reading

Unlike skimming, search reading supports readers with adequate information needed to answer a set question. According to Urquhart et. al. (1998: 103), search reading "is directed by predetermined topics." Moreover, it consists of both bottom-up and top-down reading procedures , and the duration of 'closer attention' in search reading is longer than in any other reading strategies.

As indicated by Urquhart et. al. (1998: 214), search reading incorporates the following: alertness for words in the same or related semantic field, utilization formal learning of content structure for finding data utilization of titles and subtitles, utilization of abstracts and attention to words as well as expressions.

2.3.4 Careful Reading

According to Urquhart et. al. (1998: 214) careful reading is comprised of the following aspects:

(a) The reader endeavors to deal with the dominant part of data in the content, that is, the procedure is not particular;

(b) The reader embraces a docile part, and acknowledges the author's association, including what the essayist seems to consider the essential parts; and

(c) The reader endeavors to develop a "macrostructure" on the premise of most of the data in the content.

Careful or "watchful" reading widely is considered the best reading procedure.

2.3.5 Prediction

Prediction implies the anticipation of what is to come next while utilizing linguistic, lexical and social sign (Grellet, 1996). As per Greenall and Swan (1986: 3) prediction involves recognizing what data is new to the reader and what data he/she contemplates while perusing the content.

Nuttall (1996: 77) regards the process of prediction as readers' sharing of the writer's mind. In the same time, good readers rely on their ability to foresee what will come next. They use the smallest traces acquire suitable meanings of texts.

EFL readers mostly rely on predicting from "the syntactic and semantic clues and their previous knowledge" (Hedge, 1985).

As mentioned previously, these readers rely on previous experiences in order to make sense of the texts. Moreover, Nuttall (1996: 77) explains that prediction is significant in that it stimulates these readers' schemata or reading strategies and enables readers sensibly complex sentences.

Along these lines, their capacity to anticipate what comes next frequently increments with the improvement of reading skills. Reading and proceeds all throughout the entire reading process. While expectations might not always be accurate, nevertheless they stimulate readers to consider the given information. As indicated by Nuttall (1996: 114), predictions need not be "effective" all the time 'to be helpful'.

The process of prediction guarantees the reader's dynamic interaction with content. Moreover, it focuses readers by defining the series of things to look for and it enables the reader to read more efficiently. In this way, developing the skill of prediction ensures that readers do not become over-burdened with excess information.

2.3.6 Inferencing

Sometimes, a text proposes something indirectly rather than directly. It is the accountability of the reader to conclude this information. Thus, by means of the process of inferencing, readers are invoked reconstructing the writer's unstated premises.

Grellet (1996: 14) sees that inferencing as using syntactic and logical hints to find out unknown elements' meaning. It is worth mentioning that inferencing does not necessitate certainty rather, it hinges upon probability. In any case, the potential outcomes determined through inferencing may slowly transform into assurances when the reader meets a word andcomprehends it more unequivocally. Inferencing influences the elucidation of content to an expansive degree. It is, in this way, a fundamental aptitude (Nuttall, 1996). It is an effective guide for the students attempting to grasp content, and it enables readers to comprehend texts more efficiently. In addition, inferencing can cause a text's content to be more enjoyable.

In order to generalizethe information of a given text effectively, students shouldutilize common sense and related schemata. Thus, inferencing is an effective method for EFL readers as it engages them in comprehending and exploring meaning while testing their assumptions regarding language content.

2.3.7 Previewing

Previewing includes utilizing the title of a text, the list of chapters, introductory sections, headings or subtitles, data on the back cover, and so on. This process is valuable in that it provokes readers to consider a text from numerous points of view. It leads readers toward expected information and, is time-efficient. They Students can use this method to form a general idea about a text by quick examination of information about the content.

2.3.8 Anticipation

Anticipation involves shaping a thought regarding a text's essence prior to reading. Grellet (1996: 47) has asserted that readers sometimes utilize texts to locate various aspects of its content, e.g. information, thoughts, answers to various inquiries and so forth In other words they expect that texts will be able to fulfill some question or assumption which they possess regarding content.

Anticipations commence during the pre-reading stage and continue to develop during the reading process. These begin to be fulfilled and/or anticipations become to be established or modified during the post-reading phase. Anticipation has a profound significance for readers, as it motivates them to continue reading a text throughout its entirety. Moreover, it "aid[s] the readers' overall understanding, thus allowing the teacher to concentrate on new items of language" (Watson 1991). Anticipation also enables students to think intently regarding a text's content concentrate on new points of inquiry and prepare to enter the content of a text (Watson, 1991).Anticipation does not require precision—regardless of whether an anticipated component of a text is realized or disproven, the process itself is beneficial for readers.

2.3.9 Presupposition

Presupposition is an anticipatory process that enables readers to comprehend intrinsic links that occur between concepts in a text. Students who are not

heedful of these links may confront difficulties in comprehending the message of the author.

Nuttall (1996: 112) has classified presupposition into two types: 1. the learning and experience that the writer anticipates from the reader and 2. The standpoint, attitude and feelings that the writer anticipates from the reader. Along these lines, the accurate translation of a text's content relies mostly on a reader's shared perspective with the writer.

Sometimes, the reader may find that there is no association between the writer's perspective and the writer's text. Overall, presupposition assists readersin deciphering such match or mismatch.

2.3.10 Shared Assumptions

As mentioned above, Nuttall (1996: 112) claims that the reader and the writer ought to have "certain things in common if communication is to take place." In this sense, the author and the reader must acquire in the same manner a comparable command over a similar language.

Vocabulary is one aspect that should be shared between the reader and the author. If the reader's vocabulary knowledge is less that than the writer, the content increases in difficulty for the reader who lacks the vocabulary necessary for grasping the content.

