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The Impact of Vocabulary Knowledge on EFL Listening and Reading Comprehension

The Case Study of First Year EFL Students of English at Biskra University

Dissertation Submitted to the Department of English Language as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, Labdi Moundher, hereby declare that the current research is my own work, and it has never been submitted to any other institution or university for a degree. This work was carried out and completed at Mohammad Khider University of Biskra, Algeria.

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Dedication

With love and eternal appreciation, I wish to dedicate this modest work to the most

important, precious, and loving people in the whole world, my parents may God bless them.

To my dearest mother ***Hafsia,*** *the most caring person and the closest to my heart, who has always been there for me all the way along.*

To my beloved father ***Djahid****, the person who I look up to, who is the source of unconditional support, guidance, and strength.*

To my brothers and sisters ***Ramy, Maram, Mohammed and Raneem*** *for being the best siblings I could have asked for.*

To my dearest nephews and nieces, may God protect them.

To all my close friends whom I shared my journey with ***Hafedh****,* ***Haroun****,* ***Aymen***

And to my person who's absent today

HOUAM FATTOUM

Thank you all for your support and love.

May Allah bless you All.

Acknowledgment

Before all, my sincere praise to Allah the Almighty, for giving me the patience and ability to accomplish this work.

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Abstract

The current study aims to analyze the impact of vocabulary knowledge on EFL listening and reading comprehension among first-year students. This study concentrates on the challenges students encounter when understanding English as a Foreign Language (EFL) through reading and listening, and how their vocabulary knowledge shapes these difficulties. Hence, the research questions address the significance of vocabulary in enhancing EFL comprehension among first-year English language students by exploring specific dimensions of vocabulary and comparing challenges with their native language. Therefore, we developed two hypotheses: the first one posits that first-year English language students who have a larger vocabulary have higher comprehension levels in both EFL reading and listening tasks. The second hypothesis proposes that students with more vocabulary knowledge will demonstrate better comprehension in EFL reading tasks compared to those with less vocabulary depth. The researcher chose a quantitative approach, employing two data collection methods: students' questionnaire, which received responses from 52 students, and teachers' questionnaire, which received responses from 7 teachers. The findings revealed that students generally have a limited vocabulary, which hinders their ability to comprehend information. Most respondents agreed that having a strong vocabulary greatly enhances their ability to understand spoken language and improves their reading comprehension. In short, the results confirmed both of the suggested hypotheses for this dissertation, and therefore, achieved the intended objectives of this study.

Keywords: Vocabulary knowledge, EFL, Listening comprehension, Reading comprehension.

List of Abbreviations

EFL - English as a Foreign Language

ELT - English Language Teaching

L2 - Second Language

L1 - First Language (Native Language)

SVR - The simple View of Reading

NY - New York

VK – Vocabulary Knowledge

%: Percentage

&: And

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الملخص

General Introduction

Introduction

The English language is recognized as the global language of communication; it has a lot of importance in academic and professional settings, and it cannot be overstated. The ability to read and also listen to English texts with full comprehension is a crucial skill for students to comprehend and utilize the target language effectively, especially those who are non-native speakers of the language. By expanding their vocabulary, students can enhance their overall language proficiency and communication skills. One of the major aspects that can lead to success in L2 reading and listening comprehension is vocabulary knowledge.

Many studies have discussed the strong link between a learner's vocabulary knowledge and their reading and listening comprehension, writing quality, and speaking fluency, but challenges still persist. Moreover, vocabulary knowledge lays the foundation for further language development, enabling learners to tackle complex linguistic structures and advance their proficiency levels.

The role of vocabulary knowledge in language learning has long been acknowledged. A rich and diverse vocabulary not only enhances comprehension but also facilitates effective communication and expression. It enables students to grasp the nuances of the language, understand subtleties in meaning, and engage with a wide range of texts across various disciplines, both inside and outside the classroom. Furthermore, vocabulary knowledge is essential for academic success as it allows students to effectively convey their thoughts and ideas in written and oral forms. Ultimately, a strong vocabulary foundation is crucial for language learners to become proficient and confident communicators.

1. **Statement of the Problem**

Effective communication and comprehension in a second language (L2) are crucial for academic success and personal growth. While various elements contribute to L2 proficiency, vocabulary knowledge stands out as a critical foundation for understanding spoken and written language.

First-year English as a foreign language (EFL) student at the University of Mohamed Kheider Biskra face considerable challenges in comprehending both written and spoken English. These challenges can hinder their academic progress, limit their participation in classroom discussions, and diminish their overall learning experience. While various factors might contribute to these difficulties, limited vocabulary knowledge is suspected to play a significant role.

One major part of comprehension is having a sufficient language. A limited vocabulary size, as well as a lack of sufficient knowledge of word meanings, hinders learners from understanding the meaning of the text. In the past few years, there has been an increasing interest in vocabulary teaching and learning. A wealth researches have documented the fundamental relationship between vocabulary knowledge and reading/listening comprehension. In this respect, the present study aims to investigate the relationship between vocabulary knowledge and L2 reading and listening comprehension among first-year English language students at the University of Mohamed Khider Biskra. By exploring the specific mechanisms between vocabulary and comprehension skills.

2. Literature Review

A large number of studies and research publications acknowledged the relationship between vocabulary knowledge on EFL listening and reading comprehension. An overview of some of these studies is presented here.

Vocabulary knowledge is essential for effective communication and comprehension in a second language. Schmitt (2008) introduced the concept of depth and breadth of vocabulary knowledge, emphasizing that beyond mere size, the quality and versatility of vocabulary knowledge play a crucial role in comprehension. By highlighting the role of vocabulary knowledge in L2 learning, emphasizing its impact on reading and listening comprehension skills. However, while the importance of vocabulary in language acquisition is well-established, the specific mechanisms through which vocabulary knowledge influences EFL reading listening comprehension require further investigation.

Moreover, Zhang and Zhang (2020) In their meta-analysis. They specifically analyzed studies investigating the connection between L2 vocabulary knowledge and reading comprehension. their study also included studies investigating listening By analyzing data from various studies, they discovered a strong positive correlation between L2 vocabulary knowledge and both reading and listening comprehension, highlighting the crucial role vocabulary plays in understanding written texts. This means that as L2 learners' vocabulary knowledge increases, their reading and listening comprehension also tends to improve. This finding emphasizes the importance of vocabulary development strategies in reading and listening instructions.

Along the same path, Mehrpour and Rahimi (2010) investigated the impact of general and specific vocabulary knowledge on L2 reading and listening comprehension among Iranian

EFL learners. They found that participants who received a glossary containing difficult words before a reading comprehension test outperformed those who did not receive the glossary. Interestingly, further analysis revealed that general vocabulary knowledge only influenced reading comprehension performance, suggesting a nuanced interplay between different aspects of vocabulary and their impact on specific comprehension skills.

While previous studies explored the general relationship between vocabulary knowledge and L2 comprehension, Cheng and Matthews (2016) delve deeper by investigating specific measures of vocabulary knowledge and their impact on both listening and reading comprehension. They explored the connection between three different types of vocabulary knowledge and L2 listening and reading comprehension (Receptive orthographic (RecOrth), Productive orthographic (ProOrth), and Productive phonological (ProPhon). Their findings revealed that ProPhon vocabulary knowledge (understanding spoken words) had the strongest correlation with L2 listening comprehension, suggesting that understanding spoken vocabulary is crucial for successful listening. Additionally, ProOrth vocabulary knowledge (understanding written words) displayed the strongest association with L2 reading comprehension, highlighting the importance of comprehending written vocabulary for reading proficiency.

3. Research Questions

The present research study seeks to answer the following questions:

1. To what extent does vocabulary knowledge enhance EFL reading and listening comprehension among first-year English language students at the University of Mohamed Khider Biskra?

2. Are there specific aspects of vocabulary knowledge (e.g., receptive vocabulary size, depth, fluency) that have a greater impact on EFL reading and listening comprehension for these students?
3. How do the challenges that face first-year students in EFL reading and listening comprehension due to limited vocabulary knowledge differ from those faced by students in their native language (Arabic)?

4. Research Hypotheses

On the light of the research questions, the research on investigating the relationship between vocabulary knowledge and EFL reading and listening comprehension will be guided by the following hypotheses:

RH1: We hypothesis if this study is designed to investigate whether increased vocabulary size among first-year English language students at the University of Mohamed Khider Biskra is associated with higher levels of comprehension in both EFL reading and listening tasks.

RH2: We aim to test the hypothesis that students exhibiting greater depth of vocabulary knowledge, as evidenced by understanding various word meanings and uses, will demonstrate improved comprehension in EFL reading tasks compared to those with lower vocabulary depth.

5. Research Aims

- To investigate the relationship between vocabulary knowledge and EFL reading and listening comprehension in first-year English language students at the University of Mohamed Khider Biskra.
- To identify the specific aspects of vocabulary knowledge (size, depth, fluency) that most significantly impact their comprehension skills in both reading and listening tasks.

- To compare the challenges students face in EFL comprehension due to limited vocabulary, contrasting them with the difficulties encountered in their native language (Arabic). This comparison aims to understand the unique challenges associated with comprehending a second language.

6. Research Methodology

6.1. Research approach

This research will follow a quantitative approach because the use of quantitative methods are more appropriate and helpful in a given study like this, to observe and examine situations or events that affect people, and also quantitative research produces objective data that can be clearly communicated through statistics and numbers.

6.2. Data collection methods/tools

The research method used to collect the required data to analyze and answer our research questions is going to be a questionnaire addressed to students in order to study how vocabulary knowledge effect on EFL reading and listening comprehension. The participants will be given questions to conduct a survey to collect numerical data.

6.3. The population and sample

The population of this study is going to be first year students of the English Language Department at Mohamed Khidher University. Since it is hard to work on the whole population we will select a random sample of males and females from the population to answer the questionnaire. This population was selected because the first-year students are at a crucial stage in their EFL learning journey, in order to understand the relationship between vocabulary knowledge and comprehension skills at this stage.

Chapter One

Vocabulary Knowledge and Reading Comprehension

Introduction

The primary separation between humans and animals lies in the capacity of humans to read, write, and also communicate with one another through the medium of language. Humans possess specific words for various objects, emotions, and expressions. The arrangement of words in a language is unique, and the method of expressing them has evolved over time. Human languages have been shaped by the significant changes that have taken place in society. New vocabularies have been incorporated, while outdated words have been phased out. Each language embodies characteristics that reflect society to a considerable extent. In this chapter, researchers will examine the essential aspects of vocabulary knowledge's influence on reading comprehension in academic settings, emphasizing its significance for both first language (L1) and second language (L2) learners.

The discussion will delve into the intricate cognitive processes involved in reading comprehension and the dynamic interaction between prior knowledge and the reading context. Furthermore, the crucial roles of vocabulary breadth and depth in comprehension will be explored, highlighting how a wide vocabulary aids in inferring unfamiliar words and how deep vocabulary knowledge enhances accuracy in word inference.

1. Defining the Construct of Reading Comprehension

Reading comprehension is the capacity to grasp and interpret written text. It involves numerous cognitive processes that enable individuals to take meaning from what they read. In order to delve into the extent to which L2 learners acquire vocabulary through reading, it is crucial to establish a clear understanding of the concept of reading comprehension. Reading comprehension is defined as “the process of construction of meaning through the dynamic

interaction between the reader's existing knowledge, the information suggested by written language, and the context of the reading situation" (Anthony, Pearson & Raphael, 1993, p. 284). Reading is an interaction process between the reader's knowledge and the features of the textual input such as genre and organization. Reading involves different skills, including skimming for the main concept, scanning for specific information, interpreting difficult meaning and guessing the meaning of unknown words. Brown (2004) categorized reading abilities into micro-skills and macro-skills. The micro-skills involve how to recognize the word and comprehend the meaning in various structures, while the macro-skills refer to comprehending the primary concept, making linkages between actions, and employing reading strategies such as perusing and scanning or identifying discourse makers.

Reading has always been regarded as an important skill for academic success, both in first language (L1) and second language (L2) learning (Johns, 1981). A strong command of vocabulary is an essential aspect in L2 acquisition, as it enables individuals to effectively comprehend written texts, express themselves in writing, and engage in diverse conversational themes. One of the primary factors consistently shown to affect reading comprehension is knowledge of the words in the text (Laufer, 1992). Researchers have attempted to determine the minimum percentage of vocabulary that a second language learner must acquire in order to achieve sufficient reading proficiency (Laufer & Sim, 1985; Laufer, 1989; Hsueh-chao & Nation, 2000; Schmitt et al., 2011). According to Hsueh-chao and Nation (2000), in order to understand written texts, learners must be familiar with a minimum of 98% of the words, which equates to a vocabulary of 8,000 to 9,000 word families (Nation, 2006).

As the focus of the present endeavor is on reading comprehension, it is essential to mention a theoretical framework that is extensively used in the field, which known as the Simple

View of Reading (SVR). Originally established by Gough and Tunmer (1986) and supported by Hoover and Gough (1990), it predicts reading comprehension based on two factors: decoding and language comprehension abilities. Reading comprehension is defined by the formula:

Reading comprehension = Decoding x Linguistic Comprehension

For the purpose of the SVR, decoding and language comprehension are defined as follows: Decoding is aligning letters of words with their corresponding sounds to read them accurately or the capacity to identify the word. It is also referred to as efficient word recognition: the capacity to read known and new words with precision and accuracy from a given text or list.

Linguistic comprehension is defined as the capacity to comprehend and interpret the spoken language. It incorporates a range of linguistic abilities, such as the capacity to extract lexical semantic information, the representation of sentences, and the ability to classify and process sounds. Reading comprehension "involves the same ability, but one that relies on graphic-based information arriving through the eye" (Hoover & Gough, 1990, p. 131).

