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**The Importance of Vocabulary in English Foreign Language  
Communication**

**Case study: First year English students**

**Abbes Laghrou Khenchela**

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Master degree in foreign languages and culture.**

**Presented by:**

**NOUAR Khaoula**

**HAMZAOUI Chahinez**

**Supervisor:**

**Dr.KEFFALI Walid**

**Examiner :**

**Dr. KHANFRI Abdelmounaim**

**University of Khenchela**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## ***Dedication 01***

***Khaoula,***

*First and foremost, I want to thank Allah for his innumerable favors and gifts, as well as his guidance, which has enabled me to finally complete the thesis.*

*To my mother's soul, despite being my motivation for pursuing a master's degree, she was unable to attend my graduation. It's for her.*

*To my adorable nephew "Ayan".*

*To my pretty sister "Nouara", you are priceless*

*To my beloved sister "Fahima"*

*To my lovely and unique brother "Fethi"*

*And to my father, who provided their words of encouragement and support to help me reach the end of this trip.*

## ***Dedication 02***

***Chahinez,***

*To my lovely daughter "Riham"*

*To my beloved brothers "Anouar and Habib Chaouki"*

*And to my parents who provided their words of encouragement and support to help me reach the end of this trip.*

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## **Abstract**

This study was carried out at the University of Khenchela to investigate and shed some light on the importance of vocabulary in E.F.L communication. The main objectives of this research are to check students' knowledge about how important is using their words in communicating and the teachers' strategies of teaching them vocabulary. To gather data about the situation, questionnaires were the data gathering tool of this research and the results obtained are directed to draw the attention of first-year English students at the Department of English at Khenchela University to the importance of acquiring vocabulary communicating with it fluently. First-year English teachers' have also stated that their students had trouble mastering vocabulary. As a result, students perceive communication in a foreign language to be a challenging undertaking. Therefore, this study highlights the importance of vocabulary acquisition in EFL communication.

**Key words:** vocabulary, communication, acquiring vocabulary, EFL communication.

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**General  
introduction**

## **General introduction:**

After the English language has become the number one language globally all over the world, which is used by individuals all over the world to communicate and to strengthen and establish international relations between various fields.

Learning English has become a necessity nowadays, especially when it has become widely used in various areas which include different fields like economy, tourism, technology, science, art and culture. Therefore, for students of the English language, it is necessary to have a good level of communication performance.

That is why the goal of many students from different regions, is to learn English to interact with others successfully. Most of the time, among the top reasons why learning and teaching English is difficult, is that non-native speakers find it difficult to find the right word when speaking and interacting. In fact, speaking skill is one of the main skills in teaching and learning a foreign language because the main objective of EFL learners is the ability to speak and communicate to express their opinions and intentions.

Among the most important things pointed out by researchers in the field which will improve speaking skills is “**vocabulary**”, it has become a central role in improving speaking skill. And it became necessary to educate students of English as a foreign language about its crucial role by finding the best ways to learn vocabulary in order to develop their speaking skills. Speaking English fluently and effective communication with it does not come except through knowledge of vocabulary and its expansion and development because the lack of vocabulary leads to difficulties and obstacles for learners when they speak.

## **1-Statement of the problem:**

A language that lacks words is undoubtedly a dead language; that is why vocabulary is one of the basic pillars of any language in the world and its learning demands an efficient method in order to achieve a rich space of words, meanings and concepts.

Communication is one of the most important matters that we rely on in public and university life and in our relations with all parties to the communicative process that occurs between students with each other and with teachers.

It is necessary to work on finding the best ways and methods that help to communicate with students and deliver educational messages to them in the best possible way.

Therefore, this research explores the importance of vocabulary in communication among learners of English as a foreign language. The researcher tries to find convincing answers to the following questions:

## **2-Research questions:**

- What is the importance of vocabulary in EFL communication for students of first-year English at abbess Laghrour Khenchela?
  - Can vocabulary improve the English communication skills of EFL students?
  - How can student's vocabulary be expanded?

## **2-Hypothesis:**

- Vocabulary is very important for communication of 1<sup>st</sup> year English students at the University of Khenchela.
  - The large amount of vocabulary can improve the English communication skills of EFL students.
  - There are many ways to improve and expand vocabulary.

### **3-Objectives of the study:**

- This study aims to identify the importance of vocabulary in EFL communication for the student of first-year English at Abbass Laghrour-Khenchela.
- Revealing the importance of vocabulary in improving students' communication skills.
- To identify the appropriate ways to improve and expand the vocabulary.
- Draw the teachers' attention to the importance of vocabulary.
- Find new ways to develop English communication skills.

### **4-The importance of the study:**

Our work is important because it can help students improve their communication with each other and speak fluently through vocabulary acquisition. The importance of our research also lies in highlighting the importance of vocabulary in improving students' communication skills, as communication is an important thing they need to achieve their academic and professional goals in the future.

This study may also be very important for teachers working in the field because vocabulary and communication are considered the essence of the relationship between professor and student and developing each of them may facilitate the process of teaching and learning. This study could serve as a starting

point for many future studies on language and vocabulary, as well as the search for the best ways to develop and expand it so that communication will be easier and more effective.

## **5-Definition of terms:**

### **5-1- Vocabulary:**

The set of words a person requires to communicate his or her thoughts and feelings to others is referred to as vocabulary. It is the central component of a word in a specific language or field of activity.

### **5-2-Communication:**

Communication is the process of two or more parties interacting together in a particular event or topic to exchange information; to achieve the desired effect on one of the parties or both of them together.

Communication is also the process of exchanging information and opinions between two or more parties, for the sake of understanding about a particular point, or more, or in order to inform others of something, or in order to consolidate human relations with the surrounding community.

## **6-Limitations of the study:**

This research is limited to:

**6-1-Vocabulary:** because it may help the students to improve their communication.

**6-2- Communication:** the learner focuses on communication than other skills because it's the most important skill that leads to better communication.

**6-3-First year Students Department of English at the university of Khenchela** our selective sample.

**6-4-EFL students and teachers:** so that we can get to know how students communicate in the classroom, how they use vocabulary, and the importance of this in communicating with each other and with teachers.

**7-Research methods:** the researchers used the descriptive method.

**8-Sample of the study:** our research sample consisted of 80 students EFL and 8 teachers, technique of sample: random sampling (male and female).

**9-Data gathering tools:**

**Questionnaire:**

Our research work is descriptive because it describes the actual situation, but didn't deal with experimental design because we haven't anything to test.

In order to ensure our findings and reach our objective, the main tool is the questionnaire.

The questionnaires will be administered to the first year English students at the department of English in Khenchela University.

The second questionnaire will be directed to the teachers in th deaprtment of English in order to examine their views and attitudes about the importance of vocabulary in E.F.L communication.

**Chapter one:**  
**Reviewing literature**

# Part one

## Vocabulary

### **Introduction:**

Our research requires us to talk about vocabulary, so we've dedicated this section to discuss a variety of topics: vocabulary in general, its different definitions, its types, its importance, and more.

### **1-The definition of vocabulary:**

Vocabulary can be defined as "words we must know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2009, p. 385).

Hornby (1995) states that vocabulary is "the total number of words in a language, vocabulary is a list of words with their meanings". While Vocabulary according to Ur (1998), is "essentially described as the words that we teach in the other language. With that being said, a new acquired or learned item of vocabulary might be composed of more than one word; for instance, police station and brother-in-law, these are made up of more than a single word but still they express one idea.

Consider using the term "vocabulary objects" instead of words in all of these situations.

In addition, the dictionary of Cambridge defines vocabulary as all the words known and used by a particular person.

- 'all the words that exist in a particular language or subject'.

Vocabulary is the language used to transmit ideas and convey a speaker's meaning, that's why learning it is so essential. (**International Journal of Teaching and Education ,2015**)

From the above definitions, we can define the concept of vocabulary as the means of carrying meaning as well as of thinking because the speaker can think and then lend what came to his mind to express what he's thinking, it is one of the linguistic factors that transcends the language learner.

## **2-Types of Vocabulary:**

It was suggested that different forms of vocabulary be classified in a variety of ways. Vocabulary is separated into two categories based on how it is used: active vocabulary and passive vocabulary (Harmer, 1991).

Active vocabulary, according to him, is comprised of words that learners may use in their speech and writing because they know the correct meaning of them. Contrarily students who are learning a passive language can identify the words and understand their meaning but are unable to produce them.

Hatch and Brown (1995) agree with this statement, noting that there are two types of word knowledge: productive and receptive forms of data.

For them, active vocabulary is synonymous with productive vocabulary (the productive side of language), which contains the words that learners use assuredly because they know their meaning and usage.

Use of the proper words in the right context is required for active/productive word knowledge, spontaneous word recall, accurate grammar and a good command of English. Passive vocabulary, on the other hand, is known as receptive knowledge (receptive side of language). Even though the fact that students can

recognize words and their meanings from context, they are far from producing them.

For passive/receptive vocabulary, the recognition of vocabulary in speech or writing is required as well as the knowledge of important grammatical units or forms.

Barnhart, Clarence L (1968), also divide vocabulary into five types:

a) **Reading vocabulary:**

All of the words identified when reading make up a person's reading vocabulary.

b) **Listening vocabulary:**

The speaker's voice and motions, the subject of discussion, and the social context of the conversation can all help to figure out what a term means.

c) **Speaking vocabulary:**

The words used in speech constitute a person's speaking vocabulary, which is typically a component of the listening vocabulary. Facial features and voice tone can make up the difference for this misuse.

d) **Writing vocabulary:**

While many written words are rarely spoken, a person's written vocabulary is often limited by choice and situation: a person may prefer one synonym over another, and they are unlikely to utilize technical language related to a subject in which they have no experience or understanding.

e) **Final vocabulary:**

Richard Rorty, an American philosopher, defined a person's "final vocabulary" as follows:

All human beings carry about a set of words that they employ to justify their actions, their beliefs, and their lives. These are the words in which we formulate praise of our friends and contempt for our enemies, our long-term projects, our deepest self-doubts and our highest hopes... I shall call these words a person's "final vocabulary". Those words are as far as he can go with language; beyond them is only helpless passivity or a resort to force. ( **Contingency, Irony, and Solidarity p. 73**) "**Final vocabulary**". **OpenLearn. Retrieved 1september 2021.**

### **3-Vocabulary's complexity:**

As Schmitt explains in his book "vocabulary in language teaching," vocabulary is ambiguous and difficult to learn everything at once, requiring a large deal of time and consistency owing to constant exposure to vocabulary. He emphasized that vocabulary knowledge comes steadily, with the knowledge of understanding the different degrees of learning from one individual student to another based on the degree of exposure and vocabulary choices and sorts.

He also emphasized the importance of paying attention to word recognition and its broadness, rather than focusing solely on the two aspects of morphology and syntax. Furthermore, as cited in (Schmitt, 2000), the nation made recommendations about different types of word recognition that students and teachers should be conscious of and think when dealing when it comes to vocabulary acquisition.

It is said in the following manner:

- The understanding of the word.
- The word as it is written.
- The verbal communication form of the word.
- The word's grammatical structure.

- The word's colloquialisms.
- The word's registration form is.
- The meaning of the words.
- The recurrence with which the word appears.