Shared between readers and authors depend upon shared attitudes, convictions, values, thoughts standards, culture and traditions. Each of these aspects may contribute to the better comprehension of content and, thus the more pleasure a reader derives from a text. Moreover, readers consequently are better able to enhance their reading skills in this case.

2.3.11 Recognizing Text Organization

Recognizing text organization refers realizing and internalizing sentences which are joined together to make paragraphs" (Greenall et. al., 1986).

If a reader is unable to comprehend how paragraph is arranged .he/she will experience difficulty in forming a cohesive sense of the text. Organizational

patterns may enable readers to anticipate the meanings of sentences, overall aiding them in the interpretation of especially difficult texts.

2.4 Approaches to Reading

Deciding which reading approach suits a particular content relies upon the nature of the content itself, the text's main motivation, and other factors. Brilliant and McGregor (2007: 65) identify the following questions as ones that educators might consider when deciding on reading approach:

•   How much of the text should be investigated, as not all sections are worthy of careful consideration?

•   How much time is available, for again, all sections are not worthy of close inspection?

•   How much of the text does the class understand, and how well do they react to the text?

•   What constitutes a worth-while reaction, etc.?

2.4.1 Top-down Approach

In the case of reading, as with other cognitive processes, psychologists have

differentiated between two types procedures.

The top-down approach, which was first put forth by Goodman (1967), involves readers who "have previously formed a plan before coming to the text , and probably, neglect large parts of the text which are not related to their aim" (Urquhart and Weir: 42). The uptake of information is guided by a person with high knowledge. In some cases, both methods, bottom-up and top-down processes, are along with each other to insure the processing of information as unique as possible. However, theories regarding cognitive processes applied in reading affair are different in focusing that they exert on both. The way readers get information from the printed pages is focused on by theories that emphasize the bottom-up processing, suggesting that readers interact with letters and words in a fairly complete and systematic mode. Theories that emphasize top- down processing hold that readers form presumptions about which words they will

encounter and absorb only just enough visual information to examine their presumptions (e.g., Goodman 1967, Smith 1971).

In the words of Goodman explains the difference among theories that emphasize bottom-up processing and those that emphasize top-down processing.

The visual stimulation is absorbed while the fixations have proved that skilled readers fixate at least once on the majority of words in a text. They do not leave out a large chunk of words, as the top-down view expects.

Nuttall (1996: 114) regards the top-down approach in the following way:

We draw all alone knowledge and experience the forecasts we can make, in view of the schemata we have procured to understand the content. We make apprehensive use of it when we try to see the general encouragement behind the content, or get an unpleasant thought of the example of the essayist's contention, with a specific end goal to make a contemplated speculate next stride. (Nuttall ,1996)

As you can see, reader desire plays "an urgent, even prevailing, part" in the top-down approach; moreover, the reader brings The reader brings his/her own encounters and perspectives to the text, and these influence the method utilized for understanding a content. Nuttall describes the significance of the top-down approach in the following way:

This approach empowers the reader to foresee the author's motivation, the feasible pattern and after that to translate troublesome parts of the content. The top-down method gift a sense of point of view and makes usage of all that the reader conveys to the content: earlier learning, sound judgment, and so forth which have infrequently been underestimated. (Nuttall ,1996).

2.4.2 Bottom-up Approach

The bottom-up approach, which was suggested by Gough in 1972, refers to the process in which "the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure" (Nuttall, 1996).

In this way, the bottom-up approach is content-driven and does not necessitate prior background knowledge on behalf of the reader. the claim that bottom up

procedures play a crucial role in reading is further supported by comparing between good and poor readers. In this view, sluggish readers are quite sensitive to context and use it to direct their quick of print, while sluggish readers have problem foreseeing the forthcoming terms in a sentence. However, research has demonstrated that unskilled readers use context at least as much as skilled readers (e.g., Perfetti et al. 1979).

Professional audiences' perceptually based recognition skills are so accurate and automatic that they do not usually need to guess. Theories of reading that stress bottom-up processing affirm the audient processes the letters in the last word of the sentence, without being able to predict. . Research affirms the eye does not sweep across a line of text in a continuous fashion. Instead, the eye comes to rest in a very small time domain, and then makes a rapid jump to the next fixation (Rayner and Pollatsek, 1989).

Bottom-up processes play a central vital role in reading does not necessarily mean that top-down processes are not important at all. Studies have demonstrated that terms that are foreseen from context are fixated and are left out more often than words that are less expected, although the effects are nearly modest. To interpret these results it is necessary for readers to use their higher skills to expect the forthcoming words and phrases (Rayner and Pollatsek 1989).

2.4.3 Interactive Reading

Several scholars claim that neither the top-down nor the bottom-up approach alone is sufficient for effective reading. Rather, a combination of these approaches produces an effective reader who is able to navigate between the two. As Nuttall explains, "a reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says" (1996: 31). Moreover, regarding second-language readers,

Carrell (1988: 240-41) claims that both approaches are necessary in various combinations for various purposes. Terming this combination of approaches "interactive reading," Carell elaborates that a pattern is synthesized based on information "provided simultaneously from several sources". Thus, reading is a multi-faceted process, with the reader and the text having their respective shares

in an interactive process (Rumelhart, 1980: 135) Critiquing content-based approaches, Carrell explains that readers cannot derive sufficient understanding of a text if they rely upon the text itself, as "text itself does not carry meaning" (Carrell, 1983).

Good understanding of a text's content depends on both signals provided by the content and schemata of the reader. while, a reader must be able "to link information from the content to effectively existing foundation learning" (Shahidullah, 1996).

Shahidullah (1996: 89) has called attention to the fact that hat an interactive reading procedure requires the utilization of background knowledge, desires, setting etc.