Decoding and linguistic understanding are crucial for reading comprehension. Deficiencies in either decoding or linguistic comprehension, or both, can result in weaknesses in reading comprehension. Research following this framework suggests that decoding and language comprehension contribute to 40% to 70% of the differences in reading comprehension (Cutting & Scarborough, 2006; Joshi & Aaron, 2000).

Finally, Research studies demonstrating the positive correlation between vocabulary size and reading comprehension will also be investigated, underscoring the critical nature of vocabulary proficiency for successful reading outcomes.

2. Vocabulary Knowledge

Over the years, lexical researchers have built up various criteria for understanding what is involved in knowing a word in second language (L2) research. In an earlier era it has long been accepted that vocabulary knowledge is instrumental in reading comprehension (Alderson, 2000; Anderson & Freebody, 1981). Vocabulary knowledge is a critical component of language acquisition, whether it is a second language or a foreign language. It encompasses the understanding and use of words, which are fundamental to reading comprehension and overall communication. The acquisition of vocabulary entails the comprehension and employment of words, encompassing their connotations, structures, and interconnections within a particular language. Vocabulary knowledge is essential for language acquisition and can be gained through various methods, such as learning from word pairs. This approach can greatly improve different aspects of word knowledge, including spelling, meaning, form, collocation, association, and grammatical functions. According to research, the acquisition of vocabulary is impacted by several elements, including the educational setting, the techniques utilized by learners, and the pedagogical approaches employed by educators. For example, pre-tertiary education may not provide students with the necessary vocabulary skills for university-level reading, as demonstrated by the discrepancies in vocabulary scores among students and the relationship between vocabulary knowledge and English grades (Warnby, 2022).

Vocabulary knowledge is a key factor in academic achievement and intellectual growth. Studies have shown a strong relationship between students' vocabulary size and their performance in various academic tasks, such as reading comprehension, writing proficiency, and standardized tests (Nation, 2001). Therefore, it is crucial to promote vocabulary development in order to achieve academic success and support lifelong learning.

2.1. Knowing a word

A simple question, such as ‘What does it mean to know a word?’ can have multiple interpretations based on how the listener understands it. A word is a basic unit of language consisting of one or more spoken sounds or their written representation. It carries meaning and can be used on its own or combined with other words to form sentences. Words vary in sound, letter, length, derived forms, nuance, and meaning, which influence their learning ability. These differences have been studied under the umbrella concept of the learning burden, which focuses on what makes a word difficult or easy to learn.

Knowing a word means more than just knowing what object or concept it refers to. It incorporates comprehending its meaning, its form, and its use (Nation, 2001). Meaning refers to the concept or idea a word represents. Form delves into the word's grammatical properties, such as its part of speech or its pluralization. Finally, use investigates how we employ the word in various contexts to convey specific messages.

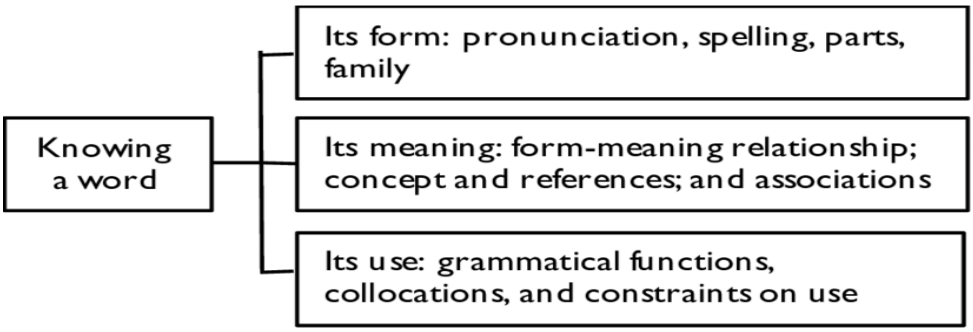

Figure 1. The Three Aspects of Knowing a Word by Suwarsih Madya (2019)

2.2. Receptive Versus Productive Vocabulary Knowledge

Vocabulary is commonly regarded as comprised of various sub-knowledge or skills. This viewpoint on vocabulary learning enables researchers to concentrate on specific aspects in order to evaluate and assess each one of them. One of the most widely recognized distinctions is that of receptive and productive vocabulary. Both concepts are frequently associated with those of passive and active vocabulary.

According to Nation (2001), two concepts are identified as passive and active vocabulary, which are described as "the result of different types of associations between words." Passive vocabulary can only be activated by external stimuli, such as hearing or seeing words, while active vocabulary has numerous connections to other words and can be activated by other words. It is important to note that research on passive or receptive vocabulary has demonstrated that this type of vocabulary is larger than active or productive vocabulary. According to Laufer and Goldstein (2004), this phenomenon suggests that numerous words are initially acquired passively, and that active knowledge represents a more advanced level of vocabulary proficiency. All productive or active vocabulary consists of words that we employ when engaging in verbal communication, either through speaking or writing.

3.2.1 Productive Vocabulary Knowledge

Productive vocabulary knowledge is not only about the sheer number of words one can actively use but also about the precision. Vocabulary knowledge that is productive is about using words accurately and fluently, as well as using the right words to convey complex ideas. This is essential in academic writing and speaking, where it is necessary to craft persuasive arguments,

present research findings, and engage in scholarly discourse with clarity and sophistication. Proficient communicators use their productive vocabulary to achieve these goals.

3.2.2 Receptive Vocabulary Knowledge

On the other hand, Receptive vocabulary, as defined by Nation (2001), refers to the process by which learners obtain and comprehend language through listening or reading. In essence, receptive vocabulary entails the ability to recognize and understand words when encountered in written or spoken form. It is crucial for effective comprehension and interpretation of academic texts. A strong command of receptive vocabulary allows individuals to understand unfamiliar words encountered in reading or listening contexts, which enhances their overall understanding of scholarly content. Proficient readers and listeners use their receptive vocabulary to navigate complex academic prose, extract key information, and critically evaluate arguments and evidence presented in scholarly works.

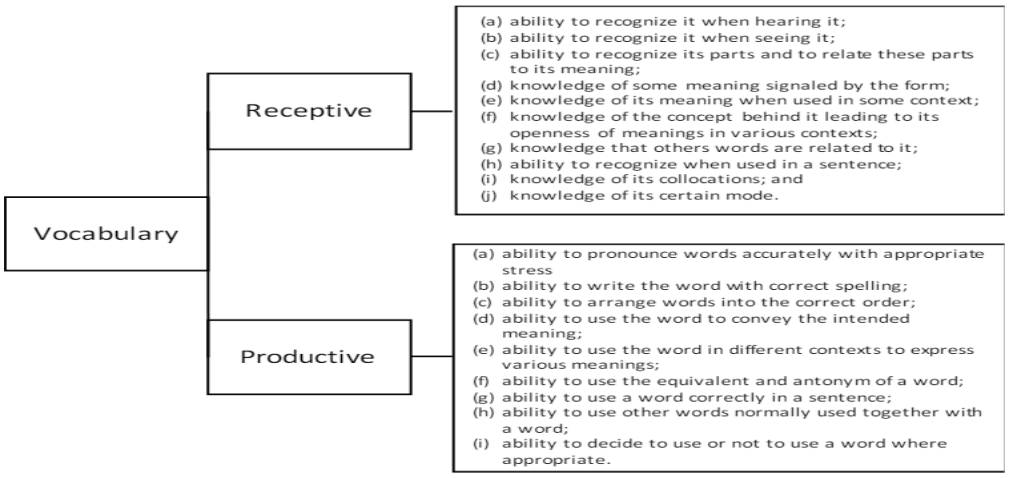

Figure 2. Coverage of Micro Skills of Vocabulary Mastery by Suwarsih Madaya (2019)

4. Depth versus breadth of vocabulary knowledge

In the field of vocabulary research, experts have typically identified depth and breadth as the two primary dimensions of vocabulary knowledge (e.g. Read, 2004; Qian, 2002, 1999, 1998; Haastrup and Henriksen, 2000). Nagy and Scott (2000) conducted a study on the breadth and depth of vocabulary, which involved examining the ability of individuals to recognize and use words in novel contexts, as well as their ability to utilize knowledge of words in combination with other types of knowledge to construct meaning for a text. According to these researchers, a person who possesses a strong vocabulary can effectively use and understand words in various situations and contexts.

4.1. Depth of Vocabulary Knowledge

The term "depth of vocabulary knowledge" refers to an individual's proficiency with words. Acquiring this depth of vocabulary typically involves the process of encountering and utilizing words in various contexts, in order to learn the different forms, meanings, and applications of words. This knowledge includes understanding a word's spelling, pronunciation, derivations and inflections, meaning senses, semantic associations, collocations, and grammatical functions, as well as determining when it is appropriate or inappropriate to use it. The extent to which these aspects of vocabulary knowledge are present is what indicates an individual's vocabulary depth, which in turn determines the success with which words can be used.

The concept of "depth of knowledge" was initially proposed as one facet of vocabulary knowledge by Anderson and Freebody (1981), in opposition to the second facet, which is "breadth of knowledge."

4.2. Breadth of Vocabulary Knowledge

Breadth pertains to the number of words that are known and is typically assessed through scores obtained on tests of vocabulary size, such as the Eurocentres Vocabulary Size Test (Meara & Jones, 1990) and the Vocabulary Size Test (Nation & Beglar, 2007). Breadth is typically determined by the extent to which learners are capable of relating form to meaning. This ability is crucial in vocabulary development as it enhances the likelihood of words being understood and used. However, it does not guarantee that these words will be used correctly, which is why there is also a need for learners to develop vocabulary depth. Several studies have shown positive correlations between depth and breadth of knowledge (Nurweni & Read, 1999; Qian, 1999; Vermeer, 2001). Nevertheless, in each of these studies, there was some overlap between the constructs measured by the tests, indicating the need for further research in this area.

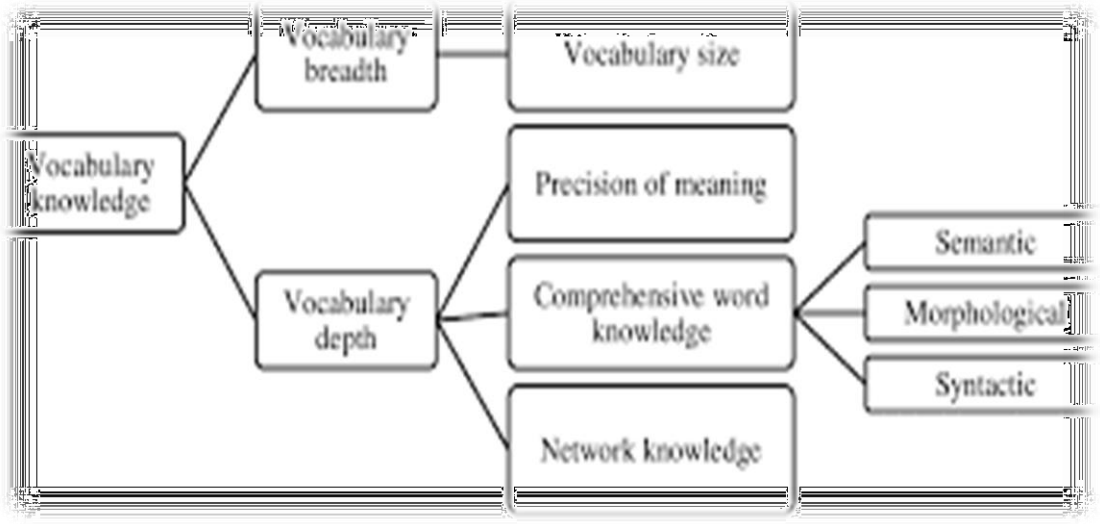

Figure* 3.** ***The conceptual framework of vocabulary knowledge by Chen Chen (2020)

5. Vocabulary size in L1 and L2

The size of one's vocabulary is a measure of the total number of words they understand and know in a particular language, which comprises their lexical repertoire, including the range of words they can recognize, comprehend, and potentially use during speaking, listening, reading, and writing activities. Vocabulary size is a significant indicator of linguistic proficiency and is often employed as a measure of language competence and proficiency.

5.1. Native speakers' vocabulary size requirement for language use

One of the central questions in the field of vocabulary studies is the extent of vocabulary required for effective communication. A multitude of studies with diverse methodologies have been undertaken to investigate the vocabulary size of native speakers, resulting in a wide range of estimates (Nation, 1993). In one of the earliest of these studies, Kirkpatrick (1891) posited that high school students in the United States possessed a vocabulary of approximately 10,000 words, whereas college students had between 20,000 and 100,000 words. It has also been estimated that well-educated adult native speakers of the English language possess knowledge of around 17,200 word families in Webster's Third International Dictionary (1963) (Goulden, Nation & Read, 1990). Each word family consists of individual word forms, including the root form (e.g., stimulate), its inflected forms (e.g., stimulated, stimulates, and stimulating), and regular derivations (e.g., stimulative, stimulation).

5.2. Second language (L2) learners' vocabulary size requirement for language use

Fortunately, it is not necessary for non-native speakers of a particular language to possess a native-level vocabulary in order to effectively utilize the language (Schmitt, 2010). For instance, Staehr (2009) discovered that advanced Danish listeners who learned the 5,000 most

frequent word families in English were able to exhibit adequate listening skills for the Cambridge-ESOL Proficiency Certificate in English (CPE) listening exam. However, Schmitt (2010) noted that this data suggests that if 95% coverage of known words is deemed sufficient, L2 learners need to know between 2,000 and 3,000 word families to be proficient in English; alternatively, if 98% coverage is required, knowledge of between 6,000 and 7,000 word families is necessary. These estimates do not explicitly indicate the necessary coverage requirement for listening, as it is unclear whether the 98% coverage figure derived from written vocabulary research is the most appropriate measure for spoken discourse.