As Schmitt pointed out, it is not required to develop all of the aforementioned qualities at the same time, but it is desirable to know how to find a balance among them. (Schmitt, 2000)

#### **4-Vocabulary's tiers:**

##### **First-tier:**

This level covers the common English words and phrases that are recognized by all Speakers of English. This layer includes nouns, verbs, adjectives, adverbs, sight words, and early reading words. This initial level has around 8,000 English words. (Marzano, 2012; Nushi & Jenabzadeh, 2016a)

##### **Second-tier:**

This tier collects mature language words that have an impact on the learner's four skills. It necessitates the use of explicit instructions. In tier two, there are approximately 7,000-word families (or 700 every year) in English. (Marzano, 2012; Nushi & Jenabzadeh, 2016a)

##### **Third tier:**

The final tier collects all of the limited words as well as content area vocabulary. These are words that can only be found in official academic contexts. Yet even if they're not covered in tiers one or two, they are extremely important to understand when it comes to higher education and subject-specific materials. This tier contains the rest of 400,000 English words. (Marzano, 2012; Nushi & Jenabzadeh, 2016)

There is no apparent distinction between the latter two tiers; therefore, it is subjective to the individual's competence.

### **5-Teaching vocabulary:**

According to a recent study, teaching vocabulary can be difficult since many teachers are unsure of the best practices in vocabulary education and don't always know where to start when it comes to putting a focus on word learning in the classroom. (Berne & Blachowicz, 2008).

Teaching words is an important part of learning a language because languages are built on words. (Thornbury, 2002). Learning a language without words is exceedingly difficult; even human communication relies on words. A fundamental component of language learning is acquiring vocabulary, and both teachers and students agree on this. (Walters, 2004). Teaching vocabulary is one of the most debated aspects of teaching English as a foreign language. When the teaching and learning process begins, teachers face challenges in determining how to teach students to achieve satisfactory results. The teacher should plan ahead of time and research suitable approaches to use with the learners. A skilled teacher should be well-versed in a variety of current teaching methods. He must also be able to master the content in order to be understood by pupils and to pique their interest in the classroom teaching and learning process.

Teachers must be conscious that teaching vocabulary is something new and different from the students' original language; they must also consider that teaching English to young learners differs from teaching English to adults. Teachers must be aware of the qualities of their students. They must also develop good procedures and appropriate material in order to achieve the language teaching goal (international journal of teaching and education, vol4, nov.03 2015p,24)

## **6-Learning vocabulary:**

In second language acquisition, vocabulary learning is the process of acquiring building blocks. (Restrepo Ramos, 2015). The acquisition of vocabulary and its impact on the proficiency on second language performance "has become an object of considerable interest among researchers, teachers, and materials developers" (Huckin & Coady, 1999, p. 182),

After being a "neglected part of language learning," vocabulary gained respect in the literature and reclaimed its place in the classroom. (Meara, 1980, as cited in Xu & Hsu, 2017).

### **Goals of vocabulary learning:**

In order for a learner to decide what language to target s/he has to set vocabulary learning goals. Nation (2000) proposes 3 types of information to set as learning goals; starting with

“1) the number of words in the target language.

2) Number of words known by the native speakers.

3) The number of words required to use another language.” (Nation I.S.P 2000)

It is very difficult to know all the words in a language as even native speakers don't know all the words. There is a number of specific vocabulary which are taught in English for a specific purpose courses. This is to say, if a student wants acquire or learn a set of vocabulary, he/she needs to be familiar with the following terms; tokens, types, lemmas, and word families. For instance; tokens are words that students count as they appear in language. If we count all the words but not their repetition of a word, the words are called types. For example; A lemma is considered to be the head of a word in its reduced and inflected form.

## 7- Vocabulary learning strategies:

In his book, Nation (2001) also deals with vocabulary learning strategies.

According to him, vocabulary learning strategies need to meet 4 conditions.

Namely;

- a) They need to be chosen by the student or the teacher.
- b) Follow a consistent and a hierarchical learning order.
- c) Be beneficial in the training process
- d) Enrich and enhance the trainee's vocabulary knowledge.

Other researchers such as Takac (2008) also highlight the four main characteristics of VLS which, in line with Nations (2001) proposal are:

- 1) Require selection,
- 2) Are complex, i.e. develop in several steps,
- 3) Can be developed through instruction,
- 4) Make L2 vocabulary acquisition more effective. **(Pillar M &Ganga Alonso A 2016p17-18)**

In the recent years, some works like Takac's (2008) work, that said to represent the majority of the comprehensive classification of vocabulary learning strategies. She conducted a study to examine the vocabulary learning strategies of elementary school EFL learners (Takac 2008: 91-104). This study was mainly conducted to elicit data from her young informants which aim at a comprehensive classification of the strategies these learners might use. Moreover, She developed the VOLSQES (Vocabulary Learning Strategies Questionnaire for Elementary Schools), which consists of a set of 27 questions (out of an initial 53 items) that focus on vocabulary learning strategies. Students are required to choose from

three-scale options of strategies. According to the results she obtained from her research, she suggested a new classification of vocabulary learning strategies for students to use and for teachers to adopt as well adapt in their courses:

**Strategies of formal vocabulary learning and practising:** Strategies in this type are repeating words, and testing word knowledge with bilingual lists.

- **Self-initiated independent vocabulary learning reflects:** strategies in this type are taking notes, grouping words together to study them, using words in sentences, using the dictionary to learn new words, or associating words with context.
- **Spontaneous incidental vocabulary learning (acquisition):** strategies are listening to songs, using circumlocution, or remembering words from the internet, TV, and so on. **(Pillar M &Ganga Alonso A 2016p19-20)**

### **8-Vocabulary communication strategies:**

We've separated learning and communication techniques within the broader topic of vocabulary strategies. Vocabulary communication tactics are typically reduced to compensating strategies or language use strategies. Their primary goal is to compensate for a lack of lexical expertise. Hence, when a learner does not know how to say a word in the TL or does not understand it when exposed to it, he/she/they can resort to a different communication strategy, such as use an L1 word, use a paraphrase or description of the word, create a new word from generalization or from applying L2 rules, ask the teacher or a classmate or look up the intended word in the dictionary (e.g. Poulisse 1993, Rababah 2002, Salazar Campillo 2006, Agustin-Llach 2010). In nutshell, the taxonomies of language learning strategies as well as communication strategies are classified just under the category of compensatory strategies. Even though, they are not directly aimed at learning new lexical items; in other words, these strategies indirectly result in

learning or acquiring new words after the process of the lexical search has come to an end (cf. Oxford 2003).

In 1977, Tarone classified communication strategies into the following five groups:

**8.1. Avoidance:** It simply refers to a lack of understanding or abandonment of a topic or message due to a lack of knowledge of the vocabulary required to deal with it.

**8.2. Paraphrase:** Learners can approximate unknown words by using an approximation or a word that is incorrect but refers to a similar event or object. They can also invent a new term to describe the object or event. Finally, they can simply use the appropriate vocabulary to describe the object or event.

**8.3. Conscious resort to the L1 through transfer by** actually translating words from L1 to L2, or by switching languages, that is by directly utilizing the L1 word immersed in the L2 syntax, learners can transfer.

**8.4. Appeal for assistance:** Learners can consult an authority to help them with the lack of knowledge. Namely, online dictionaries or traditional ones, the teacher, their mentors, or native speakers.

**8.5. Mime:** Learners can also convey their message by using gestures or non-verbal means to refer to the intended object or event. (Pillar M & Ganga Alonso A 2016p25-26)

## **9- Vocabulary development:**

Individuals learn words through the process of vocabulary development. Infants begin to speak when they reach the age of one year. Infants slowly expand their vocabulary during the early stages of word learning. Infants can normally

utter around 50 words by the time they are 18 months old, and they are also starting to make word combinations.

For someone to enrich his/her vocabulary reservoir, they need to be familiar with the general meanings that words may carry. This can be seen when infants map problem so they can correctly learn to attach words to referents. Moreover, some models have been proposed for years such as the Constraints theories, domain-general views, social-pragmatic accounts, as well as the emergentist coalition model which account for mapping problems. Hirsh-Pasek, Golinkoff & Hollich (2000)

### **10-Vocabulary in EFL Classes:**

Vocabulary was not considered a major subject to be separately and officially taught in traditional methods. Instead of being a separate subject for students to learn, it was incorporated into lessons of speaking, listening, reading, and writing. As a result, few students recognized the significance of vocabulary. Recently, the vocabulary teaching and learning process has been developed and is becoming increasingly important in EFL classes, especially with the emergence of methods such as CBA and CLT.

There has been a growing realization that learning a foreign language necessitates a strong command of its vocabulary rather than its grammar. "you can say very little with grammar, This is can be seen as evident that when acquiring or learning a language, vocabulary must be highlighted. The student must be aware of its importance in the process of learning and consider the benefits it may offer in the process of learning. "without vocabulary nothing can be conveyed" (Wilkins, 1972). It is an essential element of communication as Christopher Fowers (2000) argues that a large vocabulary can assist language learners in communicating

clearly and effectively. As a result, it stands to reason that the more words a student knows, the more he will be able to say and understand others.

The endless number of unfamiliar and changed elements he encounters during his language learning process, on the other hand, can pose challenges with comprehension and knowledge. Knowing a single or multiple words goes beyond its meaning. It is:

- Having the ability to recognize it in its spoken and written forms,
- Knowing its different meanings.
- Knowing its part of speech (V, N).
- Being able to pronounce it properly.

### **11-The amount of vocabulary needed by an EFL learner:**

According to some researches, learners of a second foreign language need to have a certain amount of vocabulary in that language, to use it effectively and appropriately and to acquire a critical comprehension of it. To decide how many words do foreign learners need to know; Nation (2001) believes that three main points should be addressed at first. 1) The number of words in the language, 2) the number of words known by native speakers, and 3) the number of words needed to use the language.

#### **11-1- How many words are there in the language:**

Native speakers; however, do not know all the vocabulary of the language, with the fact that there are numerous specialized vocabularies; words that are not used by the majority, such as those of nuclear physics, computational linguistics, and other words that are known only by small groups which are specialized in those areas, sometimes those groups are called "discourse communities". Thus, for the identification of the exact number of

words are in the language, Nation believes it to be a recondite area of study. According to him, several questions could affect the answer: what should be counted as a word? The words pen and pens should be counted as the same or as different words? What about words with more than one meaning, which are called Homographs; like the words, bow, lie, green,? Do we count people's names? Do we count the names of products? Nation (2001) mentions that researchers who tried to solve this question, "How many words are there in the language", tend to count the number of words in very large dictionaries. Like, Webster's Third New International Dictionary (the largest non-historical dictionary of English), which contains around 114,000-word families excluding proper names, which is a very large number and is well beyond the goals of most first and second or foreign language learners.

### **11-2-How many words do native speakers know:**

Some recent studies (Goulden, Nation and Read, 1990; Zechmeister, Chronis, Cull, D'Anna and Healy, 1995) suggest that native speakers of English who had proper education know around 20,000 and more of word families without mentioning proper names and transparently derived forms. In addition, for each year native speakers add an average of 1000 word families to their vocabulary store.

### **11-3- How many words are needed to use the language:**

Nation (2001) celebrates the fact that words are divided into two different groups: a group of "high-frequency words that represent the most commonly used words that occur mostly in all kinds of language uses, and a group of "low-frequency words", which includes words that occur very infrequently and cover only in a small proportion of any text. Moreover, Thornbury (2002) indicates that the number of words that EFL/ESL students

need to know depends on their needs. That is, the amount of words needed to achieve reading comprehension is not the same if a learner wants to take part in a conversation. He adds “an EFL learner needs a core of vocabulary that will serve him/her in most situations; this core would be about 2,000 words” (p. 26). In short, the essential amount of words needed to use the English language may considerably differ from one learner to another. That is, EFL/ESL learners' need for vocabulary is completely based on their different linguistic purposes.(Nation 2001 )

For example, we may find a learner needs 200 words to construct a short paragraph, while another learner needs only 100 to lead a conversation. Though, learners' vocabulary knowledge limits their abilities and achievements in the language. In other words, if a learner knows 200 words, he/she can use and understand the language inside the 200 words borders.