As indicated by Coady (1979: 64) an interactive reading process includes three variables: reasonable capacities, foundation learning, and process systems. Readers must first possess a scholarly capacity which they may utilizing during the reading process in order to make a clear connection between the textual information and his/her current schemata, appropriate information of the world, and reading procedures. Since reading involves not only a decoding of symbols but also a connection between an individual's and the content, McKay (1988: 117) has recommended that educators re-evaluate' the traditional tasks of a reading class.

Botelho et al (2016: 96) argues that a communicative reading approach profoundly affects the quality of reading courses He suggests the following:

- Reading classes should dedicate some time for bottom-up reading regarding such rapid and precise grammatical structures. Even students with reading skills in their native language perhaps are not able to read actively in a second language context until they have evolved a stronger bottom-up establishment of basic identification skills.

- Some top-down activities are required such as reading for universal meaning and developing suitable schemata for the suitable translation of texts. Educators should provide adequate opportunity for students to read in an effort to promote skills development. Students' real requirement must concord what they are presently reading, and "they must be prepared, willing,

and able to read it" (Botelho et al. 2016)'. Since EFL students follow the directives of educators, it is educators' responsibility to monitor and determine appropriately how much and what their students read.

In summary, communicative or interactive reading a suitable incorporation of top-down and bottom-up approaches– can be useful for student to enhancement of their current reading skills.

2.5 Recent Research in foreign or second Language Reading

Doff (1997: 170) states, "there is something we want to find out, some information we want to check or clarify, some ideas we want to match against our own etc.". Reading a text differ from person to person because of their different opinions, backgrounds experiences and schema. Schema theory is related to the reading of novels prose, poetry and other literature in order to acquire a language.

2.5.1 Schema Theory

Despite its significance for EFL learners, schema theory is not a very much characterized structure for the mental portrayal of learning (Garnham, 1985; Kintsch, 1988; Rayner & Pollatsek, 1989). Nevertheless, it is a helpful idea for portraying how earlier learning is coordinated in memory and utilized as a part of larger amount appreciation forms (Anderson & Pearson, 1984). Moreover, the ramifications of construction hypothesis have turned out to be helpful in enhancing perusing guideline. This down to earth knowledge, alongside the natural interest of schema theory which sounds has a prime concentration on EFL reading research during the 1980s.

Carrell and Eisterhold(1987, p. 44) (examined the usefulness of schema theory for L2 readers during the early 1980s.Their research observed that actuating content data assumes a noteworthy part in understudies' cognizance and review of knowledge from a text. Carrell (1987; cf. Barnett, 1989) also explored the significance of formal schemata and observed this to be a critical autonomous giver to reading ability.

In this regard, Carrell (1988, p. 33) contended that an absence of schema theory is one noteworthy wellspring of handling problems with L2 readers. This has

since been confirmed comparisons between both culture-specific text examinations of readers with commonplace and less natural foundation learning (Alderson & Urquhart, 1988; Strother & Ulijn, 1987). Schema theory has given a cement reasoning for pre-reading tasks and training of comprehension method (Carrell, 1985, 1988a; Floyd &Carrell, 1987).

Other research on pattern hypothesis has contended that a high level of foundation learning can defeat linguistic inadequacies (e. g., Hudson, 1982). The major modulation of this study is that students are required to initiate earlier information of a theme before they start to read. If students lack adequate earlier information, they ought to be given in any event insignificant foundation learning from which to translate a text (Barnett, 1989; Carrell, 1988a; Dubin & Bycina, 1991).

2.6   Reading-Writing Relations

During the 1980s, many reading written work specialists arrived at the conclusion that perusing and composing structure vital relations with each other: as aptitudes, as intellectual procedures, as methods for learning. For quite a while, L1 researchers referred to the high relationship between good writers and readers and viewed reading and writing as mutually reinforcing interactive processes (Flood & Lapp, 1987; Kucer, 1987).

In the meantime, numerous researchers have brought up that reading and writing are not just complementary procedures. There are many differences between reading and writing processes (Carson Eisterhold, 1990; Flood & Lapp, 1987; Perfetti&McCutchen, 1987; Purves, 1987; Shanahan, 1984, 1987). Carson Eisterhold (1990) has examined the assumption that reading influences writing and writing influences reading.She asserts that reading and writing are probably going to impact each other equally yet not as inverses of a similar procedure. Or maybe, a bidirectional model focus on the fact the relationship between reading and writing changes at different stages of language process (Shanahan, 1984, 1987).

Carson, Carrell, Silberstein, Kroll, & Kuehn (1990: 48) emphasize the close relationship between first and second language contexts. Their results

demonstrate that the interaction of reading and writing is complex, with specific facets of each language skill which sound somewhat unreliable on the other. This result supports Shanahan's bi-directional hypothesizes of reading/writing relationships. Additional research should be conducted to better understand reading/writing relationships in order to enhance the quality of instruction among EFL learners.

2.7   The Position of Literature in EFL Programs

Although literary texts play a significant role in language study, its dominance faded as linguistics became the central domain of language programs (Widdowson, 1982). Linguists such as topping (1968) stressed that literary text must be separated from EFL programs due to issues regarding complexity of structure, lack of conformity to standard grammatical rules and remote cultural perspective. Thus, such scholars believe that literary texts do not contribute to EFL students' practical goal of achieving linguistic proficiency.

Despite the above-mentioned attitudes, however, a renewed interest in literary texts has surfaced in EFL studies as these texts are viewed as sources that which will assist students in extending their language skills beyond the elementary level. Thus, literary texts are viewed as enabling students to function effectively in a second language (Topping 1968). Moreover, against the issues stated by linguists, scholars such as Povey (1967: 19) claim that readers do not need to experience total comprehension in order to obtain value from a text. In fact, literary texts are capable of enhancing language skills by the very nature of their connotative vocabulary and syntax (Povey, 1967

Even in contexts can play an important role, as it English can play an important role, because literature expresses cultural values alongside universal human values. Accordingly, its study can promote internal and international communication among all English speaking peoples (Marckwardt 1978). Nevertheless, some scholars such as Widdowson (1975: 113) assert that literary texts are misrepresented when they are utilized to teach something outside of the text. For example, when the purpose of teaching literature is to teach culture, literature is found to be insufficient. In response to Widdowson, other scholars assert that literary texts offer students something which textbooks lack:

the ability to "become humanly engaged in them" and the ability to realize that English has aesthetic value rather than just "practical and utilitarian" value (McConochie 1982).