Writers of second languages should acquire a considerable number of individual word forms to read various forms of English texts. As per Nation's (2006) findings, based on data from the British National Corpus (BNC), a vocabulary of approximately 8,000 to 9,000 word families is necessary to read texts such as novels or newspapers without coming across unfamiliar vocabulary. According to his estimation, a vocabulary of 8,000 word families requires knowledge of 34,660 individual word forms, including the members of low-frequency items. Nation (2006) further investigated word lists of about 20,000 words from the BNC, which included radio talks, conversations between family members and friends, and interviews, to determine the word families required for daily use. He discovered that approximately 6,000 to 7,000 word families are essential to be able to engage in English conversations and achieve a 98% comprehension goal.

6. The Relationship Between Vocabulary Knowledge and Reading Comprehension

Several studies have demonstrated the relationship between vocabulary knowledge and reading comprehension (Joshi, 2005; Joshi & Aaron, 2000; Manyak & Bauer, 2009; Martin-Chang & Gould, 2008; Ricketts, Nation, & Bishop, 2007). According to Joshi and Aaron (2000), vocabulary knowledge serves as a strong predictor of reading ability, even when accounting for reading speed and decoding and comprehension. Martin-Chang and Gould (2008) observed a

strong correlation between vocabulary knowledge and reading comprehension, as well as between reading rate and primary print knowledge. Vocabulary knowledge is crucial in reading comprehension, as it functions similarly to background knowledge in this context. Vocabulary knowledge assists students in decoding, which is a critical aspect of reading (Qian, 2002).

Many researchers view vocabulary knowledge as a crucial element that affects reading comprehension in both first and second language acquisition (Alderson, 2000; Joshi, 2005; Qian, 2002; Ricketts et al., 2007). A limited vocabulary size, as well as insufficient knowledge of word meanings, often impedes learners' ability to comprehend text. Garcia (1991) posits that unfamiliarity with vocabulary in test passages and questions is a significant factor that affects the reading comprehension of fifth and sixth grade Latino bilingual learners. Qian (1999, 2002; Qian & Schedl, 2004) investigates the roles of breadth and depth of vocabulary knowledge in reading comprehension in academic settings. Breadth of vocabulary knowledge refers to the size of a person's vocabulary, while depth of vocabulary knowledge pertains to how well a person knows a word. Both factors are important for second language learners, as learners are more likely to encounter words they do not know. According to Qian (2002), " having a larger vocabulary provides learners with a larger database from which to infer the meaning of unknown words or to apply newly learned words, while having deeper vocabulary knowledge is likely to improve the results of guessing work " (p. 518).

7. The Effect of Vocabulary Coverage On Reading Comprehension

By given the importance of vocabulary knowledge for successful second language (L2) reading comprehension, it is crucial to focus on lexical coverage, which refers to the percentage of words that must be known in a text for readers to understand its content (Grabe, 2009; Koda, 2005). Numerous studies have demonstrated the relationship between vocabulary coverage and reading comprehension by defining the percentage of vocabulary required for an adult second language learner to read a text without encountering problematic unknown vocabulary (Laufer & Sim, 1985; Laufer, 1989; Hsueh-chao & Nation, 2000; Schmitt et al., 2011). These studies

indicate that there is no single coverage figure, but in general, the larger the vocabulary size of an L2 learner, the better their reading comprehension. For instance, a coverage of 98% or higher may lead to successful reading, while readers struggle to understand texts with more unknown words (Laufer, 1989; Hsueh-chao & Nation, 2000). This suggests that there may be multiple vocabulary thresholds for adequate text comprehension, depending on the required level of comprehension.

Conclusion

In summary, the relationship between vocabulary knowledge and reading comprehension is of paramount importance in academic contexts, affecting both first language (L1) and second language (L2) acquisition. A well-developed vocabulary is essential for effective text comprehension and expression, underscoring the importance of both breadth and depth of vocabulary in achieving successful reading results 1. Reading comprehension entails intricate cognitive processes and the dynamic interaction between existing knowledge, written information, and the reading context, emphasizing the significance of vocabulary in understanding written content. Numerous studies have consistently shown a positive correlation between vocabulary size and reading comprehension, highlighting the critical nature of vocabulary proficiency for achieving satisfactory reading levels. Moreover, the importance of vocabulary coverage in L2 reading comprehension underscores the necessity of lexical

knowledge for successful academic engagement. Ultimately, enhancing vocabulary knowledge is crucial for improving reading comprehension outcomes for learners in academic settings.

Chapter Two

Vocabulary Knowledge and

Listening Comprehension

Introduction

This chapter provides an overview of listening comprehension in language learning, emphasizing its significance and the challenges learners face due to limited vocabulary and lack of focus on listening skills in teaching materials and lesson plans. It discusses two main processes in listening comprehension: bottom-up processing, focusing on details to understand the overall message, and top-down processing, where listeners use existing knowledge to comprehend the message without decoding every detail. Additionally, it highlights the importance of vocabulary knowledge in L2 listening and the impact of listening anxiety on performance. The document also mentions different types of listening performance, including reactive, intensive, responsive, selective, extensive, and interactive listening.

1. Listening skill

Listening is widely regarded as a vital skill in the acquisition of a second language. Although it is widely recognized as a critical dimension in language learning, it remains one of the least understood processes, as a significant amount of attention has been given to the other three language skills—reading, writing, and speaking. Furthermore, listening comprehension is central to language learning. Despite the fact that learners wish to understand second language (L2) speakers and comprehend a variety of L2 materials, many of them encounter significant difficulties in listening comprehension. According to a pre-interview conducted in the Department of English at Mohamed Khidher Biskra University with both teachers and first-year students, it was observed that the majority of learners face challenges in developing their listening skills. However, learners encounter barriers in interpreting the received message due to their limited vocabulary knowledge. As a result, they lose concentration while listening, simultaneously attempting to clarify ambiguous words. Furthermore, these difficulties are related

to the fact that the learning process typically focuses more on structure, writing, reading, and vocabulary. In other words, listening is not given sufficient importance in many course books or syllabi, and most teachers do not prioritize listening when preparing their lesson plans, believing that it will develop naturally within the language learning process and be learned unconsciously.

Listening has been defined in various ways by different scholars, with Downs (2008, p. 1) characterizing it as a process that involves making an effort to comprehend and respond to spoken and/or nonverbal messages. While hearing is a passive act of simply perceiving sounds, listening requires active engagement and attention to convey meaning and respond appropriately.

Listening is a process that has been defined in various ways by different scholars. According to Downs (2008, p. 1), listening involves making an effort to comprehend and respond to both spoken and nonverbal messages. While hearing is a passive activity that simply involves perceiving sound waves, listening requires active participation and attention. Therefore, individuals are considered to be in a state of listening when they are actively engaging with spoken and nonverbal messages.

Per Vendergift (2002), listening is generally a process of receiving sounds, words, and sentences, comprehending their intended meanings, and generating ideas that are based on either the listener's prior experiences or the surrounding context. He asserts that listening is an invisible mental process that is challenging to describe, and he supports this claim with the following argument: “it is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain and interpret it within the immediate as well as the larger socio-cultural context of the utterance”. (p.168)

According to Lynch and Mendelsohn (2002), listening involves the process of making sense of spoken language, typically accompanied by other sounds and visual input, utilizing our relevant prior knowledge and the context in which we are listening. As Brownell (2006) stated, cited in Atef (2014), although hearing and listening are often used interchangeably in everyday life, it is crucial to understand the distinctions between the two activities. Hearing is considered psychological in nature, while listening is a psychological act. In other words, Listening skills are distinct from the ability to hear, as individuals with hearing loss can sometimes exhibit greater competence in listening than those with normal hearing levels. While hearing is a necessary component of listening, it is not sufficient, as listening involves more than just processing sounds.

1. Types of Listening

1.1. Types of Listening in General

Listening is categorized into several distinct types, each of which is defined by its intended purpose. Accordingly, the various forms of listening include discriminative, critical, biased, empathetic, and therapeutic listening**.**

1.1.1. Discriminative Listening

This type of listening typically occurs during infancy. During this period, individuals, including EFL learners, are able to differentiate various sounds, such as animal noises (Ch.P.Raju, 2018, P.42). Additionally, being able to distinguish between different sounds enables EFL learners to comprehend the meaning conveyed by such distinctions. Furthermore, an EFL learner who is unable to perceive the subtleties of emotional variation in another person's voice will struggle to interpret the emotions that the other person is experiencing (Sekhar, 2021).

1.1.2. Critical listening

Critical listening requires the listener, including EFL learners, to engage in multiple mental activities simultaneously, such as evaluating, judging, and forming opinions about what is being heard inside or outside the classroom. In order to do so effectively, the listener must possess several skills and capacities for analyzing, comparing, and relating the message to existing regulations, norms, principles, and organization (Ch.P.Raju, 2018, P.42). This type of listening occurs when the listener is attempting to persuade the speaker to change their attitude or beliefs, or when EFL learners attempt to decipher the intended meaning behind subtleties in language (Sekhar, 2021).

1.1.3. Biased listening

Listening that is influenced by the listener's preconceived notions or biases is referred to as biased listening, which occurs when the listener comprehends what they expect to hear from the speaker rather than what the speaker is actually saying (Raju, 2018, p. 42). In essence, biased listening is determined by the individual who is listening, rather than by the content of the speech itself.

1.1.4. Empathetic Listening

In empathetic listening, the listener should replace the speaker in order to fit with the speaker sensation and emotions of the loudspeaker system (Raju.Ch .P, 2018, P.43) When employing empathetic listening, the listener aims to comprehend the emotions of the speaker by analyzing the tone of their voice. As per Sekhar (2021), empathetic listening involves going beyond mere sympathy to genuinely understanding and anticipating the feelings of others.

1.1.5. Therapeutic Listening

Therapeutic listening is a more extensive and delicate process than empathetic listening. For instance, the listener aids the speaker in expressing themselves appropriately (Raju.Ch.P, 2018, P.43). Sekhar (2021) further explained that in therapeutic listening, the listener establishes a profound connection with the speaker to comprehend their feelings and assist them in understanding change for enhancing their performance in various ways.

1.2. Types of Classroom Listening Performance

In "Teaching by Principle" (2001, p. 255), Brown highlights six categories of listening proficiency that enable instructors to effectively impart listening abilities to their students.

1.2.1. Reactive Listening

Listening to certain utterances that focus on pronunciation and surface structure requires learners to engage in drilling, a process that involves repeating the same stimulus repeatedly. This method is not concerned with generating meaning but rather responding to the stimulus to communicate effectively.

1.2.2. Intensive listening

Intensive listening techniques employed by teachers involve concentrating on the constituents of a speaker's statements, such as phonemes, words, intonation, and other aspects, to aid English as a Foreign Language (EFL) learners in identifying elements of spoken language. By intentionally repeating crucial aspects, educators aim to solidify these concepts in their students' minds. Subsequently, learners engage in listening exercises designed to recognize aspects like intonation, stress, or grammatical structure within sentences.

1.2.3. Responsive Listening

In a given task, the instructor evaluates the responses of their EFL students by presenting them with a segment of their lecture and requesting them to repeat it. For example, this may involve asking them to do something or checking their comprehension through questioning.

1.2.4. Selective Listening

When listening to a lengthy piece of discourse, students are not obligated to process every detail that is presented. Rather, they select the important ideas, scanning for specific information such as names of individuals, dates, events, locations, and so forth.

1.2.5. Extensive Listening

Extensive performance differs from intensive performance in terms of comprehension. Extensive processes can handle longer passages and provide a comprehensive understanding through interactive skills like note-taking. In contrast, intensive processes do not allow for studying each element separately for extended periods.

1.2.6. Interactive Listening

The interactive listening performance can be a combination of the five previously mentioned types. In a nutshell, this type of communication involves the exchange of ideas between the speaker and the listener.

2. Listening Comprehension

2.1. Definition of Listening Comprehension

Listening is widely regarded as an important skill that EFL learners should possess as it forms an integral part of communication skills. There are numerous techniques associated with comprehending spoken language, including recognizing speech sounds and understanding the meaning of both individual words and the sentence structure in which they are presented (Kim, Y.-S.G., & Pilcher, H., 2016). According to Dirven and Oakeshott-Taylor (1984), listening comprehension is a product of teaching methodology and can be referred to by other terms such as speech understanding, spoken language understanding, speech recognition, and speech perception as cited in (Abbas Pouhosein Gilakjani and Narjes Banou Sabouri, 2016, p. 124).

According to Buck (2001), language processes unfold in a particular sequence, starting from the most detailed level and ascending to the highest level of complexity (as cited in Chapter: The listening skill, n.d.). Harmer (2001) articulated language processes in alternative terms, positing that listeners concentrate on the smallest speech units before progressing to individual words and subsequently assembling phrases to comprehend the overall message (as cited in Chapter: The listening skill, n.d.).

2.2. Listening Comprehension Process

2.2.1. Bottom-up Process

Language processes unfold in a particular sequence, starting from the most detailed level and ascending to the highest level of complexity (as cited in Chapter: The listening skill, n.d.). Harmer (2001) articulated language processes in alternative terms, positing that listeners concentrate on the smallest speech units before progressing to individual words and subsequently assembling phrases to comprehend the overall message.

Bottom-up processing highlights the importance of attaining a reasonable grasp of the details in order to obtain a clear, general understanding of the text's subject matter.

2.2.2. Top- down Process

The top-down approach suggests that listeners do not necessarily need to decode the entire speech into small units in order to comprehend the message. As Carrel and Eisterhold (1983) argued, in the top-down processing method, the system makes general predictions based on "higher level, general schemata" and searches for input information to fit into these pre-established, higher-order schemata (as cited in Gilakjani, A.P., & Ahmadi, M.R., 2011, p. 979).

To elucidate, when using the bottom-up processing approach, listeners make general predictions based on their previous knowledge of the context in which the listening occurs, and then search for input information to match the existing knowledge in their schemata in order to comprehend what they hear. The context includes knowledge of the topic, the speakers, and their connection with the situation and with each other. Harmer (2001) (as cited in Chapter: The listening skill, n.d.) posits that in this processing method, listeners generally obtain the general view of the message and absorb the overall picture of the listening passage. This process is facilitated when the listener has appropriate expectations of what is going to be communicated.