## **12-The importance of vocabulary in EFL classes:**

The importance of vocabulary in English language learning is widely known, it can be found in all language skills, including listening, speaking, reading, and writing. As a result, it is regarded as one of the most important fields for effective language communication. Furthermore, vocabulary mastery is essential for students learning English as a foreign language or a specific language. It can help them speak when they are communicating with others, and it can also help them write and translate the meaning of words when they are learning English, so if they do not know the meaning of words, they will be unable to speak or write anything.

The study of words and the acquisition or learning vocabulary should always be given priority to. Moreover, words are the reflective tool of student's level whether in reading or speaking Vocabulary needed for expressing meaning and

using the receptive and productive skills because Learners sense a number of the difficulties they face in receptive and productive language use, usually lead to the lack of vocabulary knowledge.

According to David Wilkins (1972) defined vocabulary is much more important and more attention than grammar because learners cannot construct and use correct grammatical structures if they do not have sufficient vocabulary. On the other hand, vocabulary helps learners with language production as Hubbard(1983) notes that the more words a student know the more precisely that student can express the exact meaning he/she wants to. This is to say, learners need to be familiar with a wide range of words' meanings to communicate effectively. To sum up, the importance of vocabulary is based on language learners who managed to learn a large and rich vocabulary will perform success, both in an EFL classroom and in life. Therefore, the acquisition process of the learners' target language will be easy, because learners will be able to identify and employ specific words, which fit the meanings depending on the situations. Additionally, it will aid them in speaking their minds. In a nutshell, vocabulary is a must when learning any target language.

### **Conclusion:**

Based on the information presented in this chapter, we conclude that vocabulary is a collection of familiar words within a person's language that develops with age and serves as a useful and fundamental tool for communication and knowledge acquisition. One of the most difficult aspects of learning a second language is expanding one's vocabulary.

There are four different vocabulary types as we mentioned earlier, different learning strategies and vocabulary communication strategies. So with the great importance of vocabulary in our lives, foreign language learners need to have a

good vocabulary size to communicate fluently. Sometimes, a student may be aware of the general rules of language but still cannot master it, because of the lack of good vocabulary. That is why we have dedicated this chapter to talk about it and understand its content so that we can move on to the next part of our research, which is communication so that it will be easier for us later to reveal the importance that vocabulary play in EFL communication.

# Part two:

## Communication

### **Introduction:**

Human communication is considered as one of the important aspects of a human's life; its role is critical in any discord, as it is an effective tool in the developing the interaction between individuals and groups. In addition to its important role in cultural, social as well as economic development. As the steps of change and development expand and grow, the need for information, ideas and experiences increases, and thus for communication channels to transmit and deliver them to individuals and groups.

Given the importance of communication with others and teamwork, whether in school, university or work, having communication skills has become one of the requirements for personal and organizational growth.

That is why we have dedicated this chapter to talk about the different concepts of communication and communication skills, given their great importance, especially if it comes to EFL students.

### **1-Definition of Communication:**

In general, communication is the process of two or more parties interacting together in a particular event or topic to exchange information; To achieve the desired effect on one of the parties or both of them together.

Communication comes from the Latin "communis", which means "common". With every communication, we attempt to establish "commonness" with someone. That is, we are trying to share information, an idea or an attitude

Looking further, In another definition, Schramm(1993) says: "Communications is the mechanism through which human relations exist and develop" (Schramm, 1993).

John Peters explains that the difficulty of giving a direct definition of communication comes from the fact that communication is a universal phenomena and also a specific discipline of institutional academic study. (John, Peters 1986)

Oxford dictionary defines communication as the imparting or exchanging of information by speaking, writing, or using some other medium.

On the other hand, the Webster's Dictionary, defines communication as "the transmission, presentation, or exchange of information and ideas,". This to say, we use verbal and nonverbal communication on a daily basis to express different ideas, so it is important to know how to get the most out of your communications.

Communication has been defined as “the act of giving, receiving or exchanging information, ideas and feeling so that the message ‘is completely understood by both speaker and hearer ’”. (Fiske, J., & Jenkins, H. (2012), p 1).

Through the previous definitions, we conclude that communication is the process of exchanging information and opinions between two or more parties, for the sake of understanding about a particular point, or more, or to inform others of something, or to consolidate human relations with the surrounding community.

For instance in Shanone's and Weaver's “influential model”, human communication was compared to a telephone or a telegraph because of the way it functions, they suggest that communication consists of discrete steps:

1. The formation of communicative motivation or reason.

2. Message composition (further internal or technical elaboration on what exactly to express).
3. Message encoding (for example, into digital data, written text, speech, pictures, gestures and so on).
4. Transmission of the encoded message as a sequence of signals using a specific channel or medium.
5. Noise sources such as natural forces and in some cases human activity (both intentional and accidental) begin influencing the quality of signals propagating from the sender to one or more receivers.
6. Reception of signals and reassembling of the encoded message from a sequence of received signals.
7. Decoding of the reassembled encoded message.
8. Interpretation and making sense of the presumed original message.

## **2-Types of communication:**

### **2-1-Verbal communication:**

Verbal communication is the use of language as a medium for transmitting information, whether through speaking or sign language. Verbal communication includes presentations, video conferences, phone calls...

Mahrabian (2007) claimed that:

“Our verbal messaging is communicated via the words that we use. The verbal message is of course an important part of our communication, but the way we communicate nonverbally is equally, and sometimes more important.” In other words, verbal communication is a process where two or more parties exchanging information or messages between them through written or oral discord.

According to (Wenbin Nah, 2008), Verbal Communication is further divided into two: oral /spoken and written communication.

### **a- Oral/Spoken Communication :**

In oral communication, Spoken words are used. It consists of face-to-face conversations, speech conversations, telephonic conversation, as well as, voice over internet. Examples of spoken communication that is used in the workplace include conversations, interviews, counselling/helping colleagues, meetings, conferences and so on In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking.

### **b-Written Communication :**

When talking about written communication, educators usually refer to it as written signs or symbols because these are the major components which are used in a written communication.

A written message can be typed or written by hand. Letters, reports, memos, bulletins, job descriptions, staff manuals, and electronic mail are examples of written communication used for internal communication. Writing, electronic mail, Internet Web sites, letters, proposals, and telegrams are all examples of ways to communicate with the outside world. (Wenbin Nah, 2008)

### **2-2- Nonverbal communication:**

Nonverbal communication describes the procedures of conveying information through non-linguistic representations. Haptic communication, chronemic communication, gestures, body language, facial expressions, eye contact, and other forms of nonverbal communication are one of these examples. Nonverbal communication is also related to a message's intent. Examples of intent are voluntary, intentional movements like shaking a hand or winking, as well as involuntary, such as sweating. (Types of body language, simplylanguage.com, retrived:03/09/2021)

According to McConnell, (2003), Nonverbal communication is any behavior that creates or represents meaning that is not spoken or written. In other words, facial emotions, body movements, and gestures are all included. Nonverbal communication is talking without speaking a word. It is considered to be extremely effective, maybe even more so than speaking. As the saying goes, "Actions speak louder than words.(Wangare T,2016p06)

### **3-The elements of non-verbal communication:**

**Appearance:** Speech, clothing, hairstyle, neatness, use of cosmetics

**Surrounding:** room size, lighting, decorations, furnishings.

**Body Language:** Facial expressions, gestures, postures and how one stands is an important element of non-verbal communication. For example, Leaning in close to a speaker suggests keen interest. Looking away from the speaker frequently signals apathy or irritation.

**Sounds:** Voice tone, volume, speech rate.

In order to achieve comprehensive communication, all non-verbal channels such as body, face, voice, appearance, touch, distance, time and other environmental forces must be active during face-to-face interaction. Written communication can also have non-verbal attributes. E-mails, webchats, and social media have options to change text font colours, stationery, add emoticons, capitalization, and pictures in order to capture non-verbal cues into a verbal medium.

This classification for the types of communication we mentioned earlier ( verbal & non-verbal communication ) is based on the communication channels used.

However, there is another classification based on the purpose and method,

Tabitha Wangare wambui( 2016) mentioned the following types of communication:

### **A- Formal Communication:**

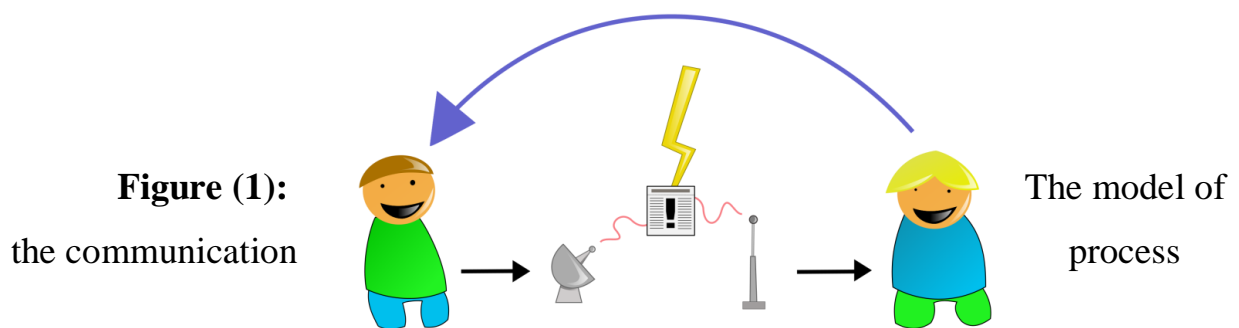
In formal communication, following certain rules, conventions and principles when conveying information is a must. Formal communication occurs in formal and official style. Usually, professional settings, company meetings, and other formal meetings, are all bound by a formal model; Avoiding informal communication, avoid slang and swear words, and requiring correct pronunciation. This it to say, authority lines are needed to be followed in formal communication.

### **B- Informal Communication:**

Informal communication is usually done using channels that do not go hand in hand with formal communication channels. It's just a casual talk. It is set up for the social relations and face-to-face dialogue of the members of the organization. It happens among friends and family. However, in informal communication slang words are used, and foul language is not restricted. Usually informal communication is done orally and using gestures. Informal communication, unlike formal communication, does not follow authority lines. Moreover, when talking about an organization, it aids in finding staff's grievances as people express their minds more when talking informally. Informal communication helps in building relationships.(Wangare, W 2016, p9)

### **3-The main elements of the communication process:**

It is known that "Claude Shannon" and "Warner Weaver" (1949) presented the first model of the communication process, as this model works as a radio or telephone. This model may consist of three main parts, which are as follows:



**The sender:** The sender is the main element in the communication process and bears the responsibility for the efficiency, effectiveness and continuity of the communication process.

- In the model, the sender was the part of a telephone a person spoke to.

**The channel:** the success of the communication process is closely related to the success of the sender by choosing the appropriate means of communication.

- In the model, the channel was the telephone itself.

**The receiver:** He is the one who receives the message, decodes it, translates it, then analyzes and interprets it to reach what the sender intended.

➤ The receiver was the part of the telephone where one could hear the other person.

In the communication Theory, there are some other basic elements of communication, this theory is based on the development of models and concepts used to describe communication. One-way communication: the sender creates a message that consists of certain symbols and sends it over a channel to decode the receiver. In comparison, the interactive model of two-way communication. People send and collaboratively receive messages as they constantly encode and decode information.

#### **4-Stages in the communication process:**

Stages in the communication process can be defined as a procedure that is used to impart a message or information from a sender to a receiver by using a medium of communication. The message goes through five steps from the sender to the receiver .(Wangare, W 2016, p10)

#### **These stages are as follows:**

##### **➤ Source :**

The "source" is referred to as the sender of the message – in other words, you. And the "message" refers to the information and ideas that you want to deliver.

