

PEOPLE' S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF
HIGHER EDUCATION AND SCIENTIFIC RESEARCH ABBAS
LAGHROUR UNIVERSITY OF khenchla FACULTY OF LETTERS
AND LANGUAGES DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



**Improving reading speed through intensive and extensive
reading activities for university students**

Case study: second year master students of English at khenchla university

**A Dissertation Submitted in Partial Fulfillments of the Requirements for the Master Degree in Sciences of
Languages**

Submitted by:

Merabet Chems Ellassil

Merabet Soumia

Supervised by:

Guerza Omar

2021

Dedication

We, as sisters, dedicate this research work

to our family; a special feeling of gratitude to our beloved parents, Youcef and Bahia Merabet whose words of encouragement and push for tenacity ring in our ears. Our sisters Asma and Imane have never left our side and are very special. We also dedicate this dissertation to our two brothers Morad and Raouf who have supported us throughout the process. We Will always appreciate all they have done.

Acknowledgments

First and foremost, I am extremely grateful to my supervisors Mr. Guerza Omar, who provided many forms of assistance, encouragement and constructive guidance. I would also like to thank my sisters, whom without this would have not been possible. we also appreciate all the support I received from the rest of my family, our gratitude extends to the English department at the university of kenchla for the support, we would like to thank all the teachers and students who participated in this research,

Special Thanks to the wonderful people I met at this university.

Abstract

When you read, you exercise your comprehension abilities and your analytical abilities. It fires up your imagination and stimulates the memory centers of your mind. It helps recall information as well as stabilize your emotions. The importance of a reading habit is that it strengthens mental muscles. Reading is one of the best mental workouts there is. This study aims at investigating the role of intensive and extensive reading in improving students reading speed and which is more helpful for them, many students face difficulties while reading which leads to slow reading, this is the reason why too many students do not practice reading, also we hypothesize that students like to read extensively not intensively. To examine this, the descriptive method is used and a questionnaire is addressed to students. The results of our research show that students read extensively and intensively but they think that they improve their reading speed when practicing extensive reading. They enjoy reading novels, short stories and articles when it is chosen by themselves, also the results of the questionnaire show that the majority of the students have a negative attitude towards teachers reading assignments, reading is a difficult process to some students and to others it is a lovely habit.

ملخص

تهدف هذه الدراسة الى الكشف عن أهمية المطالعة لدى طلبة السنة الثانية ماستر لغة انجليزية في جامعة عباس لغرور بخنشلة وللحصول على نتائج دقيقة قمنا باستعمال استبيان للطلاب ذو أسئلة سهلة و بسيطة أجاب عليها و النتائج أظهرت ان الطلاب يحبون المطالعة و يستمتعون بقراءة كتب من اختيارهم و يؤكدون ان 33 طالب المطالعة وسيلة جيدة لكسب المعارف و توسيع ثقافتهم.

List of tables

Table01: gender of students.....	29
Table02: student's attitudes towards reading	30
Table03: Student's frequency of reading.....	31
Table04: Type of material	32
Table05: Student's reading level	33
Table06: Student's reading habit.....	34
Table07: student's reason of reading.....	35
Table08: Student's understanding of the book	36
Table09: Student's reading difficulties.....	37
Table10: Reading at university.....	38
Table11: Time allowed to read at class.....	39.
Table12: student's attitude towards the teacher's material	40
Table13: student's attitudes towards teacher's assignments	41
Table14: choice of material.....	42
Table15: Role of extensive reading	44
Table 16: Student's reading speed.....	47

List of figures

Figure01: gender of students.....	29
Figure 02: student's attitudes towards reading	30
Figure 03: Student's frequency of reading.....	31
Figure 04: Type of material	32
Figure 05: Student's reading level	33
Figure 06: Student's reading habit.....	34
Figure 07: student's reason of reading.....	35
Figure 08: Student's understanding of the book	36
Figure 09: Student's reading difficulties.....	37
Figure 10: Reading at university.....	38
Figure 11: Time allowed to read at class.....	39
Figure 12: student's attitude towards the teacher's material.	40
Figure 13: student's attitudes towards teacher's assignments	41
Figure 14: choice of material.....	42
Figure 15: Role of extensive reading	44
Figure 16: Student's reading speed.....	47

Table of contents

Dedication	02
Acknowledgement.....	03
abstract.....	04
04.....	الملخص
List of tables.....	05
list of figures	06
Table of contents.....	07
General introduction.....	09
Statement of the problem.....	11
Rerearch questions.....	12
Research hypothesis.....	12
Rational	12
Methodology.....	13
Population.....	14
The structure of the study	14
Literature review.....	15

Chapter One: Reading problems and some solutions

Introduction	15
1-Definition of reading	15
2-reading skill.....	16
3-speed reading	17.
4-models of reading	17.
4-1-bottom-up approach.....	18
4-2-top down approach.....	18
4-3-intructive approach.....	18
5-reading problems	19.
5-1-Difficulties with decoding	19
5-2-comprehension difficulties.....	20
5-3-retention difficulties.....	20
6- extensive and intensive reading	21
6-1-extensive reading21
6-2-intensive reading	22
6-3- how can extensive and intensive reading activities improve students reading speed	23
6-4-differences between extensive and intensive reading.....	25
6-5-intensive reading vs extensive reading	26
7-conclusion	27.

Chapter two: Data analysis

Introduction	28
1-sampling	28
2-description of the questionnaire	28
2-1-section one	29
2-2-section two.....	29

3-analysis of the questionnaire	29
4-Conclusion	46
5- list of references	47
Appendix	49

Introduction:

Reading is a receptive action which is one of the four basic skills of communicating in a language. It is reciprocally associated with writing. Writing and reading are parallel to speaking and listening. However, writing and reading are the tangible skills of communication whereas speaking and listening are the intangible skills of communication.

Every literate person can write and read at least in one language. Basically, reading is the ability to look at and understand the meaning of the written words, letters, or symbols. But reading as a skill means much more than that. Reading is a complex process of identifying / recognizing written signs, comprehending the signs, and constructing a meaning of the signs. Reading skill develops when someone takes less time to comprehend the signs and constructs meaning accurately (yildirim,2014). Different people may read a text differently and make different meanings. However, there is always something universally comprehensive in a text and a person with good reading skill comprehends that easily (sharma,2005). The reading demands of university study are not easy. Unfortunately, however, it is all too common for students to pay little attention to their own approaches to reading, that is, how they read, and how they can improve the effectiveness and speed of their reading, Improving the reading skill is necessary for so many reasons; it is the first step towards literacy in any language. It gives validity to the written form of language and brings it into action. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read, and the ability to read faster. The ability to read faster is a very important skill, especially for people who need to read a large amount of text every day, such as; students, editors, reading enthusiasts, etc. It allows the reader to grasp what is being read much faster and helps to cut down the time spent on reading and understanding the text. Speed reading involves the following skills:

Scanning /seeing: This is the most important skill of speed reading. This involves learning to search for relevant words in the text and not reading every single word of a sentence.

Reading: Read only the relevant sentence in a paragraph, especially if you are familiar with the topic. Stop vocalizing as you are reading. Vocalizing slows you down.

Comprehending: Reading involves comprehending and with speed reading your ability to comprehend is greatly enhanced as you read and comprehend several words at a time.