3. The Role of Vocabulary Knowledge in L2 Listening

Research has consistently demonstrated the significant impact of VK on improving listening comprehension skills across various levels of ability. Several well-conducted empirical studies have supported this finding (Mecartty, 2000; Milton, 2010; Milton, Wade, & Hopkins, 2010; Staehr, 2008, 2009; Vandergrift & Baker, 2015). Specifically, aural word recognition skills play a vital role in effectively using bottom-up processing. This type of processing allows listeners to

have enough working memory capacity to further process the input (Vandergrift, 2004). Understanding the meanings of words has also been acknowledged as crucial for interpreting information, particularly when listening (Rost, 1990).

A study conducted by Staehr (2008) revealed a strong correlation (approximately .70) between the breadth of VK and listening comprehension in advanced EFL learners. This recent research provides valuable insights into the relationship between these two factors. In a later study, Stæhr (2009) investigated how the extent and intensity of VK impact L2 listening skills. The study focused on advanced EFL learners who participated in the Cambridge Certificate of Proficiency in English (CPE) as a listening comprehension test, in addition to written assessments of their vocabulary knowledge. The results showed a strong correlation between the breadth and depth of VK and listening test scores, with correlation coefficients of .70 and .65, respectively.

In their study, Milton et al. (2010) examined the correlation between the extent of vocabulary knowledge (VK) and the proficiency in reading, listening, speaking, and writing skills in a second language (L2). They used the International English Language Testing System (IELTS) as a measure of language proficiency. The participants in the study were intermediate and advanced level learners of English as a foreign language (EFL). Additionally, they investigated if assessing the magnitude of VK using both written and auditory methods might provide a more comprehensive understanding of performance in the four described skills.

4. Influence of L2 Listening Anxiety on L2 Listening Performance

There has been ongoing debate surrounding the concept of second language (L2) anxiety, with scholars suggesting that it encompasses various dimensions. Some learners may experience L2 anxiety as a general trait, while others may only feel anxious in specific situations, like during

listening comprehension. The present study defines L2 anxiety as situation-specific anxiety, aligning with the latter perspective, meaning "the feeling of tension and apprehension specifically associated with second language context, including speaking, listening and learning" (MacIntyre & Gardner, 1994, p. 284).

Scarcella and Oxford (1992) suggest that listening anxiety in a second language (L2) often occurs when EFL learners encounter a difficult and unfamiliar listening task. According to Vogely (1998), the level of L2 listening anxiety tends to rise when individuals feel the need to comprehend every single word they hear in order to successfully complete a listening task, particularly in a testing scenario. The scholarly consensus is that L2 listening anxiety, a specific emotion experienced in certain situations, hinders L2 listening comprehension. However, the exact way in which anxiety, which likely interacts with other factors like working memory (WM), affects the process of L2 listening comprehension is still not fully understood.

5. The Importance of Listening Comprehension

Listening is becoming increasingly significant in foreign language classrooms and is now viewed as the most crucial skill in language learning. There are several factors contributing to this growth, with two main reasons standing out. Firstly, it helps individuals internalize language rules, and secondly, it aids in the development of other language skills (Vandergrift 2011).

Listening skills have received a significant boost in EFL learning research by highlighting the importance of comprehensible input. According to Rost (1994), listening plays a crucial role in the language classroom as it offers valuable input for the learner. Without a proper understanding of the material, learning becomes impossible. Active listening plays a crucial role in the process of acquiring a new language. Listening is thus fundamental in language learning. Listening is thus fundamental in language learning.

Listening plays a crucial role in language acquisition and should not be underestimated. By going through reception, learners are able to internalize important linguistic information that is necessary for them to effectively produce language. As stated by Devine (1982) “listening is the primary means by which incoming ideas and information are taken in”.

In a study conducted by Rivers (1981) and Oxford (1993), it was found that listening plays a crucial role in verbal communication. The study also revealed the amount of time English students spend on different aspects of communication. Listening comprises the largest portion of the assessment, accounting for approximately 40-50% of the total. Speaking skills are also important, making up around 25-30% of the evaluation. Reading skills are assessed at a lower percentage, ranging from 11-16%. Lastly, writing skills are given a smaller weight, accounting for about 9% of the assessment. In addition, a study conducted by Yorio (1982) on a group of 454 students in an intensive EFL program revealed that the students themselves acknowledged the significance of listening skills and expressed a strong desire for increased instruction in this area.

6. Speech Rate

Many EFL students have likely encountered the frustration of not fully understanding something because it was spoken too quickly. If only it had been a bit slower, they would have been able to comprehend it. Perceptions of speech being too fast can often be attributed to a lack of automaticity in processing. When speech slows down, it becomes easier for listeners to process the language. According to Buck (2001), there is evidence that suggests that comprehending faster speech becomes more difficult.

The English language is spoken in various forms. For instance, in monologues, the speaker utilizes spoken language for any duration, regardless of whether the listener understands

or not. The level of difficulty in understanding differs between planned and unplanned monologues. Planned monologues are often characterized by minimal redundancy, making them more challenging to understand. On the other hand, unplanned monologues tend to have more redundancy, which makes them easier to comprehend.

In summary, the quantity and duration of pauses employed by the speaker significantly impact comprehension. This is because learners must be capable of understanding language delivered at different speeds and occasionally with minimal pauses. Unlike reading, where individuals can pause and reread if necessary (Brown, 2000).

7. Problematic Features of Fast Speech

Learners of a second language have a significant challenge when it comes to interpreting spoken English. This is due to the fact that they have been exposed to spoken English in the form of "correct" written English.

Typically, the majority of English as a Foreign Language (EFL) learners struggle to comprehend spoken language from native speakers unless they have the opportunity to read it. The following features identified by Mendelsohn in 1994 may provide significant challenges for English as a Foreign Language (EFL) learners.

7.1. Distortion of Word Boundaries: In rapid speech, the fact that words and syllable boundaries do not always appear in the same position as they do in the comparable citation form or written form presents a significant challenge for EFL learners.

For example:

"Why +choose vs white +shoes" (Brown 1977:65)

The two utterances exhibit a high degree of similarity, which poses a significant challenge for EFL learners to comprehend.

7.2. Weak Forms: One significant challenge that English as a Foreign Language (EFL) learners have while processing spoken language is the phenomenon known as "weak forms." This refers to the phonetic reality where vowels in unstressed positions shift towards the center of the mouth.

What is the tongue's location while producing the schwa (/∂/) sound? For example, a statement such as "I want to leave" might be pronounced as /I wont t∂ li: v/.

7.3. Elision: as defined by Brown (1990:66), refers to the omission of either a consonant or a vowel. For instance, the word "because" might be abbreviated as "BCAUSE". Loss of money > loss of moni.

7.4. Assimilation: it is a phonological process when a segment is spoken in a manner that is similar to a neighboring sound. Local assimilation is more frequent than long distance assimilation because to the strict adjacency and direct interaction of the segments.

Assimilation may either be regressive or progressive. For example, a person is pronounced as / ð∂pp3:s∂n /.

7.5. Intonation: The pitch of the voice a crucial factor in speech production. The voice exhibits continual fluctuations in pitch, including both low and high tones. A falling tone at the end of a statement signifies the speaker's completion of their argument, whereas a rising tone implies their desire to continue speaking. Intonation is a challenging aspect, since pupils sometimes struggle to perceive variations in pitch direction. This may be particularly difficult for beginners to interpret the intended meaning conveyed by a native speaker's intonation.

7.6. Stress: The term "stress" refers to the point in a word or phrase when the loudness rises, vowels lengthen, and pitch shifts. In one- syllable words such as "dance", the stressed syllable is easily identifiable, while a word with more than one syllable is more complex. On the other hand, if learners are using the word "export" as a verb, they might stress the second syllable (ex PORT). However, if we stress the first syllable (EXport), the verb transforms into a noun. EFL listeners may encounter difficulties in distinguishing between verbs and nouns, which can pose a problem (Harmer 2005).

Conclusion

Overall, the paper highlights the significant importance of listening comprehension in language acquisition. They underscore the difficulties learners have as a result of their restricted vocabulary and the insufficient attention given to listening skills in educational resources and lesson plans. It examines two main processes involved in hearing comprehension: bottom-up processing, which entails comprehending specific elements in order to grasp the entire message, and top-down processing, in which listeners use their prior knowledge to comprehend without decoding every single detail. Furthermore, this emphasizes the significance of having a strong vocabulary in second language listening, as well as the influence of anxiety while listening on overall performance. This chapter also discusses other forms of listening performance, such as selective, thorough, and participatory listening.

Chapter Three

Research Methodology and Results

Introduction

The current chapter outlines the methodology of this study. Numerous components of the methodology are discussed such as the research approach, research design, data collection methods and tools, population and sample, and finally the data analysis procedures. Initially, this chapter displays the theoretical background on the research methodology that this study is based on. Finally, it provides the rationale behind the selection of using each data collection method and the approaches that were chosen to carry out this study.

1. Research Design

The research methodology examines the strategies employed in this study and their alignment with the objectives of the study. It emphasizes the importance of collecting and analyzing data in a manner that supports the research goals.
The field of study offers a range of strategies for conducting studies, including quantitative, qualitative, and mixed methods approaches. These strategies can be further divided into various research methods such as experiments, case studies, ethnography, and grounded theory, among others (Dornyei, 2007; cited in Tavakoli, 2012).

In this study, the researcher used a case study methodology, since case studies are effective in explaining, comparing, assessing, and comprehending a research topic. Dorney (2007, p. 155) explains the case study as “an excellent method for obtaining a thick description of complex social issue and embedded within a cultural context”. Furthermore, a case study provides researchers with the opportunity to extensively examine and get a comprehensive understanding of a research topic. The researcher used a non-experimental study strategy for the quantitative method. The form of survey used in this research is a questionnaire addressed to the population to analyze.

2. Research Methodology

Due to the descriptive nature of the present research, the methodology adopted is:

Method

Research approach can be defined as a theoretical framework which is used by researchers to carry out a specific study. The common and most used approaches in conducting research are qualitative approach, quantitative approach, and a mixed methods approach. The current study follows a particular approach based on the nature of the research, its questions and hypothesis

This research will follow a quantitative approach because the use of quantitative methods are more appropriate and helpful in a given study like this, to observe and examine situations or events that affect people, and also quantitative research produces objective data that can be clearly communicated through statistics and numbers.

3. The Population and Sampling

The population of this study is going to be first year students of the English Language Department at Mohamed Khaidher University. Since it is hard to work on the whole population we will select a random sample of males and females from the population to answer the questionnaire. This population was selected because the first-year students are at a crucial stage in their EFL learning journey, in order to understand the relationship between vocabulary knowledge and comprehension skills at this stage.

4. Data Collection Methods /Tools:

The research method used to collect the required data to analyze and answer our research questions is going to be a questionnaire addressed to students in order to study how vocabulary

knowledge effect on EFL reading and listening comprehension. The participants will be given questions to conduct a survey to collect numerical data.

5. Questionnaire

The data collection method used in this study is a questionnaire, the latter was constructed in order to elicit answers from the subjects of the study and also to answer the research questions that concerns the influence of vocabulary knowledge on English as a Foreign Language (EFL) listening and reading comprehension. Brown (2001, p.6) defines questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers". Thus, the questionnaire is regarded as a very efficient tool for collecting data pertaining to a certain problem, with the aim of obtaining the respondents' answers and opinions on the matter.

Cohen, Manion, and Morrison (2007, p.320) categorise questionnaires into three types: structured questionnaires, which exclusively consist of closed-ended questions; unstructured questionnaires, which include open-ended questions; and semi-structured questionnaires, which incorporate a combination of open-ended and closed-ended questions.

The choice to use a questionnaire in this study was based on the need to gather the participants' opinions and perceptions on their level of understanding. Moreover, this method is regarded as a workable data collection technique because of how quick, easy, and effective the process of collecting data can be. According to Pandey and Pandey (2015, page 58), it is regarded as “an important instrument being used to gather information from widely scattered sources”.

5.1. The Aim of the Questionnaire

The aim of this questionnaire is to examine the relationship between knowledge of vocabulary and English as a Foreign Language (EFL) listening and reading comprehension among first-year students at the University of Mohamed Khider Biskra. it seeks to gather information on students' confidence, frequency of encountering unfamiliar vocabulary, perceived impact of vocabulary knowledge, and effective learning strategies, as well as challenges faced in EFL comprehension compared to their native language.

This data collection method is used to gather information from a large population at the same time for the current study. It allows researchers to comprehend the viewpoints and understandings of the respondents about the two variables. This method is often used in academic research to get a thorough comprehension of a certain subject or phenomena.

5.2. The Structure and Content of Students Questionnaire

The present questionnaire is designed to collect data about the different aspects of the study under investigation; it has seven (7) sections, each of which focuses on a different element of the connection between first-year University of Mohamed Khider Biskra students' vocabulary knowledge and their EFL reading and listening comprehension. The first section includes three (3) questions, the second section contains four (4) questions, and the third section also includes two (2) questions. The fourth section encompasses only one (1) question, while the fifth section tackles two (2) questions, the sixth section also has two (2) questions, and the last section has one (1) question. In addition, the questionnaire consisted of a mixture of closed-ended and open-ended questions. The former method was used to gather explicit and measurable responses by selecting the appropriate option from several options, answering yes or no questions, and using

Likert scales. The latter was used expressly to collect information on the participants' responses, together with their arguments and explanations.

The questionnaire was submitted online to a sample (52) from first year students of English at Biskra University. The respondents received seven sections, each designed to gather specific data about the study, namely the relationship between vocabulary knowledge and listening and reading comprehension.