You need to be clear about the message you want to convey, and its importance as well as its main purpose, moreover, why should anyone care? A sender needs to be confident about the message he/she wants to convey and be accurate as well as precise and concise.

➤ Message: is what is being transmitted from sender to receiver.

- **Encoding:** encoding is a process through which the message is symbolized. It involves giving the message a communication form.
- **Channel:** channel is the medium through which message is being sent. The sender chooses the most appropriate and effective way to deliver the message to the recipient. Communication channels can include websites, letters, e-mails, telephones, video conferences, and face-to-face meetings.

Effective communication depends on choosing the right communication channel for your information. Choosing the wrong communication channel can cause communication barriers, including information overload and insufficient feedback. The effectiveness of communication channels can be evaluated based on their wealth and feedback opportunities.

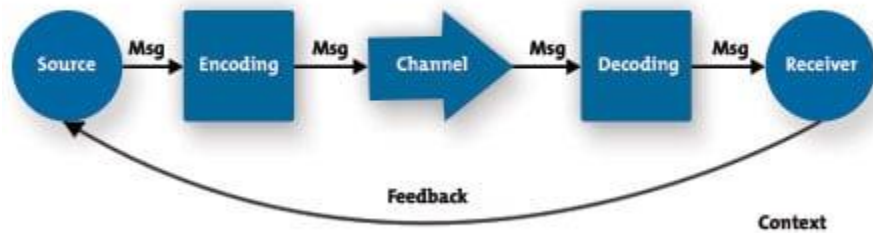
Richness refers to the depth of your message. For instance, the Encyclopedia of Business names face-to-face communication as the richest communication medium. Face-to-face encounters allow the listener to hear your message, as well as sense your tone of voice and watch your facial expressions to determine the meaning of your message. Face-to-face communication also allows for instant feedback, unlike communication mediums like letters and emails.

- **Receiver:** is the entity that receives the message.

**Decoding:** it is a process where the intended meaning is extracted from the message.

**Feedback:** is the process through which the receiver sends his response.

The communication process is explained diagrammatically as follows:



**Figure(2):The communicating process**

source:[www.minedtools.com/commskll/communicationIntro.htm](http://www.minedtools.com/commskll/communicationIntro.htm)

## **7-Principles of communication:**

in his book, *Natural bridges*, Randy fujishin (2016), mentioned six principles of communication, he said that a good understanding of these principles will make your communication more effective. These principles are as follows:

➤ **Communication is constant:** This means that communication is always continuous because verbal communication is not everything in the communication process, but rather there is non-verbal communication through signs, expressions and gestures, even during sleep, nonverbal signs of anxiety, irritability, fear, confusion, relaxation, or depression may be sent.

➤ **Communication is a process:** Because a person does not change in one day, but for many years during his life,So is communication. Not only does it change around and within you for a day, but throughout life's

journey, it will change, along with your messages and how they are sent and received, as you make your way to freedom. **Randy fujishin (2016)**

➤ **Communication is irreversible:**This is because our words and actions cannot be erased or forgotten. Although the person accepts your

apologies and forgives you, the memory of a careless or cruel word or action can remain in the memory for life.

➤ **Communication is express content and relationship:** Every interaction and communication takes place at two different levels, the content level and the relationship level. The level of communication content deals with the topic you are talking about at that moment. The level of content is the subject of your communications. The relationship level includes how you and the other person feel about each other at that moment.

➤ **Communication is symbolic:** Words only have meaning because people agree that they have meaning. And a specific word can mean different things to different people or groups of people. The word DOG elicits a specific kind of pet in the minds of those individuals who belong to a cocker spaniel owners club. To a group of gangsta wannabees, DOG is an affectionate term for a buddy or good friend who has your back and will defend you at all costs. And to a group of MotoGP racing fans, the word DOG brings to mind a slow, poorly designed racing motorcycle that would most likely finish in the last place at Laguna Seca. Remember, the meaning of a word is in people. Not in the word. (Randy fujishin 2016,p13)

➤ **Communication is learned:** This means that a person can learn new communication behaviours, regardless of what he learned previously, and what he acquired from experience, speaking skills and listening skills with others.

### **8-Communication skills:**

For human communication to be effective, each individual must develop different communication skills, especially if it comes to students, each student must seize the opportunity in any activity that is given to him/her to develop his/her communication skills in a broader and complete aspect, so that communication

skills can be fully developed. Students need to make efforts to develop their communication skills to be able to succeed in their chosen profession(Ihmeideh, et All. 2010).

Communication skills enable individuals to understand and to be understood, a variety of aspects are important in the context of these skills, such as listening, speaking, observing and empathy.

### **8-1-Oral Communication Skills**

Oral communication is an interactive process in which one person takes turns playing the roles of speaker and listener. Therefore, instead of focusing on each skill individually, you should look at these skills in a comprehensive way. In order for students to overcome the burdens in listening and speaking skills they need to develop communicative competence, especially strategic competence. While referenceto speaking, strategic competence points out the ability to know how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdowns and comprehension problems ( Shumin, 1994).

Communication strategies (both listening and speaking) have a direct influence on communication and play a constructive role in foreign language learning. Learners of English as a foreign language are expected to use communication strategies in a meaningful way. They also are expected to be highly motivated for initiating oral communication, to increase participation during the interaction as well as solve their communicative problems, to achieve communicative goals, and to be able to deliver the right messages with the intended meaning.

The skill of oral communication is the most common type of communication skill among people, especially among students, because of its nature that allows students to use it to express their ideas freely, and whether the communication is between one student and another, or between a student and a limited group of students, the oral communication skill is one of the most important skills that help students achieve their communication goals with their colleagues and teachers.

## **8-2-Written Communication Skills**

According to Kroll (1990) Writing is a difficult task for anyone, even in English-speaking countries, ESL (English as a Second Language) students find academic writing as a challenge they need to face. If that is the case, then EFL (English as a foreign language) students should find this to be quite a difficult feat ( **Thonus, 1993**).

The writing communication skill is one of the types of language communication skills that help the individual to make his ideas in reality in the form of written words and through which these ideas can be saved and can be published to benefit from them.

But it is one of the skills that need preparation, as it is a skill that depends on training, talent, training and practice.

Currently, writing has become one of the basic skills that students use to communicate, especially with the widespread use of social networking sites such as Facebook, Twitter and WhatsApp. And some websites that help students find references for their research and studies with the use of English as a global language for communication in the fields of education, business and technology, and since English has become the language of technology, it has become necessary

to learn written communication skills so that students can share ideas and communicate online.

### **Importance of communication:**

Communication plays a critical role in the development of a nation and in the contribution to the ongoing social changes. Communication has led to the development of a community. Below are other major reasons as to why we communicate:

- We communicate to educate and give instruction to the people we are communicating with
- To provide knowledge for instance in school, church, political rallies etc
- To give expertise and skills for smooth functioning by people in society
- To create awareness and give the opportunity to people to actively participate in public life.
- We communicate for Information - in case you want to know something you have to ask and be told
- We listen for entertainment
- We listen for discussion and persuasion
- We listen for understanding and insight - we depend on communication for self-awareness. Communication helps us to understand ourselves and others

➤ To develop meaningful relationships - it is through communication contacts that human beings basic and social needs are met. Psychology has it that people need each other

➤ Influence and persuasion - human beings spend most of their time trying to influence each other to think as they do, act as they do and like what they like..(Wangare, W 2016)

### **9-Communication in the classroom:**

Communication is considered to be an important and a diverse aspect of teaching and learning because it is the basis of human interaction. When communication is effective, both student and teacher benefit in several ways, including increased students' self-esteem, increased class performance, and personal growth in both parties.

EFL learners need to communicate in the target language fluently and freely and to emphasize the communicative use of the language in situations that occur in the university, in the department, and ordinary life.

Communicative classrooms have characteristics that are quite different from non-communicative classrooms. According to Taylor (1983p 69), a communicative classroom needs an atmosphere that encourages learners to exercise their initiative in communicating and in which communication can take place comfortably.

EFL learners need to communicate in the target language fluently and freely and to emphasize the communicative use of the language in situations that occur in the university, in the department, and ordinary life.

### **9-The Role of Interaction:**

Interaction is considered a central part of communicative language. It helps the student to involve in communication using the target language. Interaction is defined as a collaborative exchange of thoughts, feelings or ideas between two or more students resulting in a reciprocal effort on each other. (Brown 2000 p165) Rivers emphasized the idea that the communicative classroom should be interactive, he affirmed that interaction in real-life exchange ( Rivers 1987 P4-5: in Brown, 2000p165).The main principles are identified by Brown (2000).

### **9-1-Automaticity**

Automaticity is achieved when the students' attention is on meaning rather than on grammar, and other linguistic forms. This lack of restriction and control leads to the enhancement of automaticity in the students performance.

### **9-2-Intrinsic Motivation**

When students communicate with each other, they will be comfortable in expressing their ideas, which will eventually lead to enhancing their overall proficiency level in using language.

### **9-3-Strategic Investment**

During their interaction, students should use strategic language skills to decide when and how to speak or interpret information and correct any mistakes they may have encounter.

### **9-4-Risk Taking**

Students in interactive class may have problems such as their shyness of their friends laughing at them, failing to produce intended meaning, being rejected or

neglected, all these are called language risks which students have to challenge for the sake of their general level improvement.

### **9-5-The Language Culture Connection**

Students are required to be systematically versed in the cultural nuances of the language.

### **9-6-Interlanguage**

The role of teacher feedback is fundamental in the development of the language process. Several errors of production and comprehension will be a part of his process.

#### **Conclusion:**

At the end of this chapter, we arrive at saying that communication skills are of great importance in societies, especially for students. The student cannot achieve his goals without communication between him and those around him from teachers and colleagues, whether this communication is verbal or nonverbal.

Today, university students need to master communication skills in a different cultural context (Penbek, Youdarkul and Cerit, 2009). Harlak Etal (2002) suggests that the student try to engage in any activities that can develop his communication skills and the university must also provide and facilitate the best ways to achieve this.

# **Chapter two:**

**Research methodology and data analysis**

## **Introduction:**

This chapter is concerned with the practical side. The study's methodology is explained by the researchers. They go over the research design, data collection tools, sample, and data analysis in greater detail. They also handle questionnaire analysis. Finally, the last section covers both the interpretation and the discussion of the results.

## **1-Methodology:**

### **1-1-Population:**

First-year students of English at the University of Khenchela Abbess Laghrour are the whole population, it consists of 166 students.

### **1-2-Sample:**

The sample for this study was first-year LMD students at Abbess Laghrour University Khenchela in the Department of English. We worked with a total of eighty students, who were chosen at random. Furthermore, students of various sexes are chosen (male and female). The reason we chose to work with first-year LMD students is that they will be studying oral expression for three years, which means they will need to develop good communication skills. Considering their perspectives on the importance of vocabulary will be beneficial to us, as they will be able to share their thoughts and ideas on the relationship between vocabulary and communication, as well as how vocabulary can be used to improve communication. We can learn about the significance of vocabulary in communication by doing so.

Second, we chose first-year English teachers from the University of Abbess Laghrour Khenchela. We chose this group of teachers because they have prior experience teaching oral expression and will be useful in our research. The reason

for selecting them is to learn their perspectives on the importance of vocabulary in developing communication skills and in learning EFL classes.

### **1-3- Description of the questionnaires:**

In the present research, we directed two main questionnaires which are a data collecting tool. The first one is for the teachers and the other one is for the students. These questionnaires are composed of questions of multiple choice types. Besides, teachers and students are supposed to add a tick in the corresponding boxes after reading the questions and also one open-ended question for the teachers with space to fill. The results of these questionnaires will help us to know the importance of vocabulary in EFL communication.