Concentrating: Concentration is the key to speed reading. It involves sustained concentration as you are doing several things at the same time, like seeing the words, looking for keywords, understanding the ideas contained in the text, etc. (Urquhart,2016)

Reading is a complex activity, in recent years; many approaches, methods, activities have been used in developing reading skill. Intensive and extensive activities are strongly believed to be beneficial, in one way or another, for improving students' comprehension ability and their reading speed. Intensive activities involve concentrating a lot of effort on one particular task in order to try to achieve a great deal in a short time, several days and nights of intensive negotiations, while extensive activities involve learners reading texts for enjoyment and to develop general reading skills (surup&sons,2005). It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks. A teacher reads a short story with learners, but does not set them any tasks except to read and listen; extensive reading is an approach to language teaching in which students read a lot of easy materials in the target language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult (bamford,2004).

Speed reading is efficient reading, when you read speedily, you are a better reader, you get more pleasure and meaning out of books, articles, and web pages that you read (sutz,2009)

Successful readers have developed good reading strategies that help them read for meaning; they choose books that are just right for them, read independently for sustained period of time, set purposes when they read, use ideas to make and confirm predictions, notice that a word is unfamiliar and use effective strategies to determine the meaning of the word, make connections as they read, create visual images in their mind (murphy,2013).To sum up, the good reader reads rapidly ,accurately and fluently.

1- Statement of the problem:

Although reading is a fundamental skill that all students need for academic and personal success, approximately 80% of university students have major problems with reading. These problems may take different forms such as inappropriate use of background knowledge, issues with decoding, poor comprehension, speed (TTRS 2021). The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives learners all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up, if speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust learners with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

A student with low speed reading is a student who has poor concentration, undeveloped vocabulary, poor reading techniques, never developed a system of reading textbook, blank mind syndrome (academic learning center,2014). Most problems with reading speed come from the lack of practice and from trying to read and commit the information to memory at the same time. Encouragement

from teachers and parents can be a tremendous help to students who struggle with reading skill, they can improve their reading speed through intensive and extensive activities.

2-Research questions:

Considering the importance of reading skill in English language learning, the present study aims to answer the following research questions:

- 1_ What are the common problems that prevent university students from fast reading?
- 2_ How can intensive and extensive activities improve students reading speed?
- 3_ Which reading activity (I. e. extensive or intensive) is more effective from the students' point of view?

3-Research hypothesis:

1_ Lack of reading habits is the main reason of slow reading and it is a significant problem since it is a main catalyst of illiteracy all over globe.

2_ Intensive Reading and Extensive Reading are complementary and students should use both. Intensive Reading to introduce new language, and Extensive Reading to consolidate and raises awareness of this language leading to reading fluency.

3_ Extensive reading is a fairly individual activity. Students read at their own pace, they read in their own time, they read when they want to, they can start and stop when they decide.

4- Rational:

Reading is the first step towards literacy in any language. It gives validity to the written form of language and brings it into action, it is also the first step of education. You may learn a lot of things

through real-life experience and by listening to the people around you but reading will provide you with an experience which cannot be gained in real life. In fact, reading will equip you with a sign discerning system. This sign discerning system will eventually equip you with a sign making skill which is called writing. Education without a written form language cannot stable. So, reading is undoubtedly the first step towards education. Intensive and extensive reading help learners to build reading speed and reading fluency. In particular, developing reading speed is important because it helps learners to understand language faster and better.

5- Aims and significance of the research:

The purpose of this study is to identify the common reading problems that negatively influence reading skill for the Algerian university students, also the main concern of this research is to explore some effective strategies and activities that students must utilize in order to improve their reading speed. The most important reason to learn speed reading is because it helps students to read a lot more than one would be able to read normally. It saves time and improves comprehension as they are better able to grasp arguments and concepts presented in a piece of writing. This empowers students in their lives and careers. It enhances the ability to engage socially, as a speed reader reads a lot more than an average reader, is up to date on the news and views and has a lot more to add to a conversation. It helps with concentration and improves the memory as well as instills confidence and adds to your knowledge. It improves problem-solving skills, encourages innovation and helps to develop leadership qualities.

6- Methodology:

This research is conducted through the descriptive method, we believe that this method is the most suitable in order to fully investigate the issue, since it describes the characteristics of the population or phenomenon studied. we are going to administer a questionnaire to collect information about our

population which is students at the department of English at Abbas laghrour university, to know what kind of problem they face while reading, their opinion about the importance of speed reading, and which reading activity is more effective for them intensive or extensive reading activities.

7- Population:

This study will take place at Abbas Laghrour university, it involves master two students of English language(131student), so we are going to choose randomly a sample of 33students to investigate the use of intensive and extensive reading to improve reading speed.

8- Structure of the study:

This study is composed of two main parts a theoretical part and practical one. The theoretical part includes one chapter, which is an overview of the literature and reviews the definition of reading, reading skill and speed reading. It also deals with the common reading problems that face student while reading and shed light on intensive and extensive reading and how they can help students to improve their reading speed. The practical part comprises a description of the students' questionnaire through using the statistical analysis of the reading questionnaire, it also deals with the analysis of the data collected.

Chapter one: reading problems and some solutions.

Introduction:

Reading is an essential skill for EFL leaning; it offers a wide range of interesting information as well as a variety of language expressions and structures which are of great usefulness for developing other language skills. This reflects the fact that the study of reading is both theoretically interesting and practically important. Surprisingly, in spite of the large number of the different definitions of reading; no one has won general acceptance. Great reading skills are indispensable for a learner of a foreign language in order to succeed in second language learning (yildirim,2014, p3), the aim is to be a good reader who is capable of understanding even difficult texts without much efforts, the teaching of reading also encourages students to become a proficient reader. When students are proficient in reading, they can enjoy reading as a source of learning and source of enjoyment (Nation, 2005)

1.Definition of reading:

Alderson (2000) defined reading both as a process and a product. As a process, it is the numerous operations which happen during the process of reading; they include looking at print, recognizing words, deciding what they mean and how they relate to each other. And as a product, reading is comprehension or the understanding constructed by the reader. However, Bader (2007, p. 40) said that: reading is an interactive process between the reader, interacting dynamically, and the text.” Mebarki (2008) defined reading as an unobservable mental activity and a multi-faceted skill which involves lower and higher skills. Moreover, Urquhart and Weir (1998) said that: So it is with some reluctance that we begin this part with an attempt to define reading, to say what we mean by the term. Our excuse is that people do use the term in different ways, and that while this may be permissible

when everybody is conscious of the differences, on occasions it can cause real confusion and difficulty

2. Reading skill:

A reading skill is defined by Urquhart and Weir (1998: 88) as a “cognitive ability which a person is able to use when interacting with a text.”. Reading is defined as a complex activity that includes all of the word acknowledgment, the process of seeing how written symbols relate to one's spoken language, and the way toward comprehending words, sentences and associated sections (Baudoin 1994), Nuttall (as cited in Hatani & Davatgari, 2017) defined reading skill as “the process of getting out of the text as nearly as possible with the message the writer puts into it”. Any written text has inside of it a specific intended message that writers want the readers to grasp. By doing so and carefully scanning and understanding that message, the reading process can be a success. Reading skill is the ability to see text, react with the best possible sound interpretation and understand the meaning of the text (Kostewicz & Kibina, cited in wolf, 2018)

Kuhn, Schwanenflugel and Meisinger defined reading as a complex skill of building meaning from written text; the reader must be capable to decode words rapidly and precisely to allow the mind understand the content (as cited in Wolf, 2018). The complexity of this particular skill should not be underestimated. It requires a lot of effort because when reading any written text, the reader has to decode each word and make relations between them, and whenever he /she finds an ambiguous word, he/she tries to relate its meaning to the previous passage, and figure out what the hidden message inside the text is. Harmer (1983) asserted that “reading is an exercise dominated by the eyes and the brain [...] the eyes receive messages and the brain has to work out the significance of these messages” (p.53). Reading with the eyes without using the brain to understand and analyze what is meant is

considered as an incomplete task, both eyes and brain need to work together in order to be able to decode each word and comprehend the meaning they form.