Section One

This section presents three (3) questions designed to determine the respondent's age (Q1), gender (Q2), and their English language level (Q3). To sum up, this section provides general information about the respondents.

Section Two

This section is composed of four questions that aim to investigate vocabulary knowledge and EFL reading and listening comprehension. The questions are designed to assess students' confidence in their ability to understand spoken and written English. The first question asks students to rate their confidence in their ability to understand spoken English on a five-point scale ranging from "not confident at all" to "extremely confident." (Q1), while the second question asks students about their ability to understand written English (Q2). In this section, we also asked the participants to assess the frequency with which individuals come across unfamiliar words when listening to English, with response options including "frequently," "occasionally," and "rarely." (Q3). The final question in this section focuses on how participants come across unfamiliar words while reading English texts (Q4).

Section Three

The third section is devoted to the second. The participants are being asked to assess the degree to which they feel that their understanding of vocabulary improves their reading comprehension in English as a Foreign Language (EFL). On a scale of five points, ranging from "not at all" to "extremely" (Q1). The second question asks the participants to rate the extent to which they believe vocabulary knowledge enhances their EFL listening comprehension on a five-point scale ranging from "not at all" to "extremely" (Q2).

Section Four

This section only includes one question, participants are being asked to choose the aspects of vocabulary knowledge that they believe have the most significant influence on their EFL reading comprehension. The options provided include receptive vocabulary size, depth of vocabulary knowledge, vocabulary fluency, and an option to specify any other aspect.

Section Five

In this section, the first question prompts participants to evaluate the difficulties they encounter in EFL reading comprehension as a result of their limited vocabulary knowledge and compare them to the challenges they face in their native language (Arabic) (Q1). While the second question asks participants to analyze and contrast the difficulties they encounter in EFL listening comprehension as a result of their limited vocabulary knowledge, in comparison to the challenges they experience in their native language (Arabic) (Q2), The response options include phrases such as "They are much greater in English," "They are somewhat greater in English," "They are about the same in both languages," "They are somewhat greater in Arabic," and "They are much greater in Arabic." Both of the two questions seek to gain insight into the participant's perception of the influence of limited vocabulary knowledge on their English listening

comprehension in comparison to their native language, Arabic. By choosing one of the response options, the participant can provide an easy and clear answer to this question.

Section Six

The present section has two questions. The first question seeks to ask the participants to choose the vocabulary learning strategies that they consider most effective for enhancing their English vocabulary. The options include learning new words in context, utilizing flashcards or other memorization techniques, engaging in vocabulary games or using vocabulary apps, seeking definitions or explanations from teachers or peers, and any other strategies they may have by adding an option to specify any other aspect. While the second question inquires about participants' interest in integrating vocabulary learning activities into their EFL curriculum. The response options provided are "Yes," "No.".

Section Seven

In the last section, participants are encouraged to share any additional thoughts or insights about the impact of vocabulary knowledge on EFL reading and listening comprehension in this question.

5.3. The Questionnaire's Piloting and Validation Phase

Before for the final administration, the students' questionnaire went through piloting and validation. The questionnaire was initially submitted to professional evaluation to verify its structure and content. During the piloting phase, the questionnaire was given to a sample of four students from the population in order to assess the clarity of the questions and the accuracy of the language used. The goal was to identify and remove any unnecessary repetition or ambiguity. Furthermore, the questionnaire was sent to expertise in order to get valuable feedback and suggestions.

The supervisor provided valuable feedback about the questionnaire, recommending the need to rephrase several questions due to their perceived difficulty in comprehension. He made a significant observation about the questions and proposed adding additional questions on vocabulary knowledge and its influence on EFL listening and reading skills, which the researcher had not originally included. The supervisor suggested providing responders with multiple-choice alternatives for some questions to address their inherent uncertainty.

5.4. The Administration Phase

During the administration phase, the questionnaire was electronically sent to the first-year English as a Foreign Language (EFL) students at Biskra University. A total of fifty-two students (52) answered the questionnaire, which is an acceptable number of responses to analyze. The researcher ensured that the questionnaire was designed to be easily manageable and straightforward to respond. Additionally, the questions were formulated in a way that would be easily comprehensible to all students, ensuring that they would have no difficulty in delivering clear and comprehensive replies.

5.5. Analysis and Interpretation of the Respondents Answers

Student's Questionnaire

The first data collecting tool used in this study is a questionnaire, administered to the first-year English as a Foreign Language (EFL) student at Biskra University in order to analyze their responses.

Section One: Background Information

Q1: Age

Table 1.1: Respondents' Age**.**

Age	**Number of Respondents**	**Percentage**
18-20	26	50%
21-24	16	30.8%
More than 25	10	19.2%

The above table provides the number of students who answered the questionnaire. The table revealed that Out of (52) respondents, (26) were at age of 18/20, (16) were at the age of 21/24, and the rest which is (10) were more than 25. From this analysis, we can clearly see that the majority of the respondents fall in the (18-24) age range, with a significant drop-off in the number of respondents in the (More than 25) age group.

Q 2: Gender

Table 1.2: Respondents' gender.

Gender	**Number of Respondents**	**Percentage**
Male	16	30.8%
Female	36	69.2 %
Total	52	100%

The table above displays the data on the female and male students who participated in the questionnaire. The data from the table showed that there were (36) female respondents out of a total of (52), while the remaining (16) were male students. It appears that female students are more prevalent among 1st year students, suggesting that they may have a greater interest in studying foreign languages, especially English, compared to their male counterparts.

Q3. How do you consider your level in English?

Table 1.3: Respondents' evaluation of their level in English.

Level	**Number of Respondents**	**Percentage**
Excellent	10	19.2%
Good	38	73.1%
Average	0	00%
Poor	4	7.7%

This question asks the respondents to evaluate their level in English. According to the findings, 52 participants assessed their proficiency in English. Out of the total, 38 individuals (73.1%) considered their English proficiency to be acceptable, while 10 individuals (19.2%) evaluated it as excellent, this means that these ten students consider themselves as competent speakers of English as they are fluent and have sufficient vocabulary to sustain a conversation with peers and perhaps with a native speakers. However, out of the respondents, just 4 individuals (7.7% of the total) reported having a poor English level, and none of them assessed it as fair.

The data indicates that the participants typically had a favorable evaluation of their English language proficiency, with the majority ranking themselves as good or excellent. Nevertheless, it is important to acknowledge that self-evaluation may not consistently correspond with objective evaluations of linguistic aptitude. Additional assessment may be required to verify the self-reported English proficiency of the participants.

Section 2: Vocabulary Knowledge and EFL Reading and Listening Comprehension.

Q4.How confident do you feel in your ability to understand spoken English?

Table 1.4: Respondents' evaluation of their ability to understand spoken English.

Level	**Number of Respondents**	**Percentage**
Extremely confident	10	19.2%
Very confident	26	50%
Moderately confident	14	26.9%
Not confident at all	2	3.8%

In this question, the researcher asked the respondents to evaluate their ability to understand spoken English. According to the data, 52 respondents provided feedback on their confidence level in understanding spoken English. Out of the total, 26 individuals (50%) expressed a high level of confidence, while 10 individuals (19.2%) reported an even greater level of confidence. Out of the respondents, 14 (26.9%) expressed a moderate level of confidence, while only 2 (3.8%) reported feeling not confident at all. This explains that most of first year students have an acceptable level of understanding spoken English and they have the sufficient vocabulary to handle conversation with anyone.

The data indicates that the respondents possess a strong sense of assurance in their comprehension of spoken English, as the majority of them rate themselves extremely confident. It is important to consider that confidence levels may not always accurately reflect language proficiency.

Q5. How confident do you feel in your ability to understand written English?

Table 1.5: Respondents' evaluation of their ability to understand written English.

Level	**Number of Respondents**	**Percentage**
Extremely confident	12	23.1%
Very confident	26	50%
Moderately confident	14	26.9%
Not confident at all	0	0%

From this table we observed that the results indicate that 52 participants assessed their level of competence in comprehending written English. Out of the whole sample, 26 participants, which accounts for 50% of the sample, expressed a significant degree of confidence in their abilities. In addition, 12 respondents, or 23.1% of the sample, asserted a greater degree of confidence. Only 14 respondents, accounting for 26.9% of the total, considered themselves to have a moderate level of confidence when it comes to understand written English. None of them rated their abilities as not confident at all.

Q6.How often do you encounter unfamiliar vocabulary words while listening to English?

Table 1.6: Respondents' evaluation when they encounter unfamiliar vocabulary words while listening to English.

Level	**Number of Respondents**	**Percentage**
Always	8	15.4%
Frequently	16	30.8%
Occasionally	22	42.3%
Rarely	6	11.5%

As it is clearly observed in this table, it indicates that 52 participants were asked on the frequency at which they come across unfamiliar vocabulary terms when listening to English. Out of the total, 22 individuals (42.3%) claimed that they occasionally come across unexpected vocabulary terms while listening to English. Out of the respondents, a notable proportion of 16 (30.8%) claimed that they frequently come across new vocabulary terms while listening to English, while 8 (15.4%) reported encountering new vocabulary words every time they listen to English. Only a minority of respondents, particularly 6 individuals (11.5%), claimed that they rarely come across unfamiliar vocabulary words while listening to English.

The respondents often come across unfamiliar words when listening to English. Most of them reported encountering new vocabulary items either frequently or only occasionally. This emphasizes the need of enhancing one's vocabulary as a crucial element of acquiring language skills, especially when it comes to understanding spoken language.

Q7.How often do you find difficulties while reading English?

Table 1.7: Respondents' evaluation when they encounter unfamiliar vocabulary words while Reading English.

Level	**Number of Respondents**	**Percentage**
Always	8	15.4%
Frequently	8	15.4%
Occasionally	18	34.6%
Rarely	18	34.6%

The table displays the findings of a survey regarding the frequency at which 1st year English students encounters challenges when reading English. The difficulty levels go from "Always" to "Rarely". The "Number of Respondents" column indicates the count of persons who selected each level, while the "Percentage" column exhibits the percentage of the total number of respondents (52) that each level represents.

- 15.4% of the participants (8 individuals) always encounter challenges when reading English.
- 15.4% of the participants, comprising 8 individuals, indicated that they frequently face challenges when reading English.
- Approximately 34.6% of the participants, which corresponds to 18 individuals, claimed that they encounter occasional challenges when reading English.

- A total of 18 persons, accounting for 34.6% of the respondents, claimed that they rarely face challenges while reading English.

Section 3: Impact of Vocabulary Knowledge on EFL Reading and Listening Comprehension.

Q8.To what extent do you believe vocabulary knowledge enhances your EFL reading comprehension?

Table 1.8: Respondents' evaluation on their belief of how vocabulary knowledge can enhance their EFL reading comprehension.

Level	**Number of Respondents**	**Percentage**
Extremely	14	26.9%
Significantly	24	46.2%
Moderately	14	26.9%
Not at all	0	00%

According to the results from the previous question, a significant number of respondents have difficulties while reading English. Specifically, 15.4% of respondents always suffer difficulty, while another 15.4% frequently encounter difficulties. In terms of the extent to which vocabulary knowledge enhances EFL reading comprehension, the findings from this question indicate that a majority of participants hold the belief that vocabulary knowledge has a substantial influence. More precisely, 26.9% of participants hold the belief that having a strong vocabulary greatly improves their English as a Foreign Language (EFL) reading comprehension, while 46.2% believe it has a considerable impact on their understanding. Merely 26.9% of participants acknowledge that language knowledge considerably improves their understanding,

while none of the participants claimed that vocabulary knowledge had no impact on their comprehension.

Q9. To what extent do you believe vocabulary knowledge enhances your EFL listening comprehension?

Table 1.9: Respondents' evaluation on their belief of how vocabulary knowledge can enhance their EFL listening comprehension.

Level	**Number of Respondents**	**Percentage**
Extremely	12	23.1%
Significantly	26	50%
Moderately	14	26.9%
Not at all	0	00%

In this question, It appears the majority of participants hold the belief that possessing a certain level of vocabulary knowledge improves their English as a Foreign Language (EFL) listening comprehension. More precisely, 23.1% of participants hold the belief that possessing a strong vocabulary greatly improves their ability to understand spoken language, while 50% feel it has a considerable impact on their understanding. In addition, a moderate improvement in listening comprehension is believed to be achieved by 26.9% of the participants via vocabulary knowledge. No respondents reported that vocabulary knowledge does not enhance their listening comprehension at all.

These findings align with previous studies on the correlation between vocabulary and listening comprehension. A research study conducted by Vandergrift and Goh (2012) revealed that a strong command of vocabulary is a substantial indicator of listening comprehension. This relationship remained significant even after accounting for variables such as language competency and previous knowledge. Furthermore, a meta-analysis conducted by Webb and Chang (2012) revealed that vocabulary education had a beneficial impact on listening comprehension.

Section 4: Specific Aspects of Vocabulary Knowledge

Q10. Which aspects of vocabulary knowledge do you think have the greatest impact on your EFL reading and listening comprehension.

Table 1.10: Respondents' evaluation of aspects of Vocabulary Knowledge

Aspect of Vocabulary Knowledge	**Number of Respondents**	**Percentage**
Depth of vocabulary knowledge	14	26.9%
Receptive vocabulary size	12	23.1%
Vocabulary fluency	14	26.9%
All of the above	12	23.1%

The table above displays the data of the most important aspects of vocabulary knowledge for EFL reading and listening, 26.9% of the respondents indicated that vocabulary fluency and depth of vocabulary knowledge are both important factors for their English as a Foreign Language (EFL) comprehension. This finding indicates that a significant percentage of the participants

believe it is essential to possess the skills of proficiently utilizing vocabulary in both written and spoken form, as well as understanding subtleties and the multiple meanings of words.