#### **1-3-1-Students' questionnaires:**

The student's questionnaires consist of 21 questions; each question is carefully designed for the main purpose. However, the students' questionnaire is composed of three sections, the first section is about personal information:age, gender ..., with (3) questions.

The second section consists of (7) questions about student communication to recognize the extent of students' understanding and awareness of the importance of communication and their level of communication skills. Then, to know how they feel about communicating in English.

The third section consists of (11) to clarify students' level in vocabulary skills and how can teachers give them the chance to speak in class. Also, to admit the obstacles that faced them when speaking to confirm the importance of vocabulary in EFL communication.

#### **1-4-2-Teachers' questionnaire:**

Teachers' questionnaire contains ten questions and one open-ended question. In this questionnaire, we try to ask teachers about how to teach a new vocabulary and how they make and create a good atmosphere in the classroom for their students' to communicate easily. An open question to know their opinion about the importance of vocabulary in communication and the best ways to develop and expand vocabulary.

# **Description and Analysis of the Students' Questionnaire**

## **1. Analysis of the Students Questionnaire**

### **1.1. Introduction**

The method that will be used in this research is the descriptive method since it helps us to find the relationship between vocabulary and communication skill's improvement. Depending on the questionnaire as a data-gathering tool.

The students' questionnaire is administered to first-year students of English at Khenchela University. It is designed specifically for students. Thus, this survey aims to investigate the role of vocabulary in enhancing EFL communication skills. So, this study attempts to focus on developing students' vocabulary and foster them to achieve their final goals in communicating through vocabulary acquisition.

### **1.2. Population**

First-year students of English at the University of Khenchela are the whole population. It consists of 166 students. For the lack of time, we chose a sample of 80 students randomly between males and females.

### **1.3. Design and Description of the Students' Questionnaire**

The students' questionnaire is designed for first-year students of the department of English at Khenchela university.

The questionnaire is composed of three sections of twenty-one questions. It contains yes/no questions and multiple choices questions. The questionnaire's objective is to give the chance to first-year English students to express their thoughts and views about vocabulary acquisition and its role in enhancing EFL communication.

#### **Section One: Personal information**

Section one contains three questions. It attempts to obtain personal information about participants such as their gender, age and the reason behind choosing the English language.

#### **Section Two: The communication skill**

This section contains seven questions. Its overall objective is to clarify how much communication is important in the learning process. In addition to checking whether they can communicate or whether they appreciate communicating in the target language or not, whether they use correct grammar, precise vocabulary, good pronunciation and informative ideas when communicating. Besides this, it attempts to investigate students' tools that students use to improve their communication skills.

### **Section Three: Vocabulary Acquisition**

This section attempts to question the respondents about various benefits and advantages of using particular strategies that help them to build their vocabulary stock. In other words, the overall objective of this section is to investigate the learner's opinions concerning the strategies and techniques they use to improve their English vocabulary.

#### **1.4. Administration of the study**

The researchers provided the questionnaire to five students to assess its validity and ensure that it was comprehensible before administering it to our real sample. There is no uncertainty that we can see.

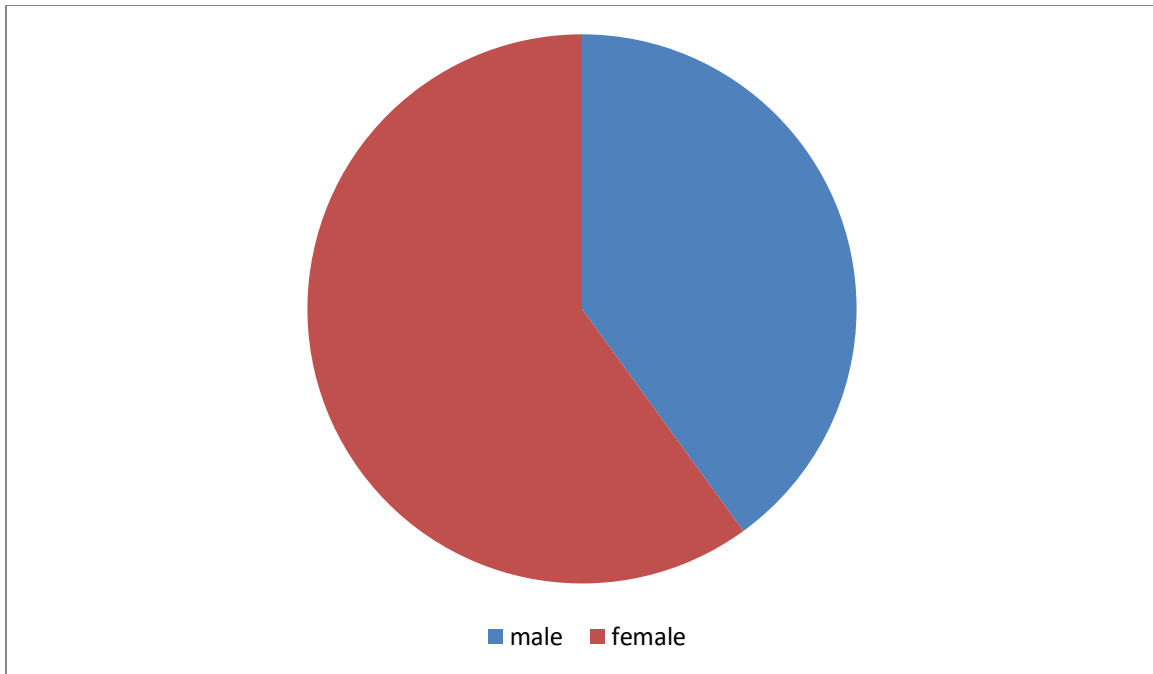
The questionnaire was administered to our sample from 9:00 to 14:00 for different classes. It was answered, and the students were satisfied and interested in our topic.

#### **1.5. Analysis of the Students' Questionnaire**

##### **Question 01: Gender**

Gender	Number of Students	Percentage %
Male	32	40%
Female	48	60%
Total	80	100%

**Table 01: Students' Gender Distribution**



**Figure03:** Students' Gender Distribution

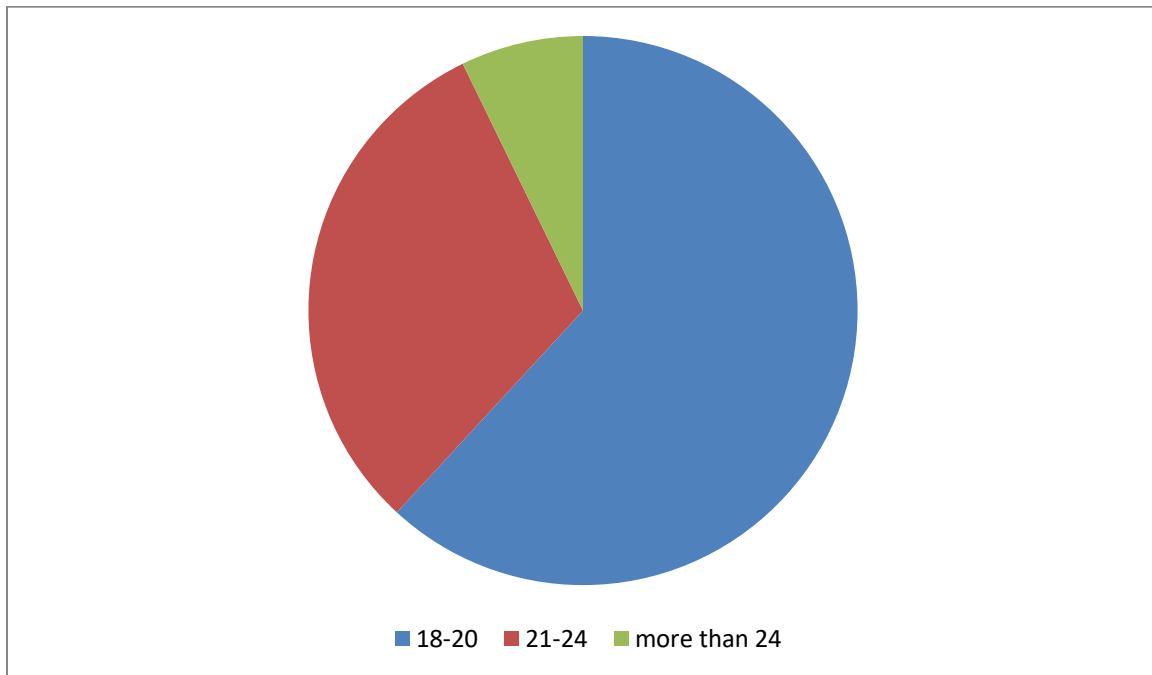
Table one shows the participants' number which is 20 students, 8 of them are males (40%); whereas, the number of females is 12. The fact that (60%) of the participants are females is mainly due to the females' interest in learning literature and foreign languages, in addition to the teaching profession which is considered by people in our country to be a feminine job. Thus, the current studies confirm that the females are the most suitable ones for learning and acquiring Multilanguage rather than the males, but this is not an alternative fact because there are a lot of males who overwhelm the females to learn more than one language.

**Question 02: Age**

Age	Number of Students	Percentage %
18-21	48	60%
21-24	24	30%

More than 24	8	10%
Total	80	100%

**Table 02:** Students' Age Distribution



**Figure 04:** Students' Age Distribution

The results in table two show that most first-year students are aged between 18-21 years old. It reveals (60%) of fresher students, for this reason; learning English or any foreign language will be very simple and easy without age difficulties because age is a very crucial factor in studying languages. About (30%) of the students are aged between 21-24, this could be due to their failure in the baccalaureate exam or other unknown causes, and the rest about (10%) are more than 24 years old and this could be due to their jobs 'needs that require studying English.

**Question 03: Why did you choose the English language?**

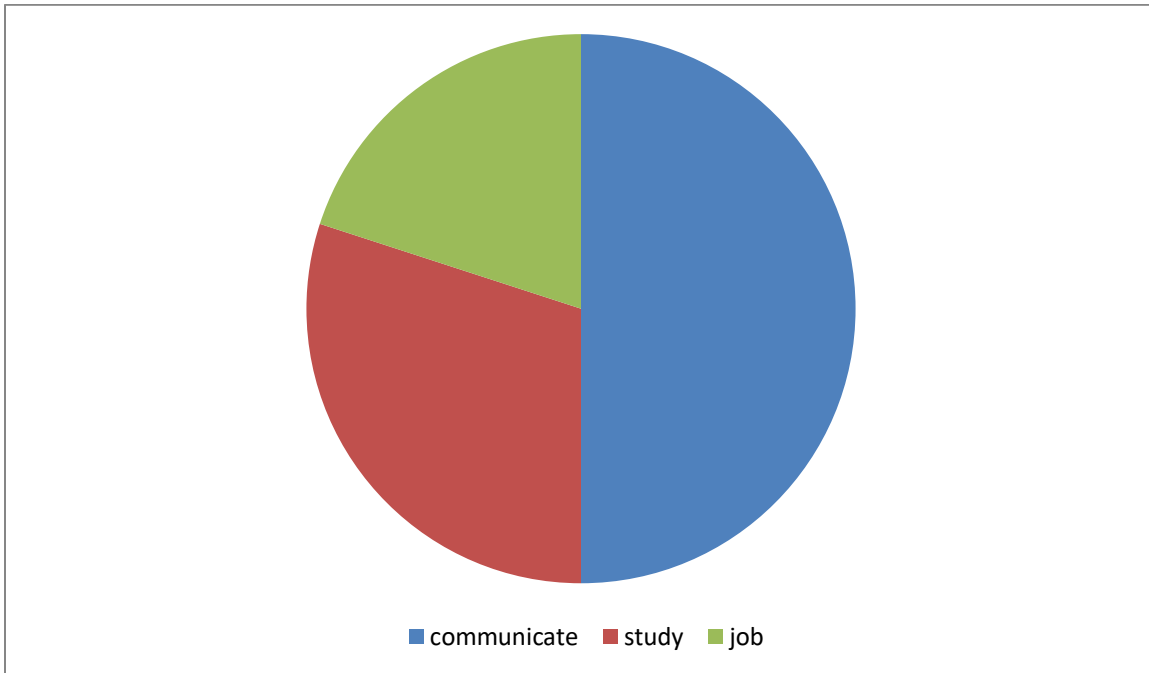
a-To communicate fluently

b- To study English as a language

c-To find your dream job

Students' Answer	Number of Students	Percentage
To communicate fluently	40	50%
To study English as a language	24	30%
To find your dream job	16	20%
Students' Total Number	80	100%

**Table 03:** Students' Desire to Learn English.



**Figure 05:** Students' Desire to Learn English

This question aims to determine the desire of students to learn English.