3. Reading Speed:

When you read the words on a page of a book or newspaper article, what goes on your head? Do you also hear the words as you read them? if you do, someone is speaking them, and unless a leprechaun is sitting on your shoulder, that someone is you.

Reading engages eyes, mouth, ears and of course the brain. Speed reading engages these senses even more than normal reading because you use your senses and brain power even more efficiently (sutz,2009)

Speed reading is decoding, when you come across a word in your reading that you don't know or recognize, you have to decode it. You break it into syllables, try to pronounce it, and see whether it is related to words you know, and try to get its meaning (Jennings &caldwell2014)

Speed reading is comprehending, the purpose of reading is to comprehend to learn something new, when you don't read at the right speed, your comprehension is diminished. One of the skills you acquire as a speed reader is knowing when to slow down and when to speed up. Speed reading actually increases reading comprehension because when you read several words at a time when you speed read, you can pick up the meaning of words in contexts. This ability to read in contexts improves comprehension. (sutz,2009)

Speed reading is concentration, it requires sustained, forceful concentration because when you speed read, you do many things at once. As you see and read the words on the page, you also remain alert to the main ideas that the author wants to present (yildirim,2014)

4. Models of reading:

4.1. Bottom-up approach:

This approach requires from students to break down words on a page. Brown (2001) argues that the best way to teach reading is through bottom up method whereas Nuttall (2006) claims that readers adopt a top down approach to predict probable meaning, then move on to the bottom up approach to catch whether it is really what the writer says. Berardo (2006) affirms that bottom up process is to get the meaning through reading word for word, letter for letter paying attention to both vocabulary and syntax; Which means that the reader breaks down the words into phonemics units. Goodman (1970) states the same idea; he assumes that in bottom up process, the reader recognizes linguistic signals such as letters, morphemes, syllabuses, words, phrases, grammatical clues. This approach was criticized because it over emphasizes skills when predicting the meaning through context clues or background knowledge. Eskey (1973) argues that the bottom up model is insufficient because it neglects the involvement of the reader who makes prediction and process information. This approach fails to recognize that students use their expectations about the text based on their knowledge of language.

4.2. Top down approach:

This model requires from readers to bring meaning to text based on their prior knowledge. Goodman (1968) states five processes of reading which are: recognition, prediction, confirmation, correction and termination. Top down model is good for the skillful, fluent readers for whom perception and decoding have become automatic, not for the less proficient readers. When learners use their prior knowledge, this is called top down strategy in which the reader moves from general information and meaning to specific information in the text

4.3. Interactive approach:

The interactive approach is a combination between bottom-up approach and top-down approach because the two approaches can work together at the same time. The interactive model is “a balance among orthographic, lexical, syntactic, semantic and schematic process employed during reading (Eskey .1988. p.94). when applying the interactive approach, readers use the information gained from bottom-up and top-down approach in order to construct meaning. The interactive model is very important because it makes students use all the means to make sense of what they are reading. In fact, the three approaches of reading are important. The Bottom –up approach is concerned with reading letter for letter, word for word. However, the top-down approach has relation with the readers’ background knowledge. The interactive model is a combination of the two approaches.

5. Reading problems:

5.1. Difficulties with decoding:

Decoding is the process by which a word is broken into individual phonemes and recognized based on those phonemes. For instance, proficient decoders separate the sounds "buh," "aah," and "guh" in the word "bag." Someone who has difficulty decoding, and thus difficulty reading easily, may not hear and differentiate these phonemes. "Buh," "aah," and "guh" might be meaningless to them in relation to the word "bag" on the page. (misunderstood minds, 2005)

Experts have no one explanation for this phenomenon. In some cases, it may reflect that some people simply require more time to separate sounds -- time that isn't there.

Signs of decoding difficulty:

1-trouble sounding out words and recognizing words out of context

2-confusion between letters and the sounds they represent

3-slow oral reading rate (reading word-by-word)

4-Reading without expression

5-ignoring punctuation while reading

5.2. Comprehension difficulties:

Comprehension relies on mastery of decoding; students who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding (misunderstanding minds ,2005)

Signs of comprehension difficulty according to experts:

1-confusion about the meaning of words and sentences

2-inability to connect ideas in a passage

3-omission of, or glossing over detail

4-difficulty distinguishing significant information from minor details

5-Lack of concentration during reading

5.3. Retention difficulties:

Retention requires both decoding and comprehending what is written. This task relies on high level cognitive skills, including memory and the ability to group and retrieve related ideas. As students progress through grade levels, they are expected to retain more and more of what they read. From third grade on, reading to learn is central to classroom work. By high school it is an essential task (misunderstanding minds,2005)

Signs of retention difficulty according to experts :

1-trouble remembering or summarizing what is read

2-difficulty connecting what is read to prior knowledge

3-difficulty applying content of a text to personal experiences

6.extensive and intensive reading:

6.1. extensive reading:

Williams (1984) defined extensive reading as the “relatively rapid reading of long texts” (p.82). Extensive reading (ER, henceforth) is an approach of reading in which students are free to select the reading material and read on their own pace; the most important thing is the amount of books read and the students’ enjoyment. The same idea was stated by Richards and Schmidt who stated that ER means to read excessively and pick up a general idea about what is read. It is planned to develop good reading habits, to enrich knowledge of vocabulary and grammar, and to make reading more likable and enjoyable (as cited in Yamashita, 2008).

Extensive reading, free reading, book flood, or reading for pleasure is a way of language learning, including foreign language learning, through large amounts of reading. As well as facilitating acquisition of vocabulary, it is believed to increase motivation through positive affective benefits. It is believed that extensive reading is an important factor in education. Proponents such as Stephen Krashen (1989) claim that reading alone will increase encounters with unknown words, bringing learning opportunities by inferencing. The learner's encounters with unknown words in specific context will allow the learner to infer and thus learn those words' meanings. While the mechanism is commonly accepted as true, its importance in language learning is disputed (Cobb,2007)

Intensive reading activities include choosing an interesting book, when finish reading the book, just write out a simple piece about it, including a basic summary and some of your own feelings about the text. Do timed reading, it is a good way to get your reading speed up. Join book club discussion. Create chain stories. skim and scan ... etc. (fluent u, 2020)

In language learning, extensive reading is contrasted with *intensive reading*, which is slow, careful reading of a small amount of difficult text – it is when one is "focused on the language rather than the text.

6.2. Intensive reading:

Intensive reading refers to the way of reading through every word of a text from beginning to end very thoroughly and deeply. It is the way of reading short texts thoroughly and with clear goals. (Koay, 2015). It is an activity that requires great mental effort and focuses. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout. (Lampariello, 2017)

Intensive reading is a classroom activity carried out under the supervision of a teacher who is primarily concerned with texts, which contain new words and idioms. This type of reading is considered as the backbone of language education programs. It involves focusing on question-and answer teaching methods and uses the explanation of presentations and representation to communicate meanings of words, it also describes the vocabulary and rules to be taught and the order in which it should be submitted .it aims to develop the students' ability on how to understand the detailed information(khazaal,2019).

Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

6.3. How can intensive and extensive reading activities improve

students reading speed:

It is widely accepted that people become good readers through reading, and that learning how to read should mean a primary focus of attention on the meaning rather than the language of the text. It is pretty obvious that extensive reading helps students become better readers.

Extensive reading is an approach to second language teaching and learning which can help students to read more. successful extensive reading means that students read very easy and enjoyable books for pleasure to build their reading speed and reading fluency below their level of English (English motivation,2009) it helps students build vocabulary and revisit words they have learnt in class in a deferent context, it can help improve motivation and confidence, and improve competence in other language skills. The Extensive Reading Foundation in the Guide of Extensive reading 2011 reports that ‘in order for students to benefit from their extensive reading, they should read at an appropriate difficulty level and at a good speed (150_200word per minute for a beginner). research indicates that if the student knows about 98% of the words on a page, they can read it quickly and with high levels of comprehension. This means they can read the text very quickly and it can help build reading speed and their natural reading ability.

Alan Maley (British Council 2009) lists the following as benefits of extensive reading:

- _develops learner autonomy.
- _comprehensible input.
- _enhances general language competence.
- _opens windows on the world.

_consolidates and sustain vocabulary growth.

_improve writing and motivation.

Intensive reading is a classroom activity carried out under the supervision of a teacher who is primarily concerned with texts, which contain new words and idiom. This type of reading is considered as the backbone of language education programs. It concentrates on having a new language such as vocabulary and grammar, it helps students to create a great number of new vocabularies and language composition that helps the student to use the useful expression ,it helps the student to learn new skills such as making inferences and identifying main ideas, it helps the student to have a good transition from one word to another and from sentence to sentence and from paragraph to paragraph, It helps the student to understand the meaning of the lesson and keep its thoughts alive in mind . intensive reading is usually done with difficult texts with many unknown words that require the learner to use a dictionary, it is the fastest way to acquire and learn vocabulary, it is the most typically taught method of teaching reading and reading comprehension, it improves the power of expression (Scrivener, 1994). Intensive reading activities help students to develop their reading skill.

Sadly, learners often only find intensive reading taught in the foreign language classroom. This is perhaps understandable due to the time limit classes face but it is, nonetheless, a drawback. While some students might find reading more enjoyable than others, the extensive reading approach should also be an option when learning a foreign language. Learners would certainly see the best results with a combination of the extensive and intensive approaches. Even if you personally belong firmly in either the camp who appreciates one of these learning styles, it might be beneficial to occasionally dabble in the other one, to get the full benefits of both.

6.4. difference between intensive and extensive reading:

The main points of difference between extensive and intensive reading are explained below:

- In extensive reading the reader reads multiple books, newspaper, magazines etc. to get a general understanding of the topic of their interest. Conversely, Intensive reading is concerned with classroom learning, wherein the student is compelled to read some text as many times as required to deeply understand the topic.
- Extensive Reading is a supplementary reading which is concerned with decoding of the written material. On the other hand, intensive reading is comprehensive in nature, as it involves comprehension of the written text.
- Extensive reading is reading for fun, entertainment and pleasure, as well as to gain a basic understanding of something. However, the primary focus of intensive reading is to understand the literal meaning of the text being read.
- Extensive reading involves a reading of novels, journals, newspapers and magazines. As against, intensive reading is all about textbook reading.
- As the topic is chosen by the teacher in case of intensive reading, it may not be appropriate as per the student's interest. On the contrary, in extensive reading, the students are free to choose the material they want to read.
- Extensive reading is concerned with reading different books and other study material based on a similar concept or idea. In contrast, intensive reading involves reading the given material, again and again, to understand it in full.
- In extensive reading, readers are not supposed to use a dictionary, as understanding each and every word contained in the material is not vital. As opposed, in intensive reading readers have to use the dictionary, to understand the meaning of every single word which is unfamiliar to them.

- While extensive reading is important for improving the reading speed and fluency of the reader, intensive reading develops critical thinking, analytical skills in the reader, along with improving reading skills, vocabulary and grammatical knowledge. (surphi, January 11, 2020)

6.5. Intensive reading Vs extensive reading:

In order to define extensive reading, it is helpful to shortly explain what the idea of intensive reading is. Bamford and Day depicted intensive reading as ‘careful reading of shorter, more difficult foreign language texts with the goal of complete and detailed understanding’ (1990).

Thus, intensive reading is the traditional way of teaching language where the student does not have to focus on the content, but on the language. They don’t have any influence on the text material at all, as the teachers choose what to read. Working with textbook is commonplace. As the texts are short and difficult, they encounter numerous new vocabularies. So, it is possible that the student feels either bored or over relaxed, as they may not read at their own level. (Yildirim, 2014).

In contrast to intensive reading, extensive reading tries to level out the above-mentioned weak point of intensive reading. Harold Palmer, an English linguist, was the first who applied the phrase intensive reading (Bamford and Day, 1998), according to Palmer, extensive reading means learners should read ‘‘book after book’’. Palmer stresses the importance of reading a large amount of books which should be read as fast as possible. Bamford and Day added that ‘‘the reader’s attention should be on the meaning not the language of the text’’ (1998). Thus, the learners should not focus on the grammatical constructions or on the word connection. Instead, they give priority to what actually happens in the book. More specifically, Aebesold and Field stated that ‘‘teaching reading is based on the belief that when student read for general comprehension large quantities of texts of their own choosing, their ability to read will consequently improve’’ (1997).

7. Conclusion:

This chapter has illustrated some reading difficulties that we think may hinder the students' improvement. Also, in this chapter, we have identified both intensive reading and extensive reading and which reading activity is better and have great contribution in helping in improving student's reading speed.

Accordingly, teachers and students must be aware of the fact that reading may be made more difficult by the lack of providing enough practice of that skill, and they need to consider the intensive and extensive reading activity and how it is great in improving reading speed and help students to become good readers who tend to set goals for their reading. They note the structure, or organization of the text, and often create a mental overview or outline of the text to help them decide whether it is relevant to their goals.

Chapter two: Data analysis

Introduction:

Any research design is based on two main steps: the theoretical part which provides a review of the two main variables and a practical part. In this chapter, we move from the theoretical part into practical one to elicit information. Because the nature of the study makes it indispensable to elicit participants' opinions about the research topic. For that reason, we choose the most effective procedure that enables us to elicit credible information from target informants which is questionnaire to have a brief description of students' views .

The purpose of this study is to know students' opinions about intensive and extensive reading as a way to improve their reading speed, Students have become familiar with questionnaires and know how to deal with them. Questionnaires provide students with the opportunity to express their opinions in a comfortable way because students are free from anxiety or other factors such as the researchers' point of view. The students are asked to answer some questions as freely as possible and they are informed that there is no wrong or right answer, all answers are acceptable.

1.Sampling:

The participants in the present study are selected randomly out from the large population (131) of the second year master students of the English department at Abbas Laghrour University of kenchla, Algeria, during the academic year 2020-2021. A sample of (33) students have been randomly involved (26 females and 7 males).

2.Description of the questionnaire for students:

Second year master students of English as a foreign language receive a questionnaire consisted of 16 questions with different types of questions. There is an obvious combination of close-ended questions and yes/no questions. The questions are simple and clear to understand to answer easily also there is no vagueness or complexity.

The aim of designing questionnaire for EFL students is to seek students' opinions, beliefs, thoughts, and even their suggestions to be taken into consideration about the topic

2-1 Section one: general information about the participant(Q01-Q09).