- A majority of the respondents (23.1%) selected "receptive vocabulary size," indicating that comprehension of English as a Foreign Language (EFL) also requires knowledge of word meanings as a crucial component of vocabulary knowledge.
- Interestingly, (23.1%) of the participants selected "All of the above," signifying their belief that achieving the level of proficiency in English as a Foreign Language requires equal emphasis on all three facets of vocabulary knowledge.

This suggests that vocabulary knowledge is a multifaceted and complicated concept, it should be noted that various facets of vocabulary proficiency may have distinct impacts on reading and listening comprehension. For optimal comprehension, a combination of depth, size, and fluency might be required. It is crucial to note that the opinions of the participants could potentially be swayed by their unique language learning approaches, teaching methodologies, and personal experiences. The connections between these facets of vocabulary knowledge and reading and listening comprehension could be investigated in greater depth in future studies.

Sub-Item: Please, Justify your choice below:

- Allows a person to read more efficiently and they have an understanding. Makes connections with words and concepts.
- Reading and listening helps learners understand the meanings of different aspects and words etc.
- The more your vocabulary knowledge is deeper the more you handle nuanced meanings and polysemic words.

Commentary on the Responses:

The participants highlight the significance of having a strong vocabulary when it comes to reading and listening comprehension. They point out that a larger vocabulary enables more effective reading and a better understanding of the relationships between words and ideas. Engaging with written and spoken materials allows individuals to come across unfamiliar vocabulary and expressions within a meaningful context, enabling learners to grasp the subtle nuances and multiple meanings of words. Gaining a thorough grasp of vocabulary entails exploring word families, collocations, and other linguistic elements that enhance learners' ability to use words with precision and fluency. In general, the participants emphasize the importance of having a strong vocabulary in order to be proficient in a language.

Section 5: Challenges in EFL Reading and Listening Comprehension

Q11. How do the challenges you face in EFL reading comprehension due to limited vocabulary knowledge differ from those faced in your native language (Arabic)?

Table 1.11: Respondents' evaluation on the challenges in EFL Reading Comprehension vs. Native Language (Arabic) due to limited Vocabulary Knowledge

Challenge difference	**Number of Respondents**	**Percentage**
They are much greater in English	8	15.4%
They are somewhat greater in English	20	38.5%
They are about the same in both languages	14	26.9%
They are somewhat greater in Arabic	8	15.4%
They are much greater in Arabic	2	3.8%

The findings presented in the table indicate that a large number of participants consider the difficulties associated with EFL reading comprehension in English to be more pronounced than in Arabic. Specifically, 38.5% of respondents consider the difficulties to be "much greater," while 26.9% consider them to be "somewhat greater." Conversely, a mere 3.8% of the participants hold the belief that the difficulties are "substantially more pronounced" in Arabic, whereas 15.4% indicate that they are "They are much greater in Arabic." A minority of participants (15.4%) hold the view that the difficulties are essentially equivalent in both languages.

The fact that English has a significantly larger vocabulary than Arabic could explain why the majority of respondents believe that the difficulties of EFL reading comprehension resulting from limited vocabulary knowledge are more pronounced in English rather than Arabic.

Moreover, English vocabulary is frequently regarded as being more complex and irregular as it is compared to Arabic vocabulary. English words can have various interpretations, and their spelling and pronunciation can be quite unpredictable, which can make them more challenging to learn and remember. On the other hand, Arabic words tend to be more regular and predictable, displaying a consistent connection between spelling and pronunciation.

Q12. Can you please specify the challenges that you encounter in English as a Foreign Language (EFL) listening comprehension as a result of limited vocabulary knowledge and compare them to those faced in your native language, Arabic?

Table 1.12: Respondents' evaluation on the challenges in EFL Listening Comprehension vs. Native Language (Arabic) due to limited Vocabulary Knowledge

Challenge difference	**Number of Respondents**	**Percentage**
English presents much greater challenges	10	19.2%
English presents somewhat greater challenges	14	26.9%
Challenges are similar in both languages	18	34.6%
Arabic presents somewhat greater challenges	6	11.5%
Arabic presents much greater challenges	4	7.6%

According to the data provided in the table, it seems that most of the respondents believe that English poses more difficulties in listening comprehension because of their limited vocabulary compared to Arabic. In the question, a significant number of the participants, 19.2%, expressed that English poses significant challenges, while 26.9% believed English presents some level of difficulty. However, a small percentage of respondents (19.1%) feel that Arabic poses difficulties in listening comprehension, mainly due to limited vocabulary knowledge. 11.5% believe the challenges are somewhat greater, while 7.6% believe they are much greater.

In general, the data suggests that having a limited vocabulary can pose significant difficulties in understanding spoken English for non-native speakers, especially for those who

are not familiar with idiomatic expressions and informal language. It is worth mentioning that these challenges are not exclusive to English language learning. Learners may encounter similar difficulties in their native language too.

Section 6: Vocabulary Learning Strategies

Q13. Which vocabulary learning strategies do you find most effective for expanding your English vocabulary? (Select all that apply)

Table 1.13: Respondents' evaluation on the learning strategies used to expend their vocabulary

strategies	**Number of Respondents**	**Percentage**
Reading English books or articles	16	30.8%
Using vocabulary apps or websites	4	7.7%
Flashcards or vocabulary lists	2	3.8%
Watching English movies or TV shows	24	46.2%
Engaging in conversations with native English speakers	6	11.5%

According to the data presented in the table, the respondents have indicated that watching English movies or TV shows is the most effective strategy for expanding English vocabulary, with 46.2% of them selecting this option. Following this, participants chose to enhance their skills by reading English books or articles, with 30.8% of the respondents selecting for this method. According to 11.5% of the respondents, having conversations with native English speakers was found to be an effective method. On the other hand, the respondents showed less

interest for vocabulary apps or websites and flashcards or vocabulary lists, with only 7.7% and 3.8% choosing these options, respectively.

In general, the survey indicates that participants have a preference for utilizing media as a means of enhancing their vocabulary. This includes activities such as watching English movies or TV shows, as well as reading English books or articles. By implementing these strategies, students can be exposed to vocabulary in a more authentic setting, enhancing their ability to remember and comprehend the words.

Q14. Do you believe that incorporating vocabulary learning activities into your EFL curriculum would be beneficial?

Table 1.14: Respondents' evaluation

Options	**Number of Respondents**	**Percentage**
Yes	50	96.2%
No	2	3.8%

Based on the data presented in the table, an overwhelming majority of participants (96.2%) hold the belief that it would be advantageous to integrate vocabulary learning activities into their English as a Foreign Language (EFL) curriculum. Only a small percentage of respondents (3.8%) do not believe that it would be beneficial. It is evident from the responses that the participants strongly agree on the significance of vocabulary learning activities in EFL instruction. This finding aligns with extensive research on second language vocabulary acquisition, highlighting the positive impact of explicit vocabulary instruction on learners' vocabulary knowledge and reading or listening comprehension skills.

Sub-Item: Please add more details

- This helps because it improves a person s reading comprehension, writing and listening skills. Allows a learner to express themselves more effectively by learning new words and phrases through activities etc.
- It provides an extra input that would benefit the learner in the long run
- Yes, adding vocabulary learning activities to an EFL curriculum would be helpful because it improves understanding, communication, confidence, cognitive skills, and prepares students for academic and professional success.
- I think that in Algeria, the focus on languages is very weak, and their method of teaching is somewhat ineffective. An example of this is that most of the students have weak French, even though they have been learning it since childhood. Therefore, adding vocabulary learning activities will be useful.

Commentary on the participant's responses:

The participants' answers show that they strongly believe that adding activities for learning vocabulary to the EFL program is a good idea. They know that these kinds of tasks can help students understand what they read, write, and listen better, as well as improve their ability to communicate clearly. Participants also agree that tasks for learning new words add something extra that can help students in the long run, especially by improving their understanding, communication, confidence, and cognitive skills and setting them up for success in school and the workplace. Students are also worried about the way languages are taught in Algeria right now, saying that there isn't enough focus on them and the way they are taught doesn't work. They say that adding tasks to help students learn new words could help with these problems and make

language learning better overall. Overall, the answers show how important it is to learn new words when learning a language and how adding these kinds of tasks to the EFL curriculum might be helpful.

Section 7: Additional Comments

15. Is there anything else you would like to share about the impact of vocabulary knowledge on EFL reading and listening comprehension among first-year students at the University of Mohamed Khider Biskra?

Students Response:

- Encouraging active participation in vocabulary learning through techniques such as word games, discussions, and multimedia resources can make the learning process more dynamic and effective. These strategies promote deeper understanding, retention, and application of vocabulary in reading and listening activities.
- For me, it would be better to add a module like this to the students cause may this module will help them to know how can they learn a new vocabularies and may different sources to find them in.
- First-year students at Mohamed Khider University in Biskra may face challenges in understanding English due to differences in vocabulary levels. Utilizing tailored vocabulary strategies and relevant materials can enhance their comprehension and overall language skills.
- I believe that having a diversified vocabulary register help significantly EFL learners to face listening and reading challenges and also help to accurately enhance their language ability

Commentary on the participant's responses:

It looks like the participants who took part believe that adding vocabulary-building tasks to the EFL curriculum would help them learn new words in English. They say that these kinds of tasks would help students understand what they read, write, and listen better, and they would also help them express themselves better. Some participants also said that activities for learning new words would be especially helpful for first-year students at Mohamed Khider University in Biskra, who might have trouble understanding English because their vocabulary skills aren't at the same level. Individuals also think that having a wide range of words in their vocabulary would help English as a foreign language (EFL) learners deal with problems in reading and listening and improve their language skills. Overall, those who took part seem to understand how important vocabulary is for learning a language and think that tasks that help students learn vocabulary should be included in the EFL curriculum.

6. Summary and Interpretation of the Results:

The main purpose of this study was to analyze the impact of vocabulary knowledge on EFL reading and listening comprehension among first-year students at the University of Mohamed Khider Biskra.

The current study surveyed a sample from (52) first year EFL students in which the majority of them (36) are females and (16) are males, which clearly shows that overrepresentation of female students and their tendency towards studying English than males, which Shows that female students are more common among first-year students, suggesting a potential higher interest towards learning foreign languages, particularly English, in comparison

to male students. Moreover, the results show that the level of English of the participants differ from one another, but the dominant levels are ‘’Good” (38) respondents and “Excellent” (10) respondents, it signifies that most of first year students have a rather acceptable good level in English.

The study reveals that vocabulary knowledge plays a crucial role in enhancing EFL reading and listening comprehension. Most respondents agree that having a strong vocabulary improves their ability to understand, and they find English more difficult than their native language, Arabic. The study highlights the effectiveness of various vocabulary learning strategies, such as reading English books or articles, watching English movies or TV shows, and engaging in conversations with native English speakers. It is suggested that including vocabulary learning activities in the EFL curriculum would greatly benefit students. It is recommended that instructors prioritize the development of students' vocabulary knowledge in order to enhance their comprehension skills and overall language proficiency.

This research highlights the importance of vocabulary knowledge in EFL learning and offers valuable insights into effective vocabulary learning strategies that can improve students' comprehension abilities.

7. Teachers’ Questionnaire:

The first data collecting tool used in this study is a questionnaire, administered to the first-year English as a Foreign Language (EFL) students at Biskra University in order to analyze their responses.

7.1. The Structure and Content of Teacher’s Questionnaire

The purpose of the questionnaire is to collect data from English language instructors in the University of Mohamed Khaider Biskra regarding their background, education, and teaching

practicesas well as their perspectives and opinions on teaching English as a Foreign Language (EFL) listening and reading comprehension. The questionnaire comprises six sections: Background Information, Observations on Students' Vocabulary Knowledge, Influence of Vocabulary Knowledge on EFL Listening and Reading Comprehension, and Effective Teaching Strategies. The questionnaire aims to gain insight into the experiences, perceptions, and strategies employed by teachers when teaching English as a Foreign Language (EFL) listening and reading comprehension. The main focus is on the impact of vocabulary knowledge in improving students' comprehension abilities.

7.2. Analysis and Interpretation of the Respondents Answers:

4.2 **Teacher's Questionnaire:**

The second data collecting tool used in this study is also a questionnaire, administered to the English language instructors in the University of Mohamed Khaidher Biskra in order to analyze their responses. The questionnaire was submitted to a sample of (7) teachers at Biskra University. The respondents received six sections, each designed to gather specific data about the study, namely the relationship between vocabulary knowledge and listening and reading comprehension.

Section One: Background Information:

Q1. Years of teaching experience

Table 2.1: Respondents' Teaching experience

Years of teaching	**Number of Respondents**	**Percentage**
5 to 10 years	2	28.6%
10 to15 years	4	57.1%

more than 15 years	1	14.3%

This table displays the distribution of respondents according to their years of teaching experience. 57.1% of the total respondents possess a teaching experience ranging from 10 to 15 years, making it the most prevalent category. Next, there are respondents who have 5 to 10 years of experience, accounting for 28.6% of the total. Ultimately, there is a solitary participant who possesses over 15 years of instructing expertise, constituting 14.3% of the overall respondents.

In summary, the table indicates that the participants possess a significant level of teaching experience, with an average of almost 10 years of experience. This is an encouraging sign as it suggests that the participants are probably well-informed on the topic and the instructional techniques employed in the classroom. Moreover, the high number of participants with a tenure of 10 to 15 years implies that they have had enough time to cultivate their teaching skills and techniques, which could be beneficial for the research.

Q2.Academic Qualifications:

Table 2.2: Respondents' Academic Qualifications

Academic Qualifications	**Number of Respondents**	**Percentage**
Bachelor's degree in English Language Teaching or related field	0	00%
Magister degree in English Language Teaching or related field	1	14.3%
Doctorate (Ph.D.) in English Language Teaching or related field	6	85.7%

This table shows the allocation of participants according to their educational backgrounds. Surprisingly, none of the participants possess a Bachelor's degree in English Language Teaching, despite the fact that a Bachelor's degree is usually the minimal requirement for teaching English as a second language. Out of all the respondents, just one individual (14.3%) has a Magister degree in English Language Teaching . A Magister degree is a certificate at the master's level.