According to table 03, 50% of students have chosen the English language to communicate fluently (as a personal choice), and (30%) chose it to study English as a language, and the rest (20%) says that they choose it to find a dream job. From these results, the writers can guess that the students are interested to learn English.

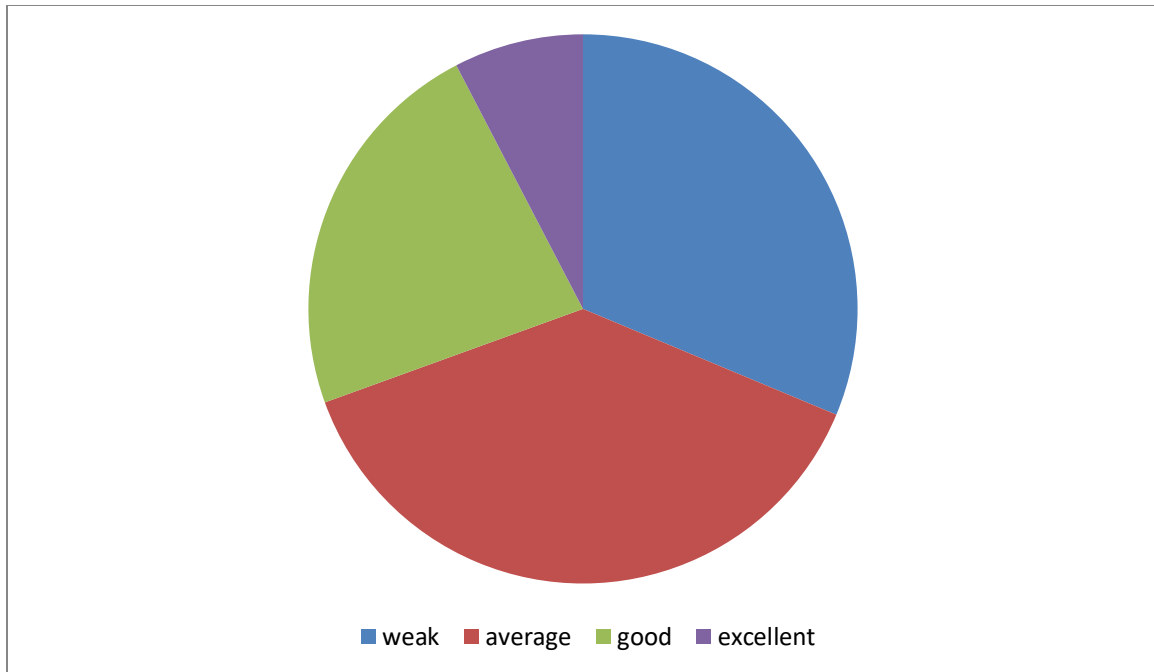
## **Section Two: The Communication**

**Question 04: How do you rate your communication with your colleagues?**

a- Weak                      b- Average                      c- Good                      d-Excellent

Students' Answer	Number of Students	Percentage
Weak	8	10%
Average	40	50%
Good	24	30%
Excellent	8	10%
Students' Number	80	100%

**Table04: Students' level of communication**



**Figure 06: Students' level of communication**

According to table 10% of students think that their communication is weak, and 50% student students think that their communication is average

30% think that their communication is good and 10% think that their communication is excellent.

From these results, the writers can guess that student communication with each other is still weak.

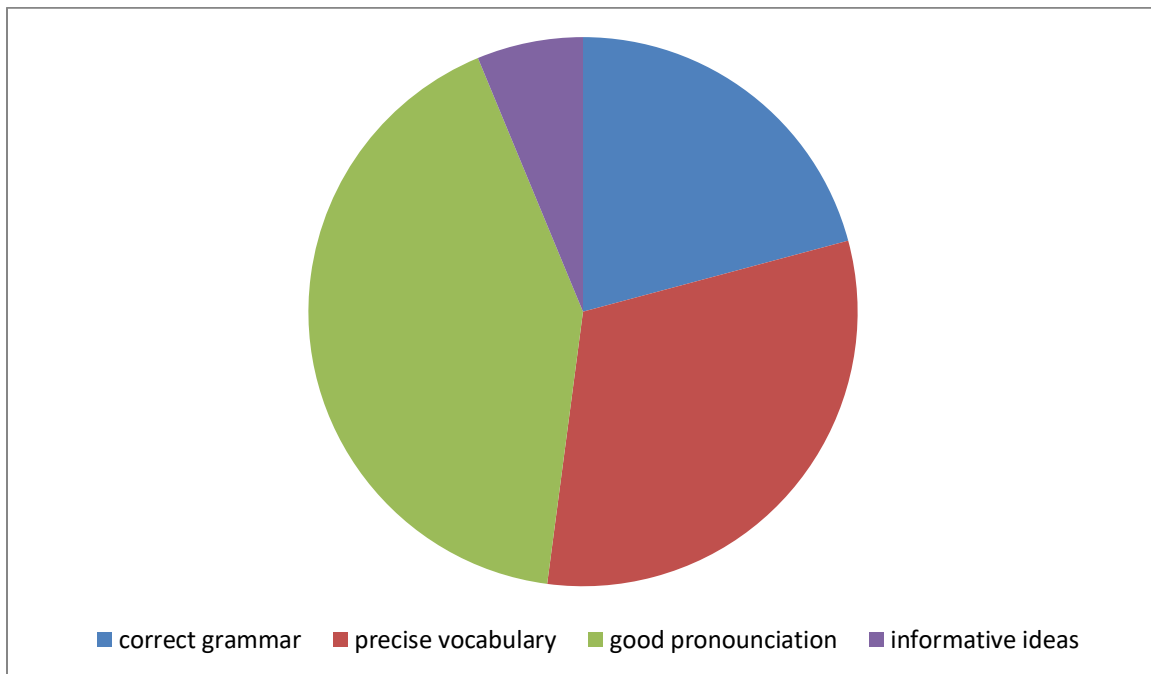
**Question 05: In your opinion, good communication is using:**

- a- Correct grammar
- b- Precise vocabulary
- c- Good pronunciation
- d- Informative ideas

Students' Answer	Number of students	Percentage
Correct grammar	16	20%

Precise vocabulary	24	30%
Good pronunciation	32	40%
Informative ideas	8	10%
Students' Total Number	80	100%

**Table5: Good communication**



**Figure 07: Good communication**

According to the table, 20% of students think that good communication is using Correct grammar, and 30% said that good communication is through Precise vocabulary, 10% think that good communication is using informative ideas.

From these results and the students' opinions, we conclude that good communication is only through acquiring a good amount of vocabulary, which indicates its great importance.

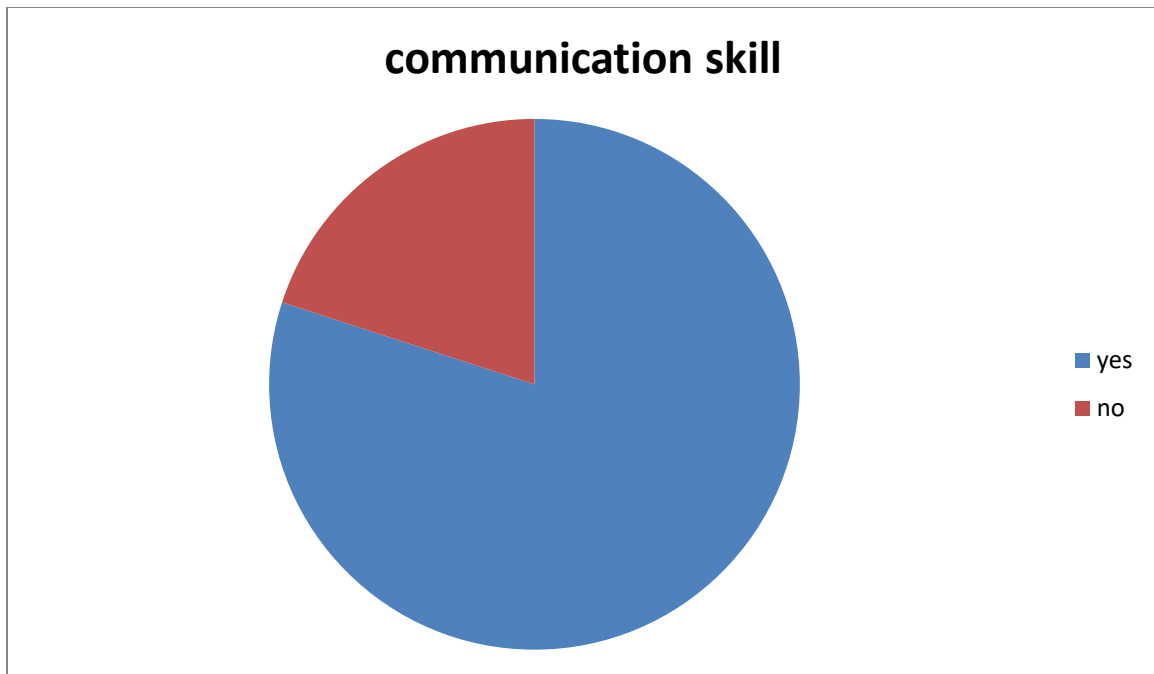
**Question 6: Is Communication a necessary skill to improve your English?**

a- Yes

b- No

Students' Answer	Number of students	Percentage
Yes	64	80%
No	16	20%
Students' Total Number	80	100%

**Table 06: Communication skill**



**Figure 08: Communication skill**

The previous table shows that 80% of students believe that communication is a necessary skill for developing the English language, and 20% of them say the opposite, and this is due to the researchers' view to the lack of awareness of the importance of communication among students.