This section attempts to obtain general student's interests and attitudes about reading, this section is a combination of multiple questions aiming to investigate which kind of materials they prefer to read, and how much do they like reading in their free time and also to know student's level at reading skill. Also, it tries to unveil whether they face difficulties in reading and which of difficulties (decoding, comprehension, retention)

2-2 Section two: extensive and intensive reading.

This section deals with intensive and extensive reading, it attempts to explore the learners' reason of reading and where they prefer to read. Besides to the materials they enjoy to read and how often they read in English. This section includes 7 questions aiming to explore student's attitudes towards the teacher's materials and how they deal with them, the last question makes a survey on students reading speed whether it is good or bad.

The findings of the questionnaire are reported and commented here.

3. Analyses of the questionnaire:

Section one:

Question one: gender

<i>Responses</i>	<i>Participants</i>	<i>Percentage%</i>
<i>male</i>	7	21,2%
<i>female</i>	26	78,8%
<i>total</i>	33	100%

Table 01: gender of students.

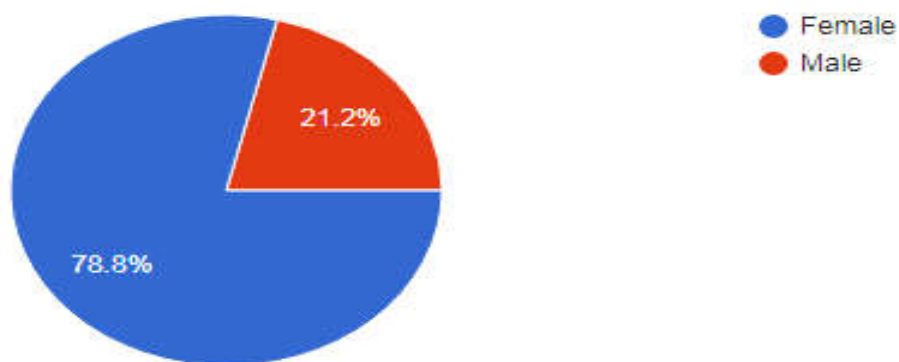


Figure 01: gender of students.

As table shows, As the table shows, the majority of learners (79%) are females while a few number of participants (21%) are males, this means that females have more tendency towards studying foreign languages and English in particular, Female students consider the English language as an easy language to learn and more importantly it is the language of the world. Males in general, tend to prefer scientific and technical branches.

Question two: do you like reading?

<i>responses</i>	participants	Percentage%
yes	28	89%
no	5	15%

Table 02: students' attitude towards reading.

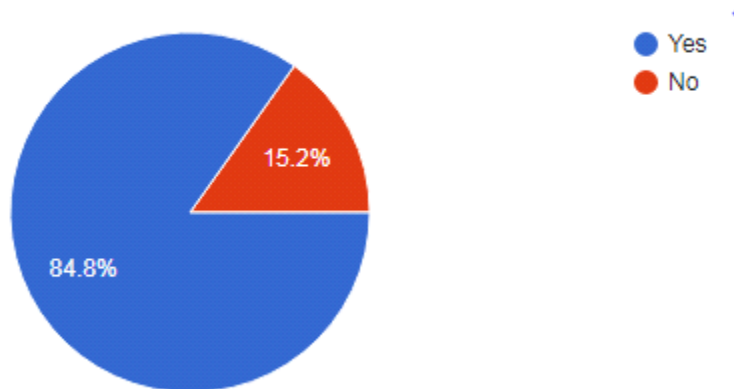


Figure 02: students' attitude towards reading.

Based on the table 02, 28 out of 33 participants said that they like reading, this is about 89% and 5 out of 33 said that they don't like it (15%), this means most of the population are readers. This is the reason why they have good marks in their exams, because reading introduces students to new ideas and invites them to solve problems. When reading, the brain absorbs good writing techniques, vocabulary and spelling. Reading improves conversational skills; it helps students to clearly articulate what they want to say. Readers (28 participants) have a more active mind than non-readers (5 participants) and thus are more productive. This is why they gain a better understanding of the topic and do tasks that non-readers cannot do, even if they don't read extra articles they find it easier to re-read the work done in class and thus become more familiar with the text.

Question three: how often do you read?

<i>RESPONSES</i>	<i>Participants</i>	<i>Percentage</i>
Always	03	09%
<i>Sometimes</i>	28	85%
<i>never</i>	02	06%

Table 03: students' frequency of reading.

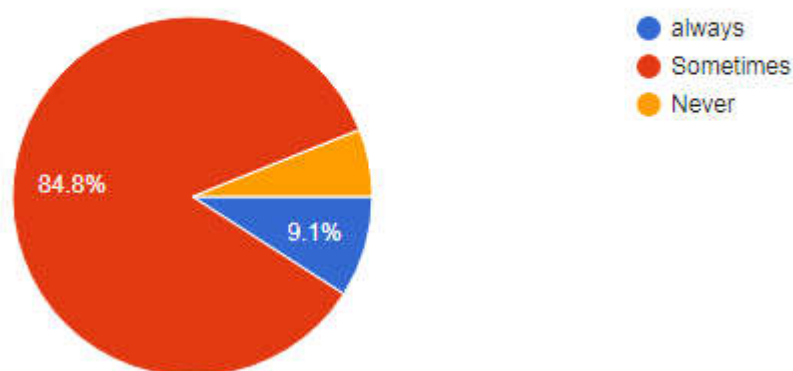


Figure 03: students' frequency of reading.

the results show that only 03 participants out of 33 which is about 09% always read and 27 participants (85%) sometimes read, the majority of students are readers even if it is sometime, most students know the importance of reading and how reading is an effective way for reading speed, as well as facilitating acquisition of vocabulary and they believe that it is an important factor in education whether it is the teacher's assignment or the students free choice. In the other hand the table shows that 02 participants out of 33 (06%) never read maybe they haven't found the right book or

type of book, they haven't found the reason to read, they face difficulties while reading and they don't use the general reading strategies ...etc. Hence, students need to be encouraged to read.

Question 04: What do you usually read?

<i>RESPONSES</i>	<i>PARTICIPANTS</i>	<i>PERCENTAGE</i>
<i>NOVELS</i>	14	40,6%
<i>SHORTS</i>	08	25%
<i>TEXTS</i>	08	25%
<i>NEWSPAPER</i>	03	09,4%

Table 04: type of material

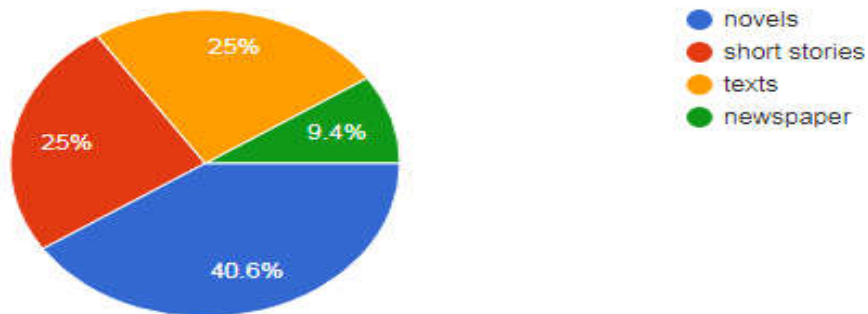


Figure04: type of material

The aim of this question is to know what students prefer to read when they are free, from the analysis above, we notice that majority of the participants 13(40,6%) prefer to read novels and 08(25%) chose short stories as well as reading texts, we have also noticed that only 03(09,4%) read newspaper. From the results we can understand that students find reading novels interesting and enjoyable than reading the other materials.