3 METHODOLOGY

3.1 Overview

This chapter presents the research method of this study including details about the following aspects: descriptions of participants, instruments used for gathering data research design, data collection procedure, and data analysis design, respectively.

3.2 Participants

Sixty students in their three semesters of study at Sulaimani University were selected randomly (without previous intention to select them) among sixty-five students of English literature and teaching. The levels of students were determined according to the results of a placement test. The sample consisted of 39 boys (61.7%) and 21 girls (38.3%) who ranged in age from 19 to 22 years. They were randomly divided into control and experiment groups.

3.3 Instruments and Materials

The instruments and materials utilized in this study included the following: a placement test, vocabulary and reading comprehension tests, and Rosetta Stone software for vocabulary knowledge as well as and Tell Me More software for reading comprehension. The reading tools include one difficult novel and one simple novel: Animal Farm by George Orwell (simple) and Heart of Darkness by Joseph Conrad (difficult).

3.3.1 Placement Test

In order to validate participant levels and form a homogeneous group, participants completed a *Pearson Longman ELT Placement* Test is a computer-based test which delivers real-life measures of test takers' language ability and it is for non-native speakers (see appendix A*).* Results indicated that 45

participants (75%) were primary-level in terms of English level out of 15 students, 55 (92%) were intermediate-level, and 40 students (67%) were advanced out of 20 students.

3.3.2 Software

The materials in this study included two computer software programs for English language learning, Rosetta Stone and Tell Me More.

3.3.2.1 Rosetta Stone

Rosetta Stone is a proprietary computer-assisted language-learning (CALL) software which utilizes a compile of symbols, texts, and sound, with difficult levels which gradually increas as the student progresses in order to test different vocabulary and grammatical rules intuitively, i.e. without tasks or translation through materials . In this way, the software employs what is known as the "dynamic immersion method." According to the makers of *Rosetta Stone*, the software's main objectives are to teach language and evaluate language level.

Rosetta Stone focuses on enhancing the four primary language skills (reading, listening, speaking, and writing) via the use of multimedia, which can quicken the learning process as well as increase the motivation of students. The reading component of this software is based on the relationship between picture and text, while other features of the program include grammar lessons, basic writing tests, games and reviews. A major advantage of this software is immediate feedback, which enables students to track their own progress. Simple of Rosetta Stone :

Figure 3.1: Rosetta Stone
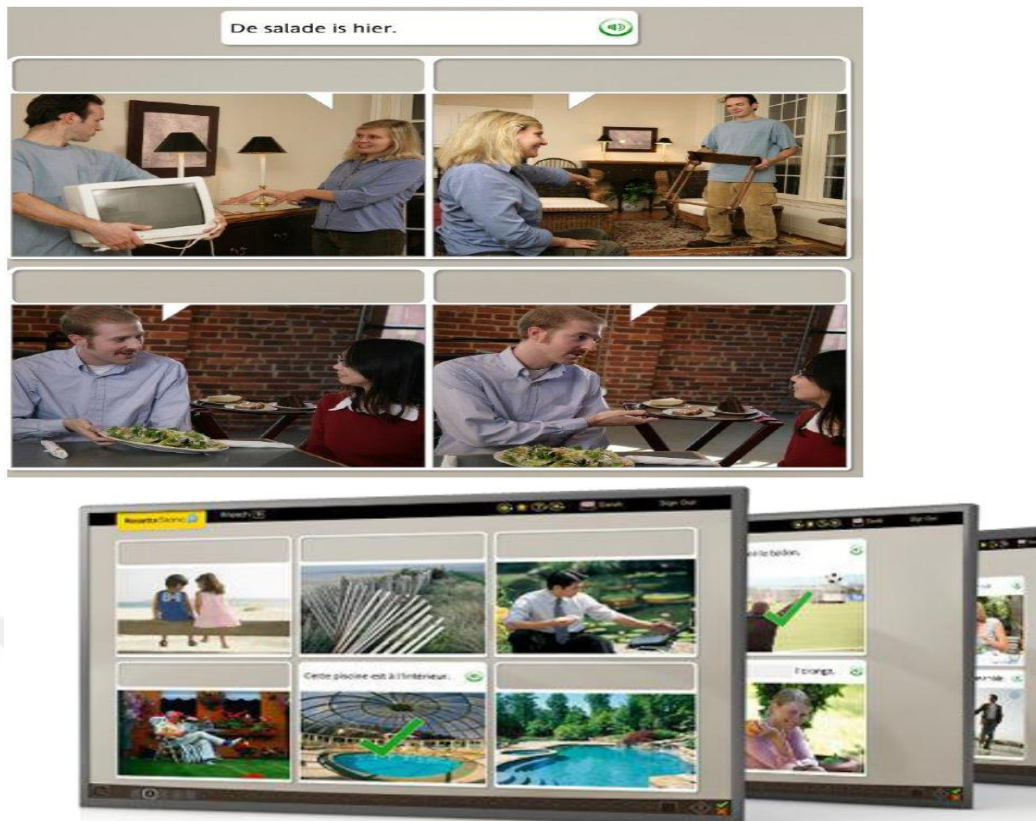
Figure 3.2: Rosetta Stone

3.3.2.2 Tell Me More

The objective of the *Tell Me More* softwareis to provide language learners with a wide range of tools to address speaking, listening, reading, vocabulary, grammar, sentence-level writing and cultural awareness. The main advantage of this software is that it can determine the reading levels of EFL students via the reading of novels. In this study. This particular program is presented in several different formats. The first arrangement is by "content topic". Topics include the following:

