

THE EFFECTIVENESS OF ACQUIRING ENGLISH VOCABULARY TOWARDS ENRICHING EFL LEARNERS IN READING COMPREHENSION

By

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Abstract

English vocabulary is very important to be acquired and learned. The study was carried out to find the most feasible techniques towards enhancing English vocabulary role in reading comprehension for EFL learners at Jazan University in Saudi Arabia. This study aimed to investigating the impact of the Effectiveness of acquiring English vocabulary towards enriching EFL learners in Reading Comprehension. It also is providing the instructors and students with more information on the effectiveness of vocabulary in reading comprehension. The research adapted the descriptive, analytical and empirical methods. The data for this study was collected by means of questionnaire for teachers and students and also the test for students only. The study recommends the vocabulary to tackling the students' difficulties in reading comprehension that encourage them to acquire English language very well.

Keywords: (1)English (2) Vocabulary (3) Comprehension(4) Reading

1.0 Introduction

The one of the main goals of this research is focusing on the difficulties of vocabulary in reading comprehension that encounter the EFL learner's when they read English comprehension. The researcher tries to light a shadow on the way to students and to explain the value of vocabulary in learning English comprehension. Also, the researcher tries all the efforts to focus on the important of vocabulary in reading comprehension, because vocabulary likes string. Students can't understand the meaning of word or a sentence without knowing the meaning of word or words that string together to build the sentence. That enforces the researcher to find the suitable way to help the students to know the meaning of words in a reading comprehension text and overcome the difficulties that encounter them in vocabulary in reading texts.

This investigation focuses on many topics that concerned with vocabulary and reading comprehension. For example, the meaning of vocabulary, the importance of vocabulary in reading

comprehension, the meaning of reading comprehension, and the value of reading comprehension in learning English language. On one hand, the researcher tries to concentrate in this chapter on the vocabulary knowledge as the problematic area that encountering the EFL learners in reading comprehension. On the other hand, the researcher does all his efforts to help the learners to overcome the difficulties by tackling this problem and also, using the special techniques in vocabulary acquisition by using the meaning of word or words and then the full sentence. That means this chapter explains the words meaning and driven of words to help them to master the meaning of words and then the meaning of a paragraph that lead them to understand the whole passage or the text. And this is the main goal of this research. This chapter also, Lights a shadow on the strong relation between reading comprehension and vocabulary. This chapter focuses on the previous studies that are tackling the same problematic area. In addition, to that the researcher tries to use all the previous studies to help in fulfill this research. Lastly, the researcher uses all the items that concerned with the vocabulary and the reading comprehension to fulfill this study. (from Wikipedia the free encyclopedia) vocabulary is commonly defined as "*all the words known and used by a particular person*". Knowing a word, however, is not as simple as simply being able to recognize or use it.

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age and serves as a usual and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive) and even within those opposing. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. (*From Wikipedia the free encyclopedia(2014)*). There are many types of vocabulary:

1. (a) Reading Vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because the reader tends to be exposed to more words by reading than by listening.

1. (b) Listening Vocabulary

A person's listening vocabulary is the all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

1. (c) Speaking Vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

1. (d) Writing Vocabulary:

Words are used in various forms of writing form formal essays to Twitter feeds. Many written words do not commonly appear in speech. Written generally use a limited set of words when communicating. For example:

- i) If there are a number of synonyms, a writer will have his own performance as to which of them to use.
- ii) He is UN likely to use technical vocabulary relating to a subject in which he no knowledge or interest.