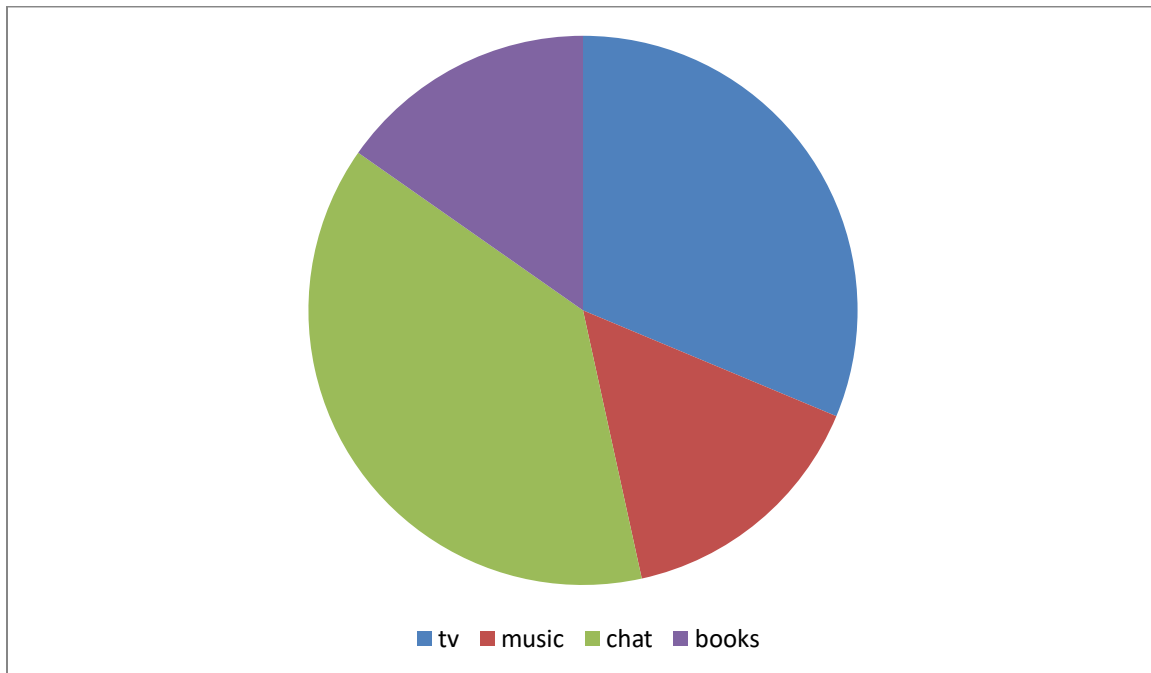
**Question 7: To improve your communication skill what kind of tools do you use?**

- a- TV                      b- Music                      c- Chat                      d- Books

Students' Answer	Number of students	Percentage
TV	8	10%
Music	16	20%
Chat	40	50%
Books	16	20%
Students' Total	80	100%

Number		
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**Table07: Tools of communication skill**



**Figure09:Tools of communication skill**

Looking at the previous table, we notice that 10% of the students chose television as an appropriate tool for improving communication, while 20 % choose music, and the rest chose either chatting or reading books.

**Question 8: When communicating, do you have difficulties:**

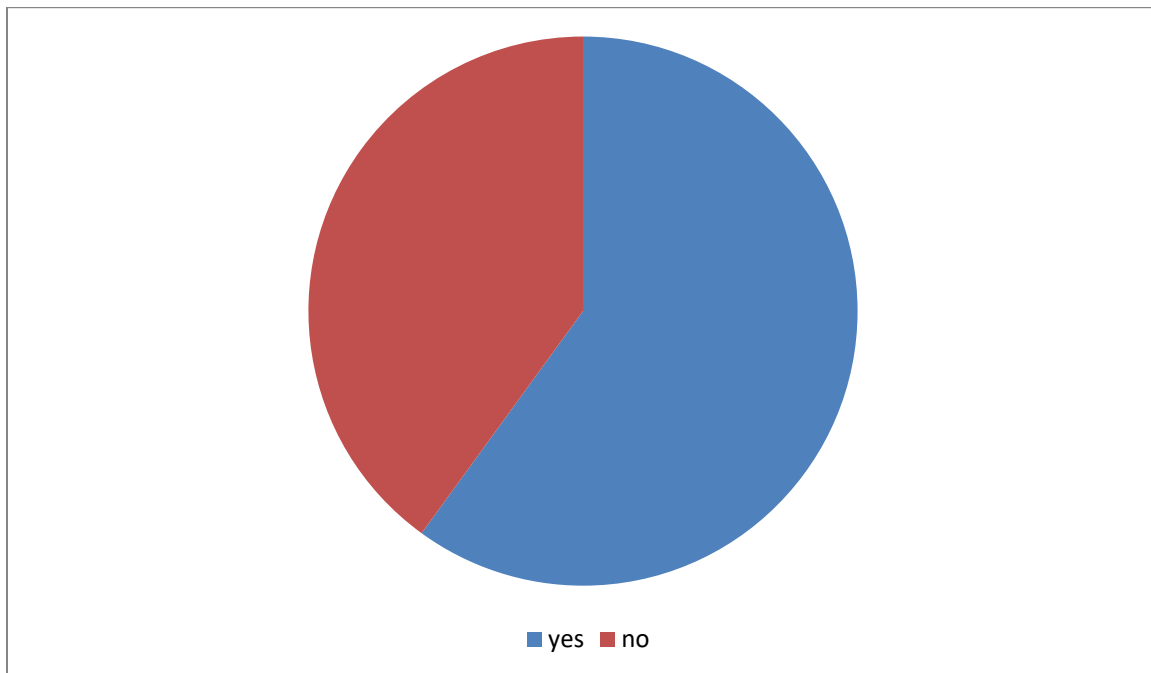
a- Yes

b- No

Students' Answer	Number of students	Percentage
Yes	48	60%
No	32	40%

Students' Total Number	80	100%
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**Table08: Communicating difficulties**



**Figure 10: Communicating difficulties**

This table shows that 60% of students find it difficult to communicate, and this is a large percentage for students of English as a foreign language.

This emphasizes the need to find ways to improve their communication.

**Question 9: Do you feel motivated to communicate academically in English?**

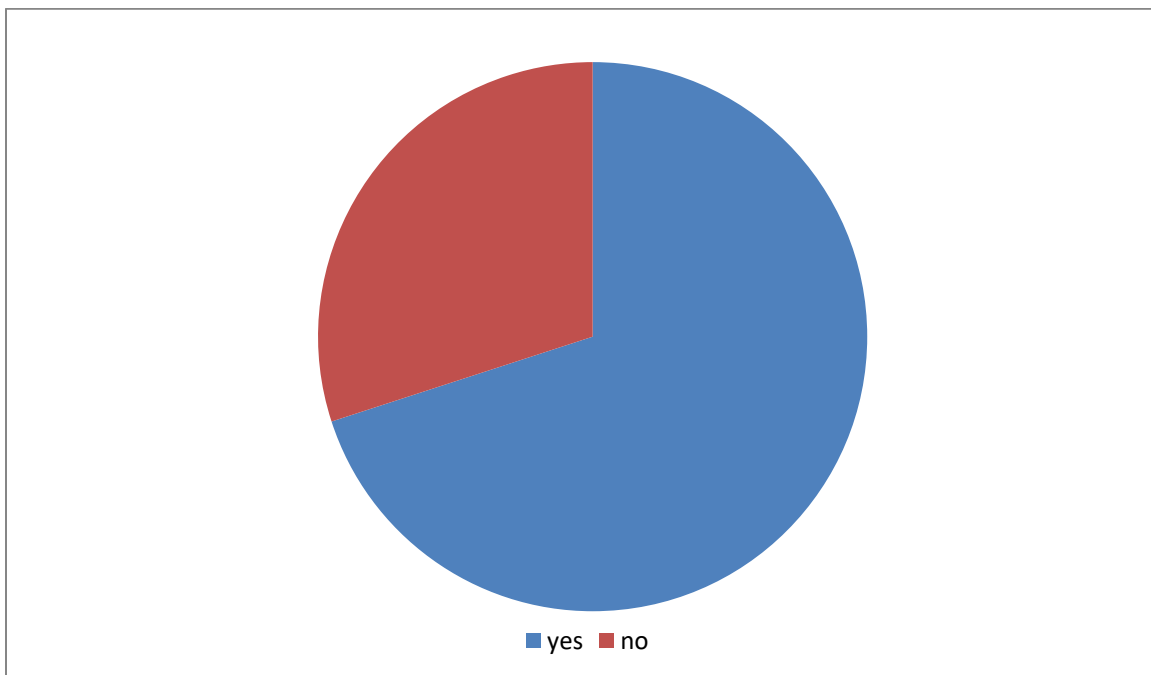
a- Yes

b-No

Students' answer	Number of students	Percentage

Yes	56	70%
No	24	30%
Students' Total Number	80	100%

**Table09: Motivation**



**Figure 11:Motivation**

The table shows that the majority of students (70%) feel motivated to communicate academically in English, and (30%) of them think the opposite.

From these results, the writers can conclude that English students are motivated to communicate academically in English.

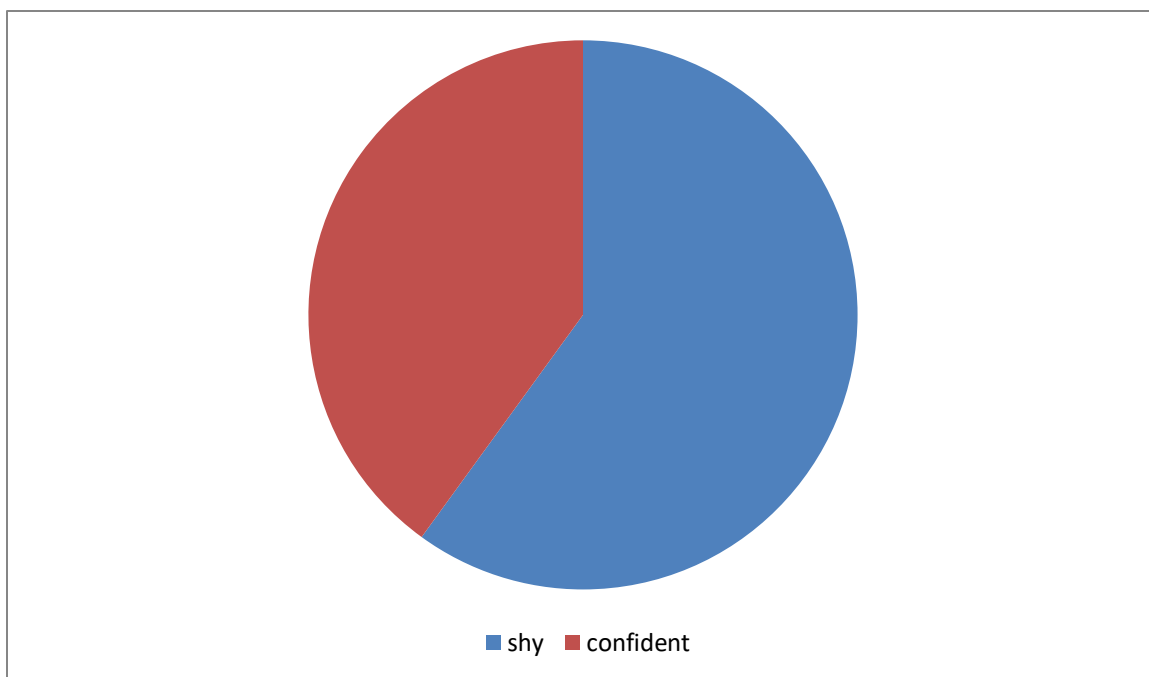
**Question 10: When communicating in English do you feel:**

a- Shy

b- Confident

Students' answer	Number of students	Percentage
Shy	48	60%
Confident	32	40%
Students' Total Number	80	100%

**Table10: Feeling**



**Figure 12: Feeling**

This table shows that most students (60%) feel shy when communicating, and only (40%) do not.

From these results, the writers can guess that most students will not communicate fluently, since they feel shy when communicating in English.