1. Weather Report

2. The Canoe Trip

3. Vacation Time

4. At the Shore

5. Arrival in New York

6. The East Coast

7. The Housing Search

8. Visiting a House

9. Free Time

10. At the Lake

11. The Gas Station

12. Buying a Car

The software also includes the following "workshops":

1. Cultural workshops

2. Vocabulary workshops

3. Grammar workshops

4. Oral workshops

5. Written workshops

The above workshops are divided into additional numerous "activities" that focus on different skills areas. They also include a glossary and grammar explanations. The following activities are included:

1. Dialogue

2. Sentence pronunciation

3. Word pronunciation

4. Phonetics exercise

5. Picture/word association

6. Word search

7. Word association (see Figure 1)

8. The right word

9. Fill-in-the-blank

10. Words and topics

11. Words and functions

12. Grammar practice

13. Mystery phrase

14. Crossword puzzle

15. Word order

16. Sentence practice

17. Dictation

18. video and questions

19. Text transformation

20. Written expression

21. Video and questions
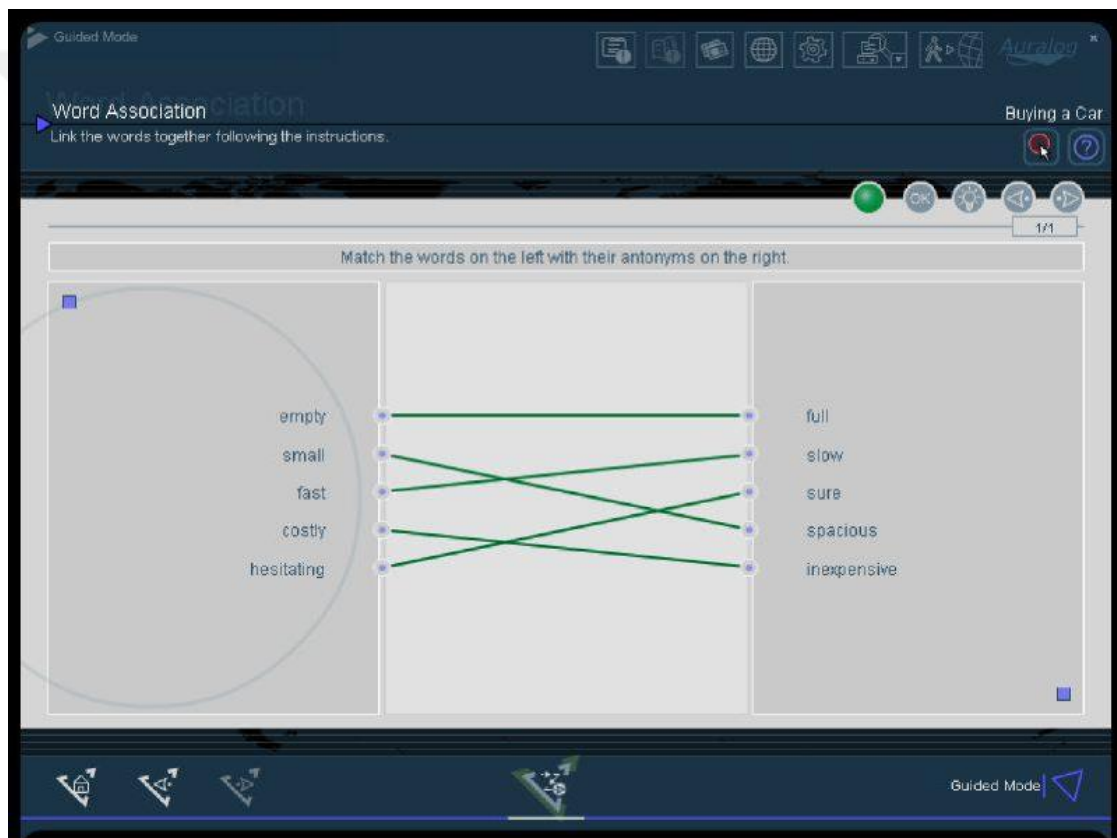
Figure 3.3: Tell Me More

In contrast with *Rosetta Stone*, *Tell Me More* contains many innovative and dynamic components, especially regarding its word, phrase, and sentence listening/speaking/ reading activities. In this study the researcher utilized the video and question sections of the Tell Me More software in order to assess via video the reading comprehension of an experimental group and via printed pages the reading comprehension of the control group.

3.4   Research Design

The present study is quantitative in nature and utilizes an experimental research design which is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques and in the current study it used to determine the impact of reading novels on EFL learners' vocabulary knowledge and reading comprehension. Two groups were selected in this study: control groups which uses to take the ordinal daily schedule of the department and the second one is experimental group which uses to focus on reading novels by taking extra lessons for that.

Research variables consisted of the following:

I. The independent variables involved two instructional programs.

> 1- Program one have CALL programs and Text.
> 2- Program two has Still Text (texts from novel).

II. Reading comprehension and vocabulary acquisition assessment methods included the following:

1.vocabulary tests include:

(a) Picture-text matching test of 5 items

(b) Multiple choice test of 15 items

2. Reading comprehension tests include: 2 passages which are chosen through novel (20itrms) **III. Assessment involved the following:**

Time 1: (T1) Pretest

Time 2: (T2) posttest

IV. Dependent variables are:

1. Vocabulary and reading comprehension scores

Data were analyzed using the Statistical Package for Social Science (SPSS) Version 18.

3.5   Procedure

The present study is semi experimental with pre-posttest nature and explore the effects the of the programs applied on learners' (vocabulary knowledge) and (reading comprehension). for this CALL Program is chosen. Learners whoare selected as the study sample are placed in two classes equally.