1.1 Developing EFL Reading Vocabulary

David Beglar (2005) effective second language vocabulary acquisition is particularly important for English as foreign language EFL learners who frequently acquire very poor lexicons despite years of formal study. This study comprehensively reviews and critiques second language (L2) reading vocabulary research and proposes that EFL teachers and administrators adopt a systematic framework in order to speed up lexical development. This study incorporates two approaches: 1) promoting explicit lexical instruction and learning strategies; and 2) encouraging the use of implicit lexical instruction and learning strategies. The three most crucial explicit lexical instruction and learning strategies are acquiring decontextualized lexis, using dictionaries and

inferring from context. Implicit lexical instruction and learning can take many forms including the use of integrated task sets and narrow reading; however, this study emphasizes extensive reading, which is arguably the primary way that EFL learners can build their reading vocabulary to an advanced level. The principal notion underlying this study is that the most effective and effective lexical development will occur in multifaceted curriculums that achieve a pedagogically sound balance between explicit and implicit activities for L2 learners at all levels of their development.

In spite of the impressive progress that has been made by researcher, there is reason for concern. *"First, students have lack a comprehensive theory of how vocabulary is acquired, although work has begun in this area (Jiang, 2000; Pavlenko, 1999). Second, there is mounting evidence that may learners, particularly those in English as a foreign language (EFL) contexts whose native language is not generally related to English, are not developing their lexicons to level which would permit them to function add equated in many English language contexts (Barrow, 1999; Nurweni and Read, 1999)".* Compared to English as a second language (ESL) learners, EFL learners often lack an adequate amount of oral or written input; consequently, they need to make up for their language learning opportunities (Kojic-Sabo and Lightbown, 1999). Third, *"judging by the limited space devoted to vocabulary acquisition in many second language (L2) acquisition texts and teacher education textbooks, it is still not being accorded a position of importance by the mainstream second language acquisition"* Thus, the primary purpose of this article is to present a systematic framework for the development of reading vocabulary in foreign language contexts based on contemporary research, while simultaneously highlighting some of the gaps in that research. The researcher believes that this information can benefit curriculum developers, materials writers, teachers, and researchers.

For the pedagogical purposes of this research, that have chosen to use the terms vocabulary and lexis interchangeably to refer to individual words, collocations, and fixed and semi-fixed expressions because vocabulary learning should frequently involve learning "chunks" that are longer than individual words. Moreover, individual tasks can be located along an explicit to implicit continuum, and complex tasks many combine both explicit and implicit subtasks.

In addition to distinguishing between explicit and implicit instruction, it is also necessary to define the more elusive concepts of explicit and implicit learning, and to consider

which is more effective for promoting the acquisition of different types of vocabulary knowledge. From a general education perspective, Lufer and Hulstijn (2001: 11) have stated that explicit learning can take place both intentionally and incidentally, but that implicit learning can only be incidental, which they define as "without learners' awareness of an upcoming retention test, or without learners' deliberate decision to commit information to memory." Incidental learning, which probably requires learners to attend to and notice input, can also be viewed as a secondary result of the primary goal of communication (Schmidt, 1994a, 1994b, 2001).

1.2 Statement of the Problem

The researcher observed that traditional methods of reading comprehension are not encouraging and therefore a great number of undergraduate learners of English in Saudi Universities read only to be tested in final exams. Vocabulary could be employed as an element that encourages learners to read and comprehend the content of the reading material. Since the reading material is presented the vocabulary helped the learner to understand what the text is about. However it is expected that learners performance in reading comprehension are increased through the use of vocabulary of reading, and thus the learners of a foreign language in the Saudi attain a satisfactory level in reading comprehension of a written text. The investigator, therefore, tries to prove that the vocabulary can provide learners with an opportunity to organize the language material "text" using their own words and to understand the content of the text in this way, vocabulary items provide a degree of motivation which many traditional poor ways not help a lot of understanding the text that fail to provide. It is also believed that these vocabulary items, if used properly, are very realistic and communicative providing learners with necessary stimulus and information required the content of the written passage.

1.3 Purposes of the Study

The current study aims to:

- To how the impact of using vocabulary items in improving the reading comprehension of undergraduate students of English,
- To raise learners' of English awareness of the role of vocabulary items in reading comprehension?
- Throw light at the connection between vocabulary and reading comprehension and if so, what can then be made of the connection?