85.7% of the respondents possess a Doctorate (Ph.D.) in English Language Teaching which is the highest academic qualification and a terminal degree in the field.

The findings indicate that the participants are exceptionally skilled and knowledgeable experts in the domain of English language instruction. The significant proportion of individuals with a Ph.D. is particularly noteworthy, as it suggests that the participants are likely to be highly knowledgeable in their respective areas and possess a profound comprehension of both the academic and practical aspects of teaching the English language.

Section 2: Observations on Students' Vocabulary Knowledge

Q3.In your experience, how would you rate the overall vocabulary knowledge of first-year students in English?

Table 2.3: Rating of First-Year Students' Vocabulary Knowledge

Level	**Number of Respondents**	**Percentage**
Excellent	0	00%
Good	0	00%
Average	7	100%

Poor	0	00%
Very Poor	0	00%

According to the data in table, it is evident that all of the respondents rated the overall vocabulary knowledge of first-year English students as "Average". There were no respondents who assessed their vocabulary knowledge as "Excellent", "Good", "Poor", or "Very Poor".

Based on this question, it indicates that English first-year students may possess a limited vocabulary knowledge, which could potentially influence their academic performance and reading comprehension abilities. It is crucial for educators and language instructors to tackle this matter by integrating vocabulary development activities and strategies into their teaching methods to assist students in broadening their vocabulary knowledge and enhancing their language skills.

Q4. How often do you observe students encountering unfamiliar vocabulary words during EFL listening activities?

Table 2.4: Respondents' evaluation when students encounter unfamiliar vocabulary words while listening to English.

Level	**Number of Respondents**	**Percentage**
Always	4	57.1%
Often	2	28.6%
Sometimes	1	14.3%
Rarely	0	00%

Never	0	00%

In the table below, 57.1% of the participants stated that they consistently observe students encountering foreign words when engaging in English as a Foreign Language (EFL) listening activities. Approximately 28.6% of participants stated frequent instances of students encountering unfamiliar vocabulary words. Only a minority (14.3%) of participants indicated that they sometimes noticed students coming across unfamiliar vocabulary words. All of the respondents claimed that they rarely or never observe students encountering unfamiliar vocabulary words.

The findings indicate that students often encounter difficulties when **facing** vocabulary words during English as a Foreign Language (EFL) listening exercises. Teachers may need to offer supplementary assistance or strategies to help students in managing unfamiliar vocabulary words while engaging in listening activities.

Q5. How often do you observe students encountering unfamiliar vocabulary words during EFL reading activities?

Table 2.5: Respondents' evaluation when students encounter unfamiliar vocabulary words while reading in English.

Level	**Number of Respondents**	**Percentage**
Always	3	42.9%
Often	4	57.1%
Sometimes	0	00%

Rarely	0	00%
Never	0	00%

The data from the table indicates that all of the respondents (100%) have noticed students coming across unfamiliar words when engaging in English as a Foreign Language (EFL) reading activities. Specifically, 42.9% of the respondents stated that this occurrence is "always" observed, while 57.1% stated that it happens "often". These findings indicate that students often struggle with new vocabulary terms when engaging in EFL reading activities. Therefore, teachers should offer specific assistance to help students overcome this obstacle. The total absence of respondents claiming that students "sometimes", "rarely", or "never" come across new vocabulary words during reading exercises highlights the importance of this issue in the EFL classroom.

Section 3: Impact of Vocabulary Knowledge on EFL Listening and Reading Comprehension

Q6.From your perspective, to what extent does vocabulary knowledge enhance EFL listening comprehension among first-year students?

Table 2.6: Respondents' evaluation on their belief of how vocabulary knowledge can enhance EFL Listening comprehension among first-year students

Level	**Number of Respondents**	**Percentage**
Extremely	4	57.1%
Significantly	3	42.9%

Moderately	0	00%
Slightly	0	00%
Not at all	0	00%

The findings shown in the table clearly indicate that all participants (100%) agree that vocabulary knowledge has a significant or outstanding influence on the listening comprehension of English as a Foreign Language (EFL) among first-year students. Specifically, 57.1% of the participants believe that having a strong vocabulary much enhances their ability to understand spoken language, while 42.9% argue that it does so to a significant degree. These findings suggest that instructors acknowledge the crucial significance of vocabulary knowledge in enhancing EFL listening comprehension and consider it an essential factor in promoting students' achievement in this area. The lack of any participants arguing that vocabulary knowledge has just a moderate, mild, or insignificant impact on EFL listening comprehension highlights the importance of vocabulary growth in the EFL educational context.

Q7. From your perspective, to what extent does vocabulary knowledge enhance EFL reading comprehension among first-year students?

Table 2.7: Respondents' evaluation on their belief of how vocabulary knowledge can enhance EFL Reading comprehension among first-year students

Level	**Number of Respondents**	**Percentage**
Extremely	5	71.4%

Significantly	2	28.6%
Moderately	0	00%
Slightly	0	00%
Not at all	0	00%

The results from table reveal a significant consensus among participants about the importance of vocabulary knowledge in improving reading comprehension in English as a Foreign Language (EFL) for first-year students. A remarkable 71.4% of the participants believe that vocabulary knowledge has a significant and influential effect in this particular situation. In addition, 28.6% of the participants noticed it as substantial.

Section 4: Effective Teaching Strategies

Q8. What teaching strategies do you find most effective for improving students' vocabulary knowledge in English?

Table 2.8: Respondents' evaluation on Effective Teaching Strategies for Improving Students' Vocabulary Knowledge in English

strategies	**Number of Respondents**	**Percentage**
Direct vocabulary instruction	0	00%
Incorporating vocabulary activities into lessons	5	71.4%
Encouraging extensive reading and listening	2	28.6%
Providing context for new vocabulary words	0	00%

The data in the table shows that 71.4% of the respondents believed that including vocabulary exercises in lessons is an effective teaching strategy for improving students' English vocabulary knowledge. In addition, 28.6% of participants believe encouraging extensive reading and listening is a successful strategy. Interestingly, none of the participants mentioned the effectiveness of direct vocabulary instruction or the importance of providing context for new vocabulary words. These results suggest that teachers view hands-on, interactive activities and independent reading and listening as essential components of vocabulary development in the EFL classroom.

Q9. Have you observed any specific teaching strategies that have been particularly successful in enhancing students' EFL listening comprehension?

Table 2.9: Teachers' Observations of Successful Teaching Strategies for Enhancing EFL Listening Comprehension

Options	Number of Respondents	Percentage
Yes	3	42.9%
No	1	14.3%
Unsure	3	42.9%

The data presented in the table demonstrates that a considerable number of respondents (42.9%) have witnessed specific teaching methods that have proven to be effective in enhancing students' English as a Foreign Language (EFL) listening comprehension. On the other hand, a significant number of respondents (42.9%) are unsure about the effectiveness of specific strategies, while 14.3% have not witnessed any successful approaches. The findings suggest that

while some educators have identified effective methods to enhance EFL listening comprehension, further research and professional development are needed to assist teachers in recognizing and implementing successful strategies.

Sub item: If yes (please specify)

- Warming up or what is it known as pre listening stage activities.
- Semantic maps visually display and connect a word or phrase and a set of related words or concepts.
- Essential word routine, this strategy involves pre teaching the meanings of important words in about 5 minutes per word. During this routine, we introduce target words with definitions, visual cues, and examples.

These three methods are very important for teaching words and understanding what students hear. The tasks in the pre-listening stage, which are also called "warming up," get students ready to focus and use what they already know, which sets the tone for good listening. With semantic maps, you can see how words relate to each other, which helps students remember words and think critically. On the other hand, the essential word routine quickly and effectively teaches important words in just 5 minutes per word. It does this by using definitions, visual aids, and examples to make sure that students understand word meanings correctly and quickly.

Q10. Have you observed any specific teaching strategies that have been particularly successful in enhancing students' EFL reading comprehension?

Table 2.10: Teacher's Observations of Successful Teaching Strategies for Enhancing EFL Reading Comprehension

Options	Number of Respondents	Percentage
Yes	1	14.3%
No	1	14.3%
Unsure	5	71.4%

According to the data shown in table, only 14.3% of the participants (equivalent to 1 out of 7 teachers) stated that they witness some teaching practices that have proven to be highly effective in improving students' reading comprehension in English as a Foreign Language (EFL). This indicates a dearth of agreement or knowledge among teachers on efficacious methods for enhancing English as a Foreign Language (EFL) reading comprehension. Nevertheless, it is crucial to acknowledge that the majority of respondents (71.4% or 5 out of 7 teachers) expressed doubt regarding the efficacy of particular strategies. This highlights the need for further research, collaboration, and professional development to identify and promote evidence-based practices for teaching EFL reading comprehension.

Sub item: If yes (please specify)

- Vocabulary Games: Incorporate games and activities that make learning vocabulary fun and engaging. Examples include word searches, crossword puzzles, and Vocabulary Bingo.

Section 5: Challenges and Recommendations

Q11. What challenges do you encounter in teaching EFL listening and reading comprehension to first-year students with limited vocabulary knowledge?

Table 2.11: Teacher's Observation on Challenges in Teaching EFL Listening and reading Comprehension to First-Year Students with Limited Vocabulary Knowledge

Options	Number of Respondents	Percentage
Limited vocabulary size	4	85.7%
Difficulty understanding spoken English due to accents or speed of speech	3	14.3%
Lack of engagement with listening or reading materials	0	00%

The following table summarizes the outcomes of a questionnaire distributed to educators, inquiring about the obstacles they confront when instructing first-year students with limited vocabulary knowledge in English as a Foreign Language (EFL) listening and reading comprehension. Approximately 85.7% of the participants, specifically 4 out of 7 instructors, expressed that a restricted vocabulary poses a significant challenge when teaching first-year students in EFL listening and reading comprehension. A smaller fraction of the teachers (14.3%, 3 out of 7 respondents) cited difficulty comprehending spoken English due to accents or speed as a challenge. While none of the educators (0%, 0 out of 5 respondents) reported lack of engagement with the listening material as a challenge.

These findings suggest that teachers perceive limited vocabulary size as a major obstacle in teaching EFL listening and reading comprehension to first-year students. It may be necessary for teachers to prioritize developing students' vocabulary knowledge alongside or before teaching. In addition, teachers should explore strategies to assist students in overcoming challenges related to accents and the pace of speech.

Q12. Do you have any recommendations for addressing these challenges and improving EFL listening and reading comprehension among first-year students?

- It is highly important for first year students to read more and more.

- Constant practice.
- Always teaching vocabulary on different contexts and texts and skills.
- I encourage teachers to include listening activities very often.

Commentary on the Responses

Teachers advise first-year EFL students to practice and read and listen regularly. They advise students to read a lot and practice to improve their reading comprehension. Teaching vocabulary in multiple contexts and texts and including listening activities in lessons is also important. Doing so will help students overcome restricted vocabulary and understand spoken English, improving EFL listening and reading comprehension.

Section 6: Additional Comments

Q13. Is there anything else you would like to share about the impact of vocabulary knowledge on EFL listening and reading comprehension among first-year students at the University of Mohamed Khider Biskra?

- Listening and reading comprehension are important for enhancing student's vocabulary and help students better engaged in learning process.
- Ensuring that students have sufficient opportunities to encounter vocabulary words in genuine contexts, such as by having them read passages or listen to authentic materials, which has the potential to enhance their comprehension and retention of said words.

Commentary on the responses:

The response shows how vocabulary knowledge, understanding what you hear, and understanding what you read are all linked in first-year EFL students at the University of Mohamed Khider Biskra. They emphasise how important it is for students to understand what they read and listen in order to improve their vocabulary and interest in learning

7.3. Summary and Interpretation of the Results:

The study's findings suggest that students may have a limited vocabulary, which may hinder their ability to understand and comprehend information. The respondents unanimously rated the overall vocabulary knowledge of first-year students as "average". Additionally, most respondents noted that students frequently come across unfamiliar vocabulary words during EFL listening and reading activities. It appears that students might face difficulties comprehending spoken and written English because of their limited vocabulary.

The research highlights the significance of vocabulary knowledge in improving the reading and listening comprehension abilities of first-year students studying English as a Foreign Language (EFL). Every participant agreed that vocabulary knowledge has a notable or significant impact on EFL listening comprehension, and most of them believed that vocabulary knowledge also has a very significant impact on EFL reading comprehension. It is important to emphasize the need for developing students' vocabulary knowledge alongside or before teaching reading and listening comprehension skills.

Another finding of the study suggest that incorporating vocabulary-based activities into lessons and promoting extensive reading and listening can be effective strategies for enhancing students' vocabulary acquisition. Most respondents agreed that incorporating vocabulary-based activities into lessons is an effective teaching strategy. Additionally, some participants emphasized the importance of promoting extensive reading and listening as a successful approach. It is important for instructors to focus on using interactive and engaging activities to help students develop their vocabulary knowledge.

The study's findings shed light on the difficulties instructors encounter when teaching EFL listening and reading comprehension to first-year students who have a limited vocabulary. Many teachers who responded mentioned that a limited vocabulary size was a significant challenge. Additionally, some teachers noted that first-year students struggled with understanding spoken English due to accents or the speed of speech. It is crucial for instructors to actively seek out strategies to help students overcome these challenges.

In summary, the study highlights the importance of vocabulary knowledge in improving EFL reading and listening comprehension among first-year students at the University of Mohamed Khider Biskra. The study's findings suggest that students may have a restricted vocabulary, which could hinder their ability to understand and comprehend information. It emphasizes the importance of enhancing students' vocabulary to improve their reading and listening comprehension skills. The study's findings highlight the significance of implementing effective teaching strategies, such as integrating vocabulary activities into lessons and promoting extensive reading and listening. Additionally, it emphasizes the importance for instructors to explore strategies that can help students overcome challenges related to accents and the pace of speech. The study provides valuable insights into the significance of vocabulary knowledge in EFL learning and offers practical recommendations for instructors to enhance students' comprehension skills.