Question 05: how good do you think you are at reading?

Responses	participants	percentage
excellent	04	12,1%
good	20	60,6%
poor	9	27,3%

Table05: students' reading level.

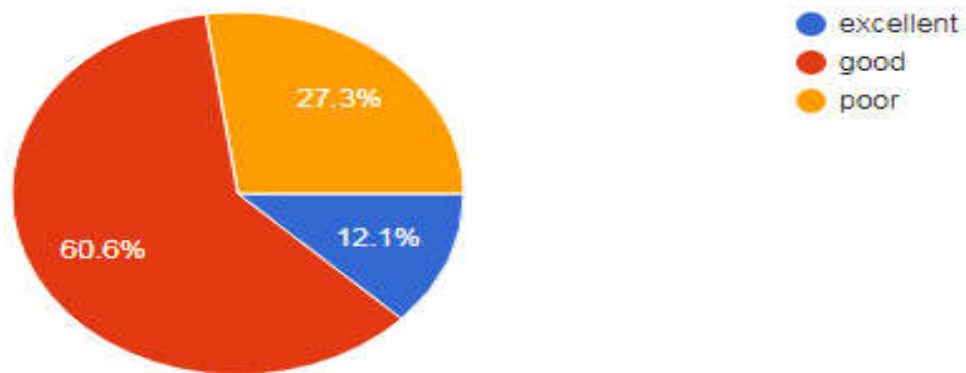


Figure05: students' reading level.

As we can see, the results show that only 4 participants out of 33(12,1%)are excellent in reading, few number of participants with a high level. however, 9participants (27,3) consider themselves as poorer reader for some reasons maybe because they have reading difficulties. The majority of participants (60,6%) said that they have a good reading level,

Maybe because they practice reading in their free time, they use reading strategies and techniques, for the poorer readers they need to be encouraged more to read.

Question 06: How much do you like reading in your own time (extensive reading)?

<i>responses</i>	<i>Participants</i>	<i>percentage</i>
<i>Very much</i>	11	33,3%
<i>A little</i>	18	54,5%
<i>Not at all</i>	4	12,1%

Table06: students' reading habits

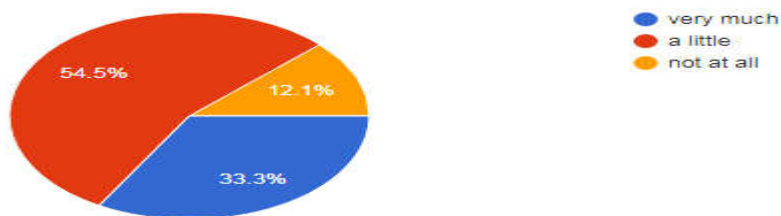


figure06: students' reading habits

the answers reveal that 54,5% of students read just a little in their free time, maybe reading is not their favorite habit, 33,3% consider reading in English as their first important habit, they are smart and they know how reading is beneficial educational level and for their future. 4 participants out of 33(12,1%) do not read at all when they free, maybe they are the same students who don't read and don't like reading, as a result of not reading it would be become incredibly difficult to improve writing skill, less good at conversation in many topics, less knowledgeable about the world we live in.

Question 07: do you read for?

<i>RESPONSE</i>	<i>Participants</i>	<i>Percentage</i>
<i>Language development</i>	14	43,8%
<i>To pass exam</i>	2	6,3%
<i>As an entertainment</i>	14	43,8

Table 07: students' reason of reading.

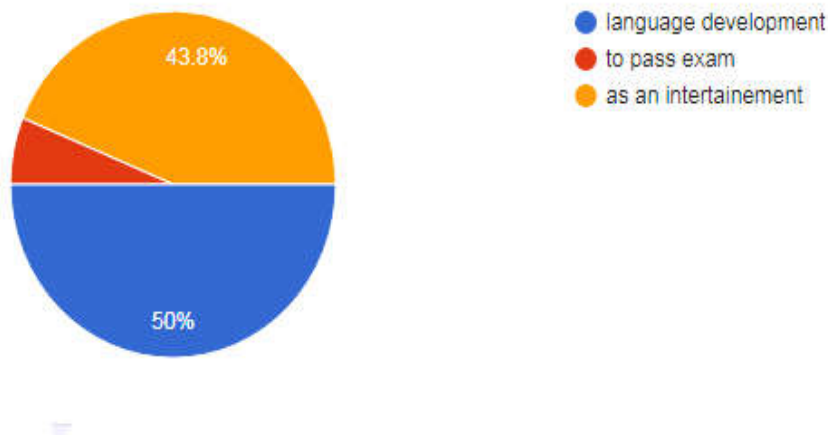


Figure 07: students' reason of reading.

From the table above we can notice that the number of students who like to read for language development is the same with the number of students who read for entertainment (43,8%), and only (6,3%)read to pass exam. Students find books and articles related to education are boring and difficult and the content of the material isn't interesting for them, they are forced to read the teachers materials only to pass exam, while the majority of students read for entertainment, language development, pleasure. Participants enjoy reading when they choose the material they want easy and interesting to

explore new information, learn more about the language, gain new vocabulary and expand their knowledge.

Question08: I understand what I read in the books:

<i>responses</i>	<i>Participants</i>	<i>percentage</i>
100%	06	18,2%
70%	19	57,6%
50%	06	18,2%
20%	06	18,2%

Table 08: students' understanding of the book

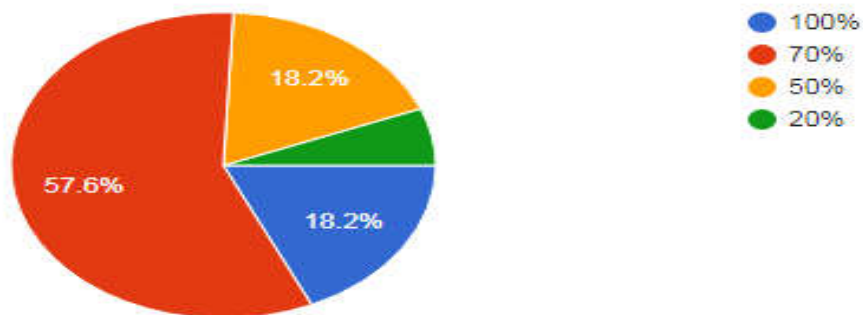


Figure 08: students' understanding of the book

Practicing reading help students to improve their understanding of the language and build their vocabulary, according to the table 19students out of 33(57,6%) understand 70%of the book , and this is not bad ,they understand the content of the book with its difficult wards and vocabulary , explore new information and gain new grammar rules .6participants out of 33(18,2%)are excellent they

understand 100 % of the book , this means that they practice reading a lot and through this they can be able to recognize unfamiliar word's meanings fluently ,they are accurate and speed readers . 18,2% of participants understand 50%, reading a book and understanding 50% of it is not enough maybe they have problems with retention and they face a lot of unfamiliar words and difficult expressions, also the same percentage for students who understand only 20% they are poor reader and they need to practice more.

Question 09: I don't often read because:

<i>Response</i>	<i>Participants</i>	<i>Percentage</i>
<i>I have difficulties with decoding</i>	11	42,3%
<i>comprehension difficulties</i>	10	38,5%
<i>retention difficulties</i>	5	19,2%

Table09: students' reading difficulties.