-To encourage undergraduate learners of English in Saudi use vocabulary items as a means of improving the reading comprehension of English texts.

1.4 Questions of the Study

-To what extent does the use of vocabulary items lead to better reading comprehension of EFL learners of English?

-To what extent are learners of English aware of the use of vocabulary in improving the reading comprehension of English texts?

-What relations are there between vocabulary and reading comprehension?

-To what extent are learners of English encouraged to use vocabulary items as a means of improving their reading comprehension?

-To what extent does vocabulary knowledge help EFL learners improving self-study?

1.5 Hypotheses of the study

The researcher hypothesizes that:

-Using vocabulary leads to better reading comprehension of EFL learners,

-Learners of English are not aware of vocabulary items in improving reading comprehension.

-There are strong relations between using vocabulary and reading comprehension.

-EFL learners are not encouraged to use vocabulary items.

-Vocabulary knowledge helps EFL learners improving self-study.

1.6 Population of the Study

The population of this study consists of undergraduate students of English as well as lecturers of English in Jazan University in Saudi Arabia.

1.7 Sample of the Study

The sample of the current study is made up of hundred(100)undergraduate students of English and sixty(60) lecturers of English.

1.8 Tools of Data Collection

Tests and questionnaires are employed for collecting data for teachers and students.

1.9 Significance of the Study

The study addresses one of the most important, but relatively neglected technical methods of teaching English. As for contribution to knowledge, it is intended to increase one's understanding of the impact of using vocabulary items in reading comprehension. Also it is expected to provide some deep insight with regard to teaching by using vocabulary items as fruitful mean of teaching reading comprehension.

1.10 Limitation of the Study

This investigation will be limited to EFL learners in Saudi Arabian students at Engineering college in Jazan University. The time allotted for this study is three years as the researcher needs to collect the required data for this study. One of the problem that faced the researcher is resources and references in such fields, but by contracting professionals, colleagues, libraries, websites and Saudi Digital library 'SDL' the problem are solved.

1.11 Research Methodology

The researcher will adopt both the descriptive method is employed where the sample is divided into control and experimental groups. The two groups take a pre-test a researcher made which measures students reading comprehension performance and to ensure that learners have similar linguistic level. Further, the experimenters are enlightened as to how vocabulary items are used in improving reading comprehension in English whereas the control group is not. Then both groups are post-tested then the learners' scores in both tests are compared to show the impact of using vocabulary items on the reading comprehension of experimental group. To minimize the role of extraneous variable the investigator makes sure that learner is not taught courses of reading before. Besides, a questionnaire is designed and distributed to lecturers of English regarding the role of vocabulary items in improving the reading performance of EFL learners. For research purposes reading comprehension is defined as "scores obtained by learners in the pre-and post-tests". Since the reading comprehension tests are meant primarily for an assessment purposes, and for research purposes, reading comprehension is defined as "score obtained by learners in a research prepared test.

The question of time should be considered when administering tests of reading comprehension. It is important to impose strict time limits in tests of reading.

1.12 Definition of Terms:

1.12 (a) Vocabulary

The noun vocabulary refers to the words used in a language. The word vocabulary can have at least three different meanings:

- i) All of the words in a language.* New words are constantly being added to the vocabulary of English.
- ii) The words used in a particular context.* If you want to do an MBA you need to improve your business vocabulary.
- iii) The words an individual person knows.* The teacher said that my vocabulary is good. *Active and Passive vocabulary.* In our own individual vocabulary, there is a difference between: *words that we understand and use (our active vocabulary). *words that we understand but do not or cannot use (our passive vocabulary).

1.12 (b) Reading Comprehension

- Reading comprehension is the act of understanding what you are reading.

- Reading comprehension is an international, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

- Reading comprehension is one of the pillars of the act of reading. www.K12reader.com 2015

According to the dictionary

- The ability to understand something

- An exercise given to students to test how well they understand written or spoken language.

- New methods of testing reading comprehension, comprehension task.

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