Conclusion

In conclusion, the present chapter provides full answers to all the research questions. In addition, the data collection methods used in this study proved to be successful in confirming the research hypothesis. The study successfully achieved its general and specific aims by the end of the research. Furthermore, the findings of this chapter provide insights into the research

questions addressed in this study, specifically the influence of vocabulary knowledge on EFL reading and listening comprehension among first-year students at the University of Mohamed Khider Biskra.

General Conclusion

General Conclusion

This study principally aims at revealing the impact of vocabulary knowledge on EFL (English as a Foreign Language) listening and reading comprehension among first-year students at Biskra University. In particular, the research focused on the difficulties that students encounter in understanding information because of their limited vocabulary, which has a significant impact on their ability to communicate effectively.

Additionally, this study aims to demonstrate the difficulties that EFL students face when engaging with English language materials, specifically in terms of listening and reading. The challenges highlighted include difficulties in comprehending both spoken and written texts, which are often compounded by unfamiliar vocabulary and complex linguistic structures. These challenges not only hinder their academic progress but also impact their overall confidence in utilizing the language.

The theoretical part in this research is presented in the two previous chapters; the first chapter provides a thorough introduction to the essential concepts and frameworks related to vocabulary acquisition and its importance in language learning. This study examines the various aspects of vocabulary knowledge, including its extent and depth, and explains how these factors influence reading comprehension skills. While the second chapter typically focuses on listening and reading comprehension in the context of EFL, by reviewing theoretical models that explain the process and also the challenges that students face in understanding spoken or written texts.

In order to confirm or reject the hypotheses of this research, the researcher opted for a quantitative research design. This approach involved the use of two questionnaires to collect data from both students and teachers, the sample included in this research was EFL First year students of at the University of Biskra, a sample of (52) students answered the questionnaire, The teacher

questionnaire received responses from 7 participating instructors, who emphasized the significance of vocabulary knowledge in improving EFL comprehension.

In summary, the study emphasizes the vital role of vocabulary knowledge in understanding English as a Foreign Language (EFL). It suggests that focused efforts to enhance vocabulary can result in substantial improvements in the listening and reading comprehension skills of first-year English student. Future research could explore additional strategies and interventions to further support vocabulary development in EFL contexts.

8. Pedagogical Recommendations

8.1. Suggestions for Students

Based on the results obtained from this study, the following recommendations can be helpful for EFL students.

- Students need to build a strong vocabulary by familiarizing themselves with the core vocabulary used in their courses. By keeping a notebook or digital device to write down new words and their meanings, and using these notes as a reference during class.
- Students need to practice reading more often, reading the course texts outside of class to reinforce their understanding of the content and expand their vocabulary.
- Students need to listen attentively to develop the habit of actively listening during class. This means focusing on the speaker, taking notes, and asking questions to clarify any confusing points.
- Students need to apply the learned vocabulary by attempting to use the new vocabulary words in their own writing and speaking to further reinforce their comprehension and retention of the material.

- Students need to be patient and persistent when it comes to improve their language skills, because it requires time and dedication.

8.2. Suggestions for Teachers

- Teachers need to encourage extensive reading and listening to promote a habit of extensive reading and listening by exposing students to authentic materials.
- Teachers need to engage students in interactive and engaging vocabulary learning activities to make learning more dynamic and effective.
- Teachers need to incorporate vocabulary learning games and activities by using fun and engaging activities like word searches, crossword puzzles, and vocabulary bingo to make vocabulary learning more enjoyable.
- Teachers need to teach vocabulary within different contexts and texts by Presenting vocabulary words in a variety of contexts and text types to help students understand their nuances and diverse applications.
- Teachers need to provide context for new vocabulary words, when introducing new words, explain their meanings and use context to make the learning meaningful.

8.3. Suggestions for Future Researchers

According to the results of the current study, which focused on the impact of vocabulary knowledge on EFL (English as a Foreign Language) listening and reading comprehension among first-year students at Biskra University. Future researchers are recommended to expand the scope of this research by examining the impact of this problem on other language skills and employing alternative data collection methods that may give better results. Due to the very limited sample of

the present study, we also recommend extending the conversation to include more participants to have a better image of these verbal and non-verbal differences.

9. Limitations of the Study

The process of the present study which aimed at revealing the impact of vocabulary knowledge on EFL listening and reading comprehension was pretty satisfying. However, it encountered a number of obstacles. Due to the nature of this research, a larger number of participants were intended to do the test but only seven teachers accepted it which is considered as insufficient and non-representative number to work with. Moreover, some of the first year students did not answer he open-ended questions of the questionnaire which was also an obstacle in analyzing the data collected. Finally, the major limitation that the researcher faced was the time constraints i.e., the researcher needed more time in the questionnaire phase, the participants were not available very often and they rarely attended their sessions so there was a need for an online questionnaire to complete it. In summary, it is crucial for future researchers to prioritize time and carefully analyze each step of their research so that more reliable and valid results will be provided.

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Appendices

Appendix 01

Student's Questionnaire

Section 1: Background information

1. Age

A.18-20 ☐
B.1-24 ☐
More than 25 ☐

2. Gender

Male ☐
Female☐

3. How do you consider your level in English?

Excellent☐
Good☐
Fair ☐
Poor☐

Section 2: Vocabulary Knowledge and EFL Reading and Listening Comprehension

4. How confident do you feel in your ability to understand spoken English?

Extremely confident ☐
Very confident ☐
Moderately confident☐
Not confident at all☐

5. How confident do you feel in your ability to understand written English? *

Extremely confident☐
Very confident ☐
Moderately confident☐
Not confident at all☐

6. How often do you encounter unfamiliar vocabulary words while listening to English?

Always☐
Frequently☐
Occasionally☐
Rarely☐

7. How often do you find difficulties while reading English?

Always☐
Frequently☐
Occasionally☐
Rarely☐

Section 3: Impact of Vocabulary Knowledge on EFL Reading and Listening Comprehension

3. To what extent do you believe vocabulary knowledge enhances your EFL reading comprehension?

Extremely☐
Significantly☐
Moderately☐
Not at all☐

4. To what extent do you believe vocabulary knowledge enhances your EFL listening comprehension?

Extremely☐
Significantly☐
Moderately☐
Not at all☐

Section 4: Specific Aspects of Vocabulary Knowledge

5. Which aspects of vocabulary knowledge do you think have the greatest impact on your EFL reading and listening

Receptive vocabulary size (knowing the meaning of words)☐
Depth of vocabulary knowledge (understanding nuances and multiple meanings ofwords)☐

Vocabulary fluency (ability to use words effortlessly in speech and writing)☐

Please justify your answers below

……
……..

11. How do the challenges you face in EFL reading comprehension due to limitedvocabulary knowledge differ from those faced in your native language (Arabic)?

They are much greater in English☐
They are somewhat greater in English☐
They are about the same in both languages☐
They are somewhat greater in Arabic☐
They are much greater in Arabic☐

12. Can you please specify the challenges that you encounter in English as a Foreign Language (EFL) listening comprehension as a result of limited vocabulary knowledge and compare them to those faced in your native language, Arabic?

English presents much greater challenges☐
English presents somewhat greater challenges☐
Challenges are similar in both languages ☐
Arabic presents somewhat greater challenges☐
Arabic presents much greater challenges☐

13. Which vocabulary learning strategies do you find most effective for expandingyour English vocabulary? (Select all that apply)
Reading English books or articles

Using vocabulary apps or websites☐
Flashcards or vocabulary lists ☐
Watching English movies or TV shows☐
Engaging in conversations with native English speakers☐

Please justify your answers below

…….

……

14. Do you believe that incorporating vocabulary learning activities into your EFL curriculum would be beneficial?

Yes☐
No☐

Please add more details:
……
……..….

Section 7: Additional Comments

15. Is there anything else you would like to share about the impact of vocabulary knowledge on EFL reading and listening comprehension among first-year studentsat the University of Mohamed Khider Biskra?

……
……

Appendix 02

Teacher's Questionnaire

Please put a cross (X) to indicate your chosen option, specify your answer when it is required, and answer the other questions in a normal way.

Section 1: Background information

1. Years of teaching experience

5/10 ☐ years☐ 10/15 years☐ more than 15 years☐

2. Academic Qualifications:

Bachelor's degree in English Language Teaching or related field ☐

Master's degree in English Language Teaching or related field ☐

Doctorate (Ph.D.) in English Language Teaching or related field ☐

Other (please specify)
……
……

Section 2: Observations on Students' Vocabulary Knowledge

3. In your experience, how would you rate the overall vocabulary knowledge of first-year students in English?

Excellent☐ Good☐ Average☐ Poor☐ Very Poor☐

4. How often do you observe students encountering unfamiliar vocabulary words during EFL listening activities?

Always☐ Often☐ Sometimes☐ Rarely☐ Never☐

5. How often do you observe students encountering unfamiliar vocabulary words during EFL reading activities?

Always☐ Often☐ Sometimes☐ Rarely☐ Never☐

Section 3: Impact of Vocabulary Knowledge on EFL Listening and Reading Comprehension

6. From your perspective, to what extent does vocabulary knowledge enhance EFL listening comprehension among first-year students?

Extremely☐ Significantly☐ Moderately☐ Slightly☐ Not at all☐

7. From your perspective, to what extent does vocabulary knowledge enhance EFL reading comprehension among first-year students?

Extremely☐ Significantly☐ Moderately☐ Slightly☐ Not at all☐

Section 4: Effective Teaching Strategies

8. What teaching strategies do you find most effective for improving students' vocabulary knowledge in English?

Direct vocabulary instruction ☐

Incorporating vocabulary activities into lessons ☐

Encouraging extensive reading and listening☐

Providing context for new vocabulary words ☐

Other (please specify):

……
……

9. Have you observed any specific teaching strategies that have been particularly successful in enhancing students' EFL listening comprehension?

Yes ☐ No ☐ Unsure ☐

If yes (please specify):
……
……

10. Have you observed any specific teaching strategies that have been particularly successful in enhancing students' EFL reading comprehension?

Yes ☐ No ☐ Unsure ☐

If yes (please specify):

……
……

Section 5: Challenges and Recommendations

11. What challenges do you encounter in teaching EFL listening comprehension to first-year students with limited vocabulary knowledge?

Limited vocabulary size ☐

Difficulty understanding spoken English due to accents or speed of speech ☐

Lack of engagement with listening materials ☐

Other (please specify):

……
……

12. What challenges do you encounter in teaching EFL reading comprehension to first-year students with limited vocabulary knowledge?

Limited vocabulary size ☐

Difficulty understanding spoken English due to accents or speed of speech☐

Lack of engagement with listening materials☐

Do you have any recommendations for addressing these challenges and improving EFL listening and reading comprehension among first-year students?

……
……

Section 6: Additional Comments

13. Is there anything else you would like to share about the impact of vocabulary knowledge on EFL listening and reading comprehension among first-year students at the University of Mohamed Khider Biskra?

……
……

Thank You for Your Cooperation

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ملخص

المعرفة اللغوية هي واحدة من العوامل العديدة التي تؤثر في عملية التواصل، إلى جانب غيرها. ويواجه غالبية طالب اللغة اإلنجليزية كلغة أجنبية في جامعة بسكرة صعوبة في التواصل، مما دفع العديد من الباحثين إلى دراسة هذه المسألة ألنها تعيق قدرتهم على فهم المعلومات. ولذلك، تهدف الدراسة الحالية إلى تحليل تأثير المعرفة اللغوية على فهم االستماع والقراءة بين طالب السنة أألولى. تركز هذه الدراسة على التحديات التي يواجهها الطالب في فهم اللغة اإلنجليزية كلغة أجنبية من خالل القراءة واالستماع، وكيفية تشكيل معرفتهم اللغوية لهذه الصعوبات. وبالتالي، تتناول أألسئلة البحثية أهمية المفردات في تعزيز الفهم في اللغة اإلنجليزية كلغة أجنبية بين طالب اللغة اإلنجليزية في السنة أألولى من خالل استكشاف أبعاد معينة من المفردات ومقارنة التحديات مع لغتهم أألم. لذلك، وضعنا فرضيتين: تقترح الفرضية أألولى أن طالب اللغة اإلنجليزية في السنة أألولى الذين يمتلكون مفردات أكبر يحققون مستويات أعلى من الفهم في مهام القراءة واالستماع في اللغة اإلنجليزية كلغة أجنبية. تقترح الفرضية الثانية أن الطالب الذين يمتلكون معرفة أكبر بالمفردات سيظهرون فه ًما أفضل في مهام القراءة في اللغة اإلنجليزية كلغة أجنبية مقارنة بالذين يمتلكون عمقًا أقل في المفردات. اختار الباحث نه ًجا كميًا، واستخدم طريقتي جمع بيانات: استبيان للطالب، حصل على استجابات من 52 طالبًا، واستبيان للمعلمين، حصل على استجابات من 7 معلمين. كشفت النتائج أن الطالب بشكل عام لديهم مفردات محدودة، مما يعيق قدرتهم على فهم المعلومات. أكثر الردود توافقًا على أن وجود مفردات قوية يعزز بشكل كبير قدرتهم على فهم اللغة المنطوقة ويحسن من قدراتهم في القراءة. ووجدت الدراسة أي ًضا أن المدرسين يعتقدون أن إدراج أنشطة المفردات في الدروس وتعزيز القراءة واالستماع الواسعين هي استراتيجيات فعالة لتعزيز معرفة المفردات للطالب باختصار، أكدت النتائج كال الفرضيتين المقترحتين لهذه الرسالة، وبالتالي، حققت أألهداف المقصودة لهذه الدراسة