3.5.1   Pretest:

Two kinds of tests were administered to students**: pretest and posttest.**

Tow pretests (T1) containing actual test items (regarding vocabulary knowledge and reading comprehension) were administered to the participants a day before treatment in order to determine how well they understood the contents prior to treatment.

3.5.2   Treatments:

This study had a six-week duration which consisted of three sessions per week. Each session lasted one-and-a-half hours for each group. Students in the experimental group learned vocabularies through novels on computers. First the teacher introduced the novels and programs, then he/she instructed them regarding how to utilize the computers for this purpose. Students read the novels section-by-section and the completed exercises related to learned vocabularies. They received immediate feedback from the programsin immediate feedback students holding responsibility. Giving quick criticism to understudy reactions, rectifying and clearing up irregularities in understudy rationale, and requesting clarifications to answers builds understudy execution. Repetition alone doesn't prompt expanded execution, and criticism can increment the precision of execution. Effective learning expects teachers to note and right blunders in information and rationale. Instructional clarifications increment learning results contrasted with the individuals who don't get. The Immediate feedback expands data obtaining and maintenance of material, it expands the likelihood of accurately noting inquiry later on, particularly if addressed erroneously and revised in the principal cycle.. In terms of pacing, the students completed each practice at their own pace, progressing with each section.

Moreover, students they felt that it made their work easier and more fun to complete. Concerning words or phrases unfamiliar to the students, an online dictionary enabled them to focus on the reading materials and made the reading process easier. Exercises were both of recognition and production type. On recognition tests students were instructed to choose correct words as well as omitted words. On production tests, they were asked to complete the spelling of words for each vocabulary and as well as some matching components.

For control group, the procedure for learning vocabulary was different. Students were provided vocabulary terms alongside textual definitions, but pictures and animations were not included. Students were asked to study the words via pictorial novels and memorize their meanings based on the static textual definition presented. Reading passages were presented to learners in the control group. They were supposed to read one passage from the printed pages at the end of each section, while the experimental group read the same texts from the computer screen.(See Appendix C)

3.5.3   Posttests:

After a six-week treatment period, a post-test was delivered to participants in order to measure their achievements. The same test items used for the pretest were administered.

Table 3.1:

Pre-test	Treatment	Post-test
T1	X1	T2
T1	X2	T2

In this study's design, the subscript **T1** represents the pretest scores, **X1** represents the program with text treatment, and **X2** represents the still text treatment. The subscript **T2** represents the posttest scores.

After completing the post-tests, the scores of students on both types of tests were compared.

3.6   Data Analysis

In order to address the research questions of this study, an independent-samples t-test procedure was utilized to compare means as well as to find out whether there was any difference existing between both groups regarding the first and second research questions. In addition, Pearson Correlation Coefficient procedure was applied to measure the strength of any relationship between variables identified regarding the third research question.

4   RESULTS AND DISCUSSION

4.1   Introduction

This chapter present the main findings of this study. Each research question is presented separately, and the results are interpreted and discussed. The research questions addressed include the following:

(1) Do students who read novels advance more in English foreign language than those students who utilize only non-novel texts?

(2) Do students who read novels to learn high-frequency vocabularies exhibit significantly better reading comprehension than those who read non novels texts?

(3) Does a significant relationship exist between EFL students vocabulary knowledge and reading comprehension via the reading of novels?

4.2   Research Question One

In order to address the first research question and to determine whether any significant difference existed between the control and experiment groups, an Independent-Sample T-Test procedure was used (Table 4.1, Table 4.2 & 4.3).

Table 4.1: Descriptive statistics of pre and post-test of both groups in terms of Vocabulary Knowledge

Groups		N	N Mean	Std. Deviation	Std. Error Mean
Pretest-Vocab. Control G Experiment G		30 30	14.6000 15.1667	2.02740 2.36473	.37051 .43174
Pretest-Vocab. Control G Experiment G		30 30	14.6667 17.0333	2.03983 1.80962	.37242 .33039

The data tabulated in Table 4.1 above shows that Control and Experimental groups reported higher than Vocabulary in both pre and post-tests with mean (15.16 and 17.03).

Table 4.2: Independent-Sample T-Test for Comparing Means of Groups on Vocabulary Knowledge Pre-Test

Pretest-Vocab.	T	Df	Sig. (2-tailed)	Mean Differences	Std. Error Difference
Eq.V assumed					
Eq. V not assumed					

Table 4.2 reveals the results of the independent samples t-test. Pertaining to the results of this test, there was no statistically significant difference in the mean of the scores of the pre-test of vocabulary knowledge of both groups (M = 15.1667 SD = 2.36473), t (58) = -.996, p= .323.

Table 4.3: Independent-Sample T-Test for Comparing means of Groups in Posttest of Vocabulary knowledge

Pretest-Vocab.	T	Df	Sig. (2-tailed)	Mean Differences	Std. Error Difference
Eq.V assumed					
Eq. V not assumed					

Table 4.3 gives the results of the independent samples t-test. According to the results of this test, there was statistically significant difference in the mean of the scores of the post-test of vocabulary knowledge of both groups (M = 17.0333 SD = 1.80962), t (58) = -4.754, p= .000.

According to Table 4.1 and 4.2, regarding the vocabulary knowledge pre-test, no significant difference was found to exist between the two groups. This means that students in the control and experiment groups possessed a similar amount of vocabulary knowledge prior to treatment. However, as Table 4.3 indicates, learners in both groups differed significantly in terms of vocabulary knowledge post-tests. That is, teaching vocabulary through computer novels had enhanced students' learning in the experiment group. Thus, there is a significant difference exists between the performance of EFL students who utilize computer novel texts as well as interactive English programs to learn high-frequency vocabularies and that of students who use non novels texts.

4.3   Research Question Two:

To answer the second question, an Independent-Sample T-Test procedure was applied to find if there isa significant difference that might exist between the two groups.