Figure09: students' reading difficulties

As we mentioned before reading is a complex process, students face many difficulties while reading. (42,3%) of students said that they have comprehension difficulties and it is a lifelong issue that can truly hurt anyone's learning process, students with this difficulty will show no interest in reading, difficulty pronouncing or recognizing words ...etc. 38,5 % of participants said that they have retention difficulties which are trouble remembering or summarizing what is read, difficulty connecting what is read to prior knowledge. 19,2% of the participants have difficulties with decoding, they suffer of slow oral reading rate, confusion between letters and the sounds they represent, read without expression. All these difficulties cause low speed reading.

Question10: Do you get much opportunities to read at university?

<i>Responses</i>	<i>Participants</i>	<i>Percentage</i>
<i>All the time</i>	02	06,1%
<i>Often</i>	17	51,5%
<i>Not at all</i>	14	42,4%

Table 10: reading at university

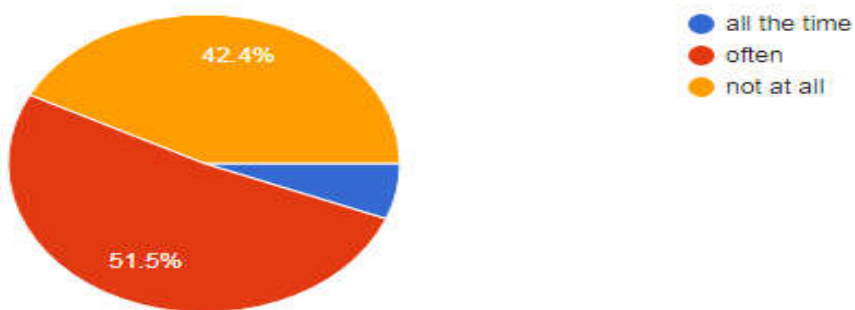


Figure 10: reading at university.

The table reveals that the majority of students (51,5%) often read at university. Most students when they have free time between the lectures they spend that time in reading, it's a good way to not waste time since university students have much free time than others. (42,2%) of participants do not read at all, maybe university is not their preferred place to read, they like to read outside it. Only 2 participants out of 33 (6,1%) said that they read at university all the time, it is their favorite place it motivates them to read rather than others.

Question 11: Do you think that time allowed to read in your class is sufficient to develop your reading skill?

<i>responses</i>	<i>Participants</i>	<i>Percentage</i>
<i>yes</i>	12	36,4%
<i>No</i>	21	63,6%

Table11: time allowed to read in class.

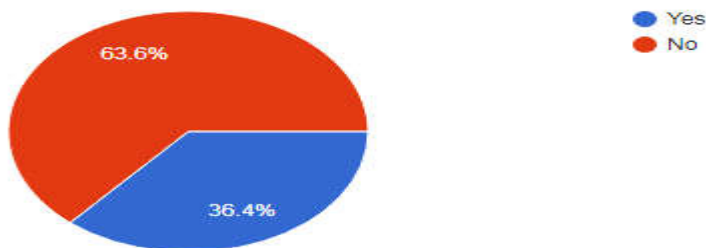


Figure11: time allowed to read in class.

It is obvious that the majority of students see the time allowed to read in class is not sufficient to develop their reading skill, few minutes of reading (intensive reading) will not help them, students believe that reading in classroom is not enough to overcome reading problems that's why they like to

read outside the class, unlike the rest of the participants, they said reading at class is sufficient to develop their reading skill and speed.

Question12: How do you find the material that the teacher asks to read?

<i>responses</i>	<i>Participants</i>	<i>Percentage</i>
<i>interesting</i>	16	48,5%
<i>Boring</i>	17	51,5%

Table 12: Students’ attitude towards the teacher’s material.

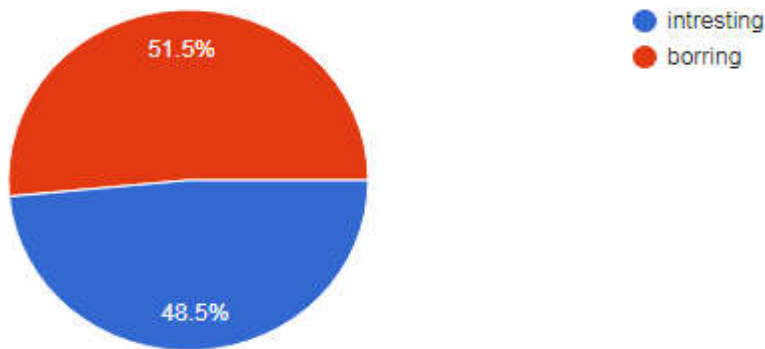


Figure12: Students’ attitude towards the teacher’s material.

The results show that 17 out of 33 participants (51,5%) find the teacher’s materials boring and does not meet their needs and they are forced to read it only to pass exams, in other hand (48,5%) of the participants find it interesting and enjoy reading it.

Question13: When your teacher assigns some literary texts to be read and prepared, do you?

<i>Responses</i>	<i>participants</i>	<i>Percentage</i>
<i>often understand them</i>	20	60,6%
<i>hardly understand them</i>	13	39,4%
<i>Never understand them</i>	0	0%

Table13: students' attitudes towards teacher's assignments



Figure 13: students' attitudes towards teacher's assignments

Majority of students (60,6%) said that they often understand the teacher's reading assignments it is quite difficult for them and they need to practice reading more. The rest of the participants (39,4%) said that they hardly understand, these students lack reading, they need to revise reading strategies, models...etc.

Question 14: The choice of the material you read is decided by:

<i>responses</i>	<i>Participants</i>	<i>Percentage</i>
<i>you</i>	22	66,7%
<i>Your teacher</i>	11	33,3%

Table14: choice of material.

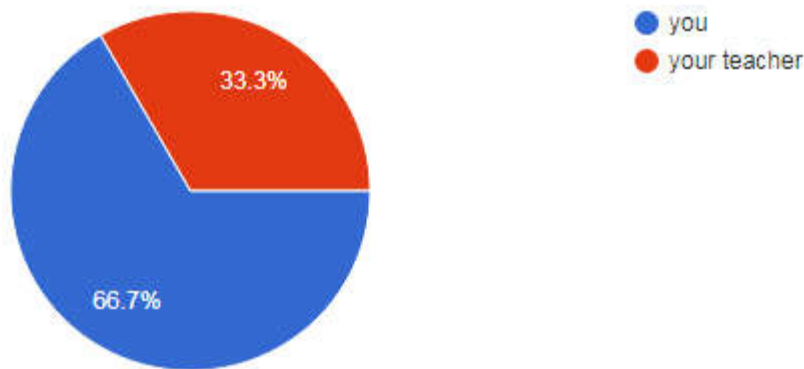


Figure14: choice of material.

66,7%of the participants which is 22 out of 33 students choose the material they want to read by themselves , this proves that students read extensively not intensively, they like to read whatever , whenever and wherever they want, not forced by their teacher, choosing the topic they prefer whether it's a novel or a story or an article, this makes the reading process exciting, also it proves what we have mentioned before that students like to read for pleasure, enjoyment and entertainment.11 participant out of 33 (33,3%) said that the material they read is decided by their teachers , they read for a specific goal maybe to get good marks in exams .

Question15: Do you think that extensive reading plays a great role in developing your reading skill and reading speed?

<i>responses</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	29	87,9%
<i>no</i>	04	12,1

Table15: the role of extensive reading.

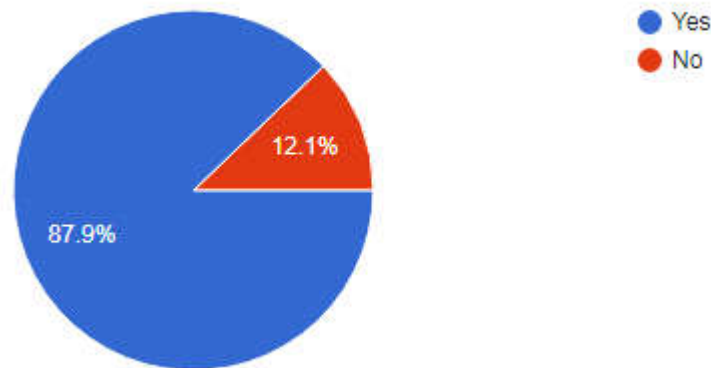


Figure15: the role of extensive reading.

The results of this question proves what we have mentioned in the first chapter, (87,9%) of the participants agree that extensive reading improves reading skill and reading speed, its improves reading comprehension and vocabulary, it helps to familiarize them with reading material and build the cognitive ability to understand new words, frame sentences and make sense of the text as a complete unit. (12,1%) of the participants said that extensive reading does not improve reading skill neither reading speed maybe they have got another good way to improve their skill.

Question15: How do you consider your speed reading?

<i>responses</i>	<i>Participants</i>	<i>percentage</i>
<i>Very good</i>	10	30,3%
<i>good</i>	14	42,4%
<i>Not bad</i>	10	30,3%
<i>bad</i>	0	0%

Table15: students' reading speed.

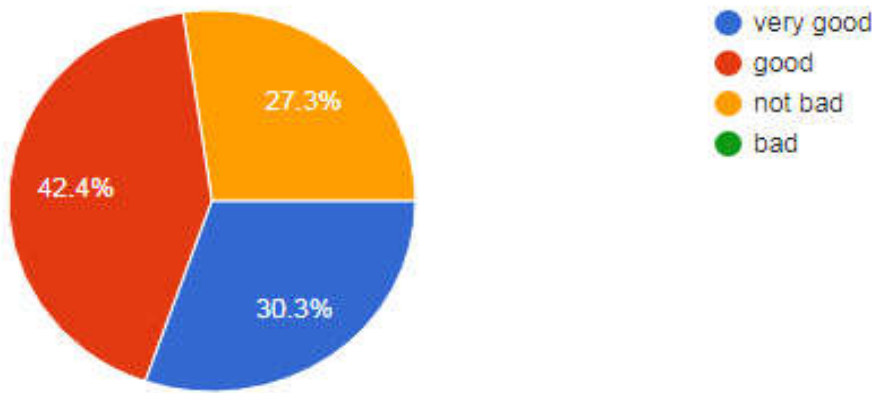


Figure15: students' reading speed.

None of the students said that they have a bad reading speed, (42,4%) said that they have a good one, (30,3) have a very good one and the same percentage for not bad. Speed reading is a sign of practicing reading, having no difficulties with decoding, comprehension or retention. A speed reader is a reader who understand 100% of what he/she reads, remembers the details and connects ideas. The other participants need to practice on extensive and intensive reading to reach the level of speed reader.

7-Conclusion:

The reading demands of university study are not easy. Unfortunately, however, it is all too common for students to pay little attention to their own approaches to reading, that is, how they read, and how they can improve the effectiveness and speed of their reading, speed reading is the process of rapidly recognizing and absorbing phrases or sentences on a page all at once, rather than identifying individual words. Although a large portion of time at university is spent working with written sources of information, a significant proportion of students struggle with reading speed. We aim in this chapter to know students' attitudes towards intensive and extensive reading as an activity to improve reading speed , the questionnaire is addressed to second year master degree , since they have a great

experience on reading at university and outside it , the questions are easy and simple and its results reveals that students find that extensive reading is more important and helpful than intensive reading in order to improve their reading speed , also they have a negative attitude towards teacher's reading assignments as they find boring and they read it only to pass exams. Reading is a great source of knowledge and students should be willing and motivated more to read for exam and for pleasure.

List of references:

Bamford, J. (2004). Extensive Reading activities for teaching language. Cambridge university press.

Breeden, A. you'll love soaking up foreign languages books with these 8 extensive activities.

Alderson, J.C. (1984). Reading in foreign Language: a reading problem or language problem? In Alderson & al.

Yildirim, A. (2014). The Benefits of Extensive Reading for Foreign Language Acquisition. grin verlag

Cyril & Urquhart. (2016). Reading in a Second Language: process, product and practice.

Benettayeb, A. (2010). EXTENSIVE READING AND VOCABULARY TEACHING (Master's thesis, Hassiba Ben Bouali, Chlef., Algeria). Retrieved from http://www.univchlef.dz/ratsh/REACH_FR/Article_Revue_Academique_N_03_

Bogaards, P., & Laufer, B. (Eds.). (2004). Language teaching and language learning2010/article_11.pdf

Sharma, T. (2005). Reading Problems of Learners.

Surup and sons. (2005). Teaching learning Series

Jennings & Caldwell, J & Lerner, J. (2014). Reading Problems: assessments and teaching strategies.

Su tz, R. (2009). Speed Reading Dumies. Wiley publishing.

Macgilishing, M. (2009). Speed Reading for Academic success.

Murphy. (2013). Good reader strategies.

Trollope,J.(1995). Reading Strategies.www/easynet/coon-off-toc/htm.

Wallace,M.(2004).Study skills In English.UK .Combridge Universty Press.

Stenberg,D.D.(1982).Reading principles and teaching . in psycholinguistics.
Longman.london.

Harris, S. A. (n.d.). The Role of Extensive Reading in the Development of Second Language Proficiency in Secondary Level Education.

Koda, K. (2005). Insights into second language reading: A cross-linguistic approach (01st ed.). Cambridge, UK: Cambridge University Press.

Block,E .(1986).The Comprehension Strategies of Second Language Readers.TESOL quarterly,20,3 :463-94.

Cohen ,A .(1984).Studing Second Language Reading Strategies :How Do We Get The Information Applied Linguistics5,2 ;101-111.

Eric H.Glendinning,Beverly H.(2004).Study reading.A Course In Reading Skills For Academic Purposes.UK.Cambridge University Press

Appendix: Students' questionnaire

1_What is your gender

- Female
- Male

2_Do you like reading?

- Yes
- No

3_How often do you read?

- always
- Sometimes
- Never

4_What do you usually read ?

- novels
- short stories
- texts
- newspaper

5_How good do you think you are at reading ?

- excellent
- good

- poor

6_How much do you like reading in your own time (extensive reading)?

- very much
- a little
- not at all

7_Do you read for?

- language development
- to pass exam
- as an entertainment

8_I understand what I read in the books:

- 100%
- 70%
- 50%
- 20%

9_I don't often read because:

- I have difficulties with decoding
- comprehension difficulties
- Retentions difficulties

10_Do you get much opportunities to read at university?

- all the time
- often
- not at all

11_Do you think that time allowed to read in your class is sufficient to develop your reading skill?

- Yes
- No

12_How do you find the material that the teacher asks to read ?

- interesting
- boring

13_When your teacher assign some literary texts to be read and prepared ,do you ?

- often understand them
- never understand them

14_The choice of the material you read is decided by :

- you
- your teacher

15_Do you think that extensive reading plays a great role in developing your reading skill ?

- Yes
- No

16_How do you consider your speed reading ?

- very good
- good
- not bad
- bad