Table 4.4: Descriptive statistics of pre and post-test of both groups in terms of Reading

Groups	N	N Mean	Std. Deviation	Std. Error Mean
Pretest-Vocab. Control G	30	14.3000	1.55696	.28426
Experiment G	30	14.2000	1.88277	.34375
Pretest-Vocab. Control G	30	14.6667	2.03983	.37242
Experiment G	30	17.0333	1.80962	.33039

The data in Table 4.4 above reveals that students in Reading comprehension reported higher than Control and Experimental groups in pre-test with mean 14.30, while in post-test, control and experimental groups scored higher than Reading comprehension with mean 17.03.

Table 4.5: Independent-Sample T-Test for Comparing means of Groups in Pretest of Reading comprehension

Pretest-Vocab.	T	Df	Sig. (2-tailed)	Mean Differences	Std. Error Difference
Eq.V assumed					
Eq. V not assumed					

Table 4.5 gives the results of the independent samples t-test. According to the results of Reading comprehension, there was no statically significant difference in the mean of the scores of the pre-test of Reading comprehension of both groups (M = 14.3000 SD = 1.55696), t (58) = .224, p= .823.

Table 4.6: Independent-Sample T-Test for Comparing means of Groups in Posttest of Reading comprehension

Pretest-Vocab.	T	Df	Sig. (2-tailed)	Mean Differences	Std. Error Difference
Eq.V assumed					
Eq. V not assumed					

Table 4.6 gives the results of the independent samples t-test. According to the results of Reading comprehension, there was statistically significant difference in the mean of the scores of the post-test of Reading comprehension of both groups (M = 17.0333 SD = 1.80962), t (58) = -4.639, p= .000.

However ,Table 4.4, Table 4.5 and Table 4.6, indicate that learners of both participant groups had similar means regarding the reading comprehension pre-test. That is, they did not differ significantly in comprehending reading passages before treatment.

In addition, as shown in Table 4.6, there existed a significant difference between the performance of learners' in control and experiment groups. This means that students who utilized interactive English programs on computers to learn vocabularies achieved more in terms of reading comprehension than did those who used nonliterary texts for words in the control group. In other words, literary computer programs had positive effects on students' vocabulary knowledge and on their reading comprehension, as well.

4.4 Research Question Three:

To address the third research question, a Pearson correlation coefficient was employed to measure the strength of any linear relationship found to exist between EFL students' vocabulary knowledge and their reading comprehension via program use. The results are presented in Table 4.7 below.

Table 4.7: The correlation matrix of Vocabulary knowledge and Reading comprehension

	Vocabulary knowledge	Reading comprehension
Vocabulary knowledge Sig. (2-tailed) N	1 60	.382** .003 60
Vocabulary knowledge Sig. (2-tailed) N	.382** .003	1

**. Correlation is significant at the 0.01 level (2-tailed).

There was statistically significant correlation between VK and RC, r = .382, n= 60, p= .003.

As Table 4.7 illustrates, there was a significant and positive relationship between EFL students' vocabulary knowledge and their reading comprehension via the use of programs (P<0.01).This finding supports the fact that the greater the vocabulary knowledge of EFL students, the more likely they are successful in terms of reading comprehension.

4.5 Discussion

In accordance with those of previous studies, the results of this study support the fact that utilizing technology, in general and in programs, assists students in enhancing their vocabulary knowledge and reading comprehension skills. In addition, it was found that the greater the vocabulary knowledge, the greater the success in terms of reading comprehension. The outcomes of the independent sample t-test for the first research question indicate that there was a significant difference between EFL students who utilize CALL and interactive English programs to learn high-frequency vocabularies and those who using static textual definition. That is, teaching vocabulary through computer programs enhanced student learning in the experiment group. This finding is in full agreement with previous studies (Chun, 2006; Levie, 1987; Arnhein, 1994; Yoshii, 2006; Yoshii & Flaitz, 2002).

The findings of recent studies (Gaudio, 2003; Al-Seghayer, 2001; Folse, 2004) reveal that using dynamic and interactive programs enhances students' cognitive understanding, especially through reading novels and it also aids them in grasping abstract concepts of materials due to visual and auditory components. As demonstrated by this study, EFL programs containing animations and audio-visual materials to teach various vocabularies enhance learners' achievements in terms of expanding their vocabulary knowledge. Moreover, this finding is supported by those of similar studies (Chun and Plass, 1996; Willows & Houghton, 1987). Therefore, using technology use in EFL classrooms is capable of providing widespread opportunities for students to advance their language skills.

5   RESULT

pertaining the second research question revealed that students who used novel programs on computers to learn vocabularies performed better in terms of reading comprehension than did those who used non-literal texts in the control group. Again, these findings are highly consistent with those of previous studies (McKenna, 1998; Meyer and Rose, 2000; Sadeghi and Soltanian, 2009; Tozcu and Coady, 2004).

Moreover, investigating the effect of direct vocabulary learning on reading comprehension, vocabulary knowledge and word recognition via software incorporating novels, Tozcu and Coady (2004) also reported that using computer-based materials contributes to self-management during reading, development of reading experiences and enhance reading strategies. Likewise, findings of the current study are supported by Sadeghi's and Soltanian's (2009) study, which assessed the effects of two modes of reading pedagogy (i.e. the computer-assisted reading and the traditional print mode) with regard to their effectiveness for foreign language reading comprehension. The results of their study indicated that the medium of instruction significantly impacted reading comprehension levels, with the CALL mode resulting in better performance and significant improvement in students' reading comprehension when compared to the print reading mode.

Therefore, software programs not only enhance students' ability to acquire vocabulary knowledge, but also aid them in terms of reading comprehension.

Regarding the third research question, there was a significant and positive relationship between EFL students' vocabulary knowledges and their reading comprehension via the use of literary and nonliterary software programs.

This finding supports the fact that vocabulary knowledge enhances reading comprehension among EFL students. Moreover, the finding is in full agreement with those of other studies (Kim, 2002; Arikan and Khezerlou, 2010; Smidt and

Hegelheimer, 2004). For instance, Chun and Plass (1996) examined the effects of multimedia vocabulary glosses on reading comprehension. The results of their study revealed that multimedia vocabulary glosses significantly aided in comprehension, and that vocabulary annotations consisting of both visual and verbal definitions were more effective than those providing textual definitions alone.

It is undeniable that computer software is capable of providingan enjoyable and fruitful collaborative learning environment for EFL learners. With software use, students learn more quickly, demonstrate greater retention, and are better motivated to learn a language as software programs encourage students to reflect on their learning processes. The educational effectiveness of a particular program depends upon how it is utilized and for what purpose. In terms of EFL study, the CALL environment is more advantageous that a textbook-oriented learning environment (Kahn 1991:1145).

6 CONCLUSIONS, IMPLICATIONS, LIMITATION AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 Overview

This chapter summarizes the results and implications of this study. In light of the findings and objectives with regard to the research questions, the following conclusions have been drawn. This chapter also provides several pedagogical implications to help educators and students make educational developments and improvements by varying applications of literary and nonliterary reading software as other computer technology. Finally, some limitations of this study are provided followed by suggestions for further research.

6.2 Conclusions

The effects of computer technology on students' performance have been an open question for researchers. The existing body of research concerning this topic has painted a mixed picture of the effects of such programs. Thus, this study investigated the possible effects of literary and nonliterary reading software and computer programs on EFL students' vocabulary knowledge and reading comprehension. Moreover, itexamined the possible relationship between EFL learners' vocabulary knowledge and reading comprehension. The participant sample was selected from Iranian EFL learners including boys and girls studying intermediate English.

CALL programs have been deemed effective byseveral language scholars (Kolich, 1985). The findings of this study revealed that using literary and non-literary reading software and computer programs containing audio-visual multimedia for acquiring high-frequency vocabularies had positive effects on students' learning.

The results of this study also reveal that-the acquisition of English vocabulary via the reading of computer-based literary texts enhanced students' ability to

comprehend reading passages. Furthermore, it was found that expanding vocabulary knowledge was positively correlated with increased reading comprehension ability among intermediate EFL learners. This implies that the use of literary and non-literary reading software and computer programs facilitates vocabulary acquisition, which is an important factor in improving language skills, particularly reading comprehension.

It is also clear that participants perceived the software to make a positive difference in their vocabulary acquisition as well as their confidence in demonstrating new language skills. Furthermore, it was inferred that using dynamic and interactive videos and pictures enhances students' cognitive understanding and aids them in grasping abstract concepts within reading materials. Finally, these programs can enhance learning, provide individualized instruction and allow students to work at their own pace.

6.3   Pedagogical implications

Computers have affected almost every aspect of everyday life, ranging from the labor market to personal activities. Directly or indirectly, the use of computers at school as well as at home impacts learning, and this trend will most likely continue into the future. Hence, based on the above-mentioned basic findings, several implications for professional development and teacher support for technology use in language teaching can be inferred. As implied by the findings of this study, computer programs have positive effects on students' language learning. An important factor in utilizing computer programs is the amount of computer access. Therefore, with regard to the low level of computer availability in several schools in Iran, especially at the intermediate level, it is necessary for administrators to consider how students may access computers at school. For instance, building computer labs with a sufficient number of computers can benefit students who lack the technology at home. It is believed that increasing the number of computer courses will lead to the development of computer literacy and consequently to increase learner motivation. On the other hand, educators' literacy in employing technology in classrooms can have a considerable effect on enhancing learners' attitudes and abilities to utilize computer programs as learning aids. Therefore, the implication for the Ministry

of Education is to provide workshops for teachers as well as students to familiarize them with different applications of computers in teaching and learning. Moreover, teachers should consider ways to provide less successful learners with vocabulary learning strategies. Traditional pedagogical tools for vocabulary acquisition include word-lists, dictionary use, workbooks, teacher-made materials and group discussion; however, developing effective pedagogical methods for vocabulary acquisition continues to demand attention and exploration. Therefore, due to the positive effects of programs, providing appropriate and related software programs for learners will assist them in applying different vocabulary acquisition strategies. Moreover, students will be better able to progress in learning using these programs by means of interactive environments consisting of literary and nonliterary reading software and computer programs. Educational contexts and with different variables to enhance the generalizability of the results to all Iraqi EFL learners. Thus, it might not represent a thorough picture of the use of computer programs in different aspects of language teaching in all Sulaimani Universities and other educational contexts. Moreover, in terms of gender, girls may have different learning behaviors from boys, but this study did not focus on the issue of gender in learning English.

More qualitative and quantitative follow-up studies are also required to explore the effects of computer programs utilized to evaluate learning among EFL students. Future research involving the use of interactive and dynamic English language programs in teaching vocabulary and reading skills is needed to confirm the results of this study. As this study has been conducted with intermediate learners, it is suggested to be implemented in different contexts and on learners with different levels of language proficiency.

Future studies might also compare school technology use with work-related and personal technology use to clarify the effects of learning environment on such technology use.

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NonNOVEL Professor FlorentinSmarandache, PH,D, Department of Math and Sciences, University of New Mexico, Gallup, USA

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RESUME

Name Surname: Nabard AL-Bajalan

Place and Date of Birth: 25/may/1986

E-Mail: Nabard.fuadd@gmail.com

EDUCATION:

- Bachelor: 2013, Sulaimanyah University, College of Languages, English language and literature

- Master: 2017 , Istanbul Aydin University, English language and literature, English language and literature program

PROFESSIONAL EXPERIENCE AND REWARDS

PUBLICATIONS/PRESENTATIONS ON THE THESIS:

- novelist and journalist.