## Section Three: Vocabulary acquisition

Question 11: do you have large amount of vocabulary?

a- Yes

b-No

Students' answer	Number of students	Percentage
Yes	40	50%
No	40	50%
Students' Total Number	80	100%

Table11: Vocabulary amount

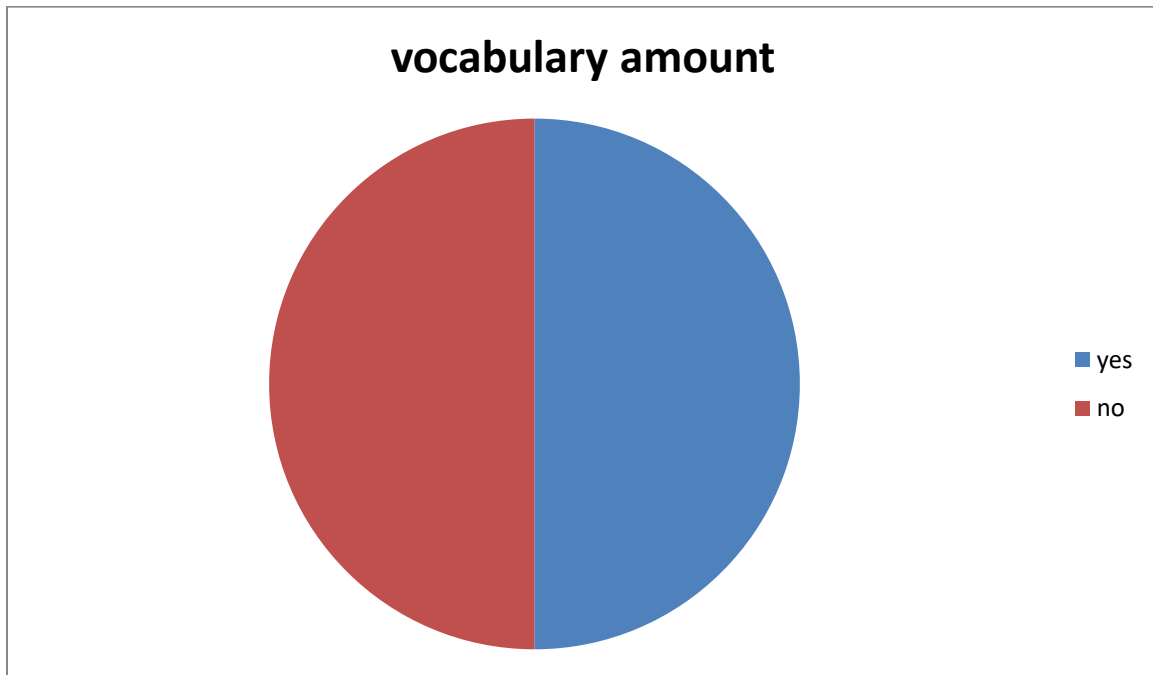


Figure 13: Vocabulary amount

This table shows that 50 % of the students do not have a lot of vocabulary, while 50 % do.

From these results, the writers conclude that students have a wealth of vocabulary.

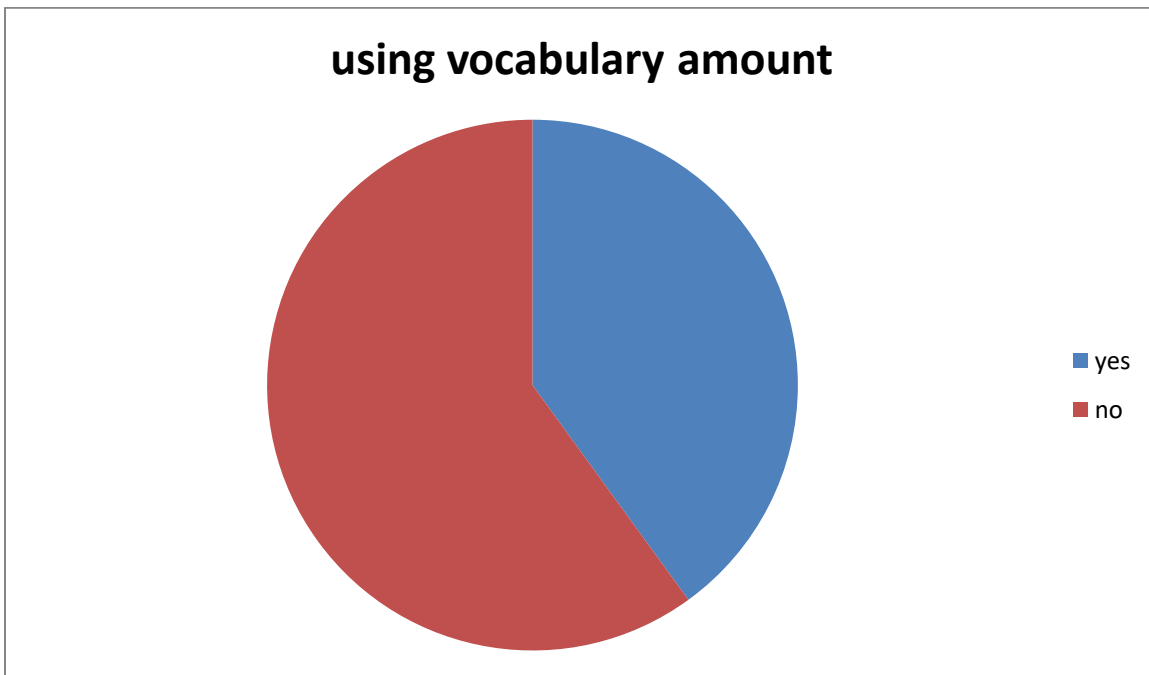
**Question 12: When communicating do you use a large amount of vocabulary?**

a-yes

b- no

Students' answer	Number of students	Percentage
Yes	32	40%
No	48	60%
Students' Total Number	80	100%

**Table 12: Using vocabulary amount**



**Figure 14: Using vocabulary amount**

This table shows us that 40% of the students use a large amount of vocabulary, while 60 % do not.

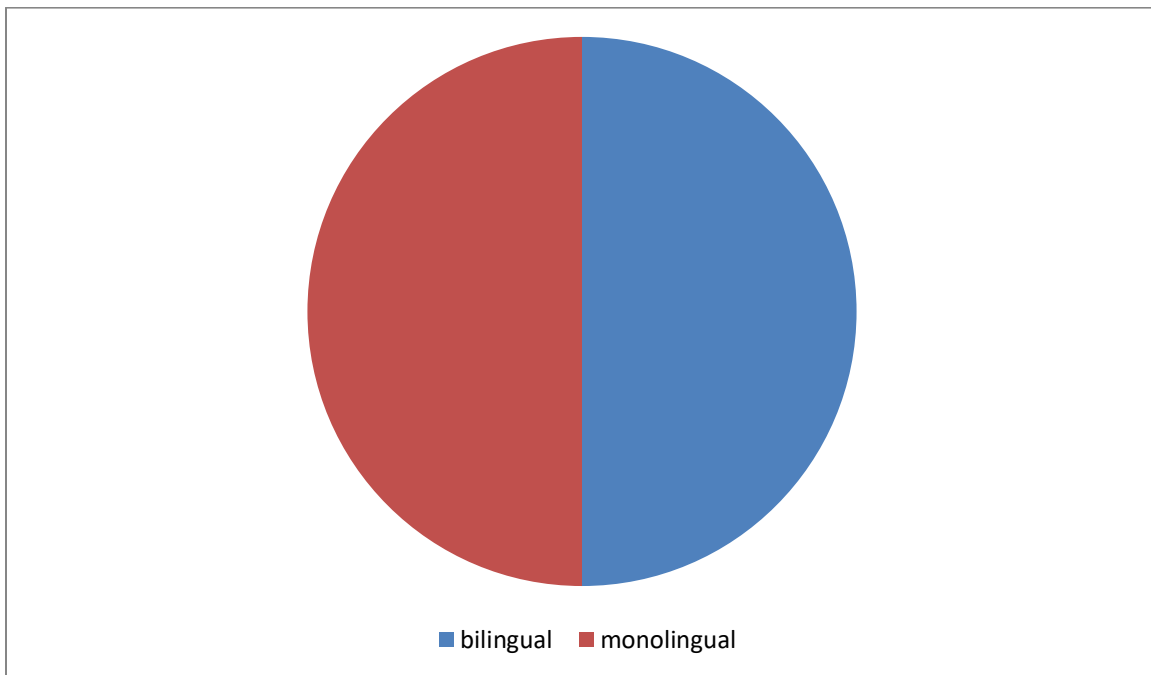
From this result, the researchers conclude that students have a great desire to acquire vocabulary and that many of them have a large vocabulary.

**Question 13: Which type of dictionary do you use?**

- a- Bilingual (English-Arabic)                      b-Monolingual (English- English)

Students' answer	Number of students	Percentage
Bilingual ( English-Arabic)	40	50%
Monolingual( English-English)	40	50%
Students' Total Number	80	100%

**Table 13: Types of dictionary**



**Figure 15:Types of dictionary**

This table attempts to poll the students about the dictionary they use. It shows that 50 % use bilingual (English- Arabic), and 50 % use monolingual (English- English).

From these results, the writers can guess that most students try to enhance their vocabulary, which helps them to improve their communication skills.

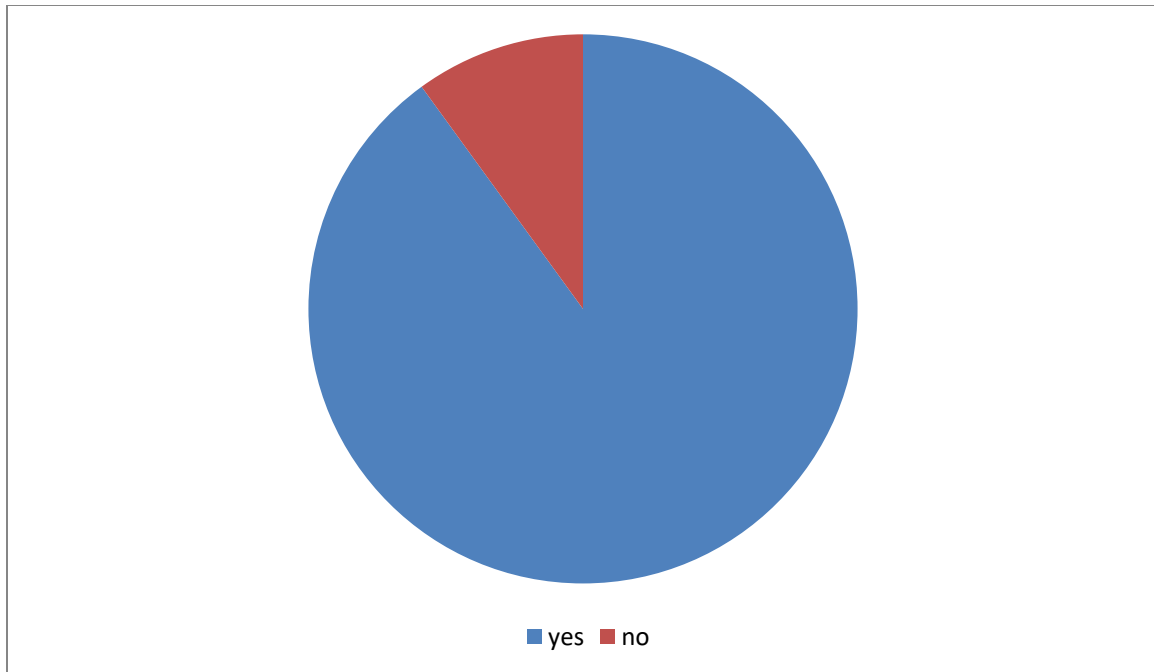
**Question 14: Is it important to have a good vocabulary to enhance your communication skills?**

a-yes

b- no

Students' answer	Number of students	Percentage
Yes	72	90%
No	8	10%
Students' Total Number	80	100%

**Table14: Vocabulary and communication**



**Figure 16: Vocabulary and communication**

The previous table shows that 90% of students believe that acquiring vocabulary is important for improving communication skills, while 10% think the opposite.

Through these results, the researchers emphasize the importance of vocabulary in improving communication skills.

**Question 15: What tools do you use to enhance your English?**

a-Reading books.

b-Listening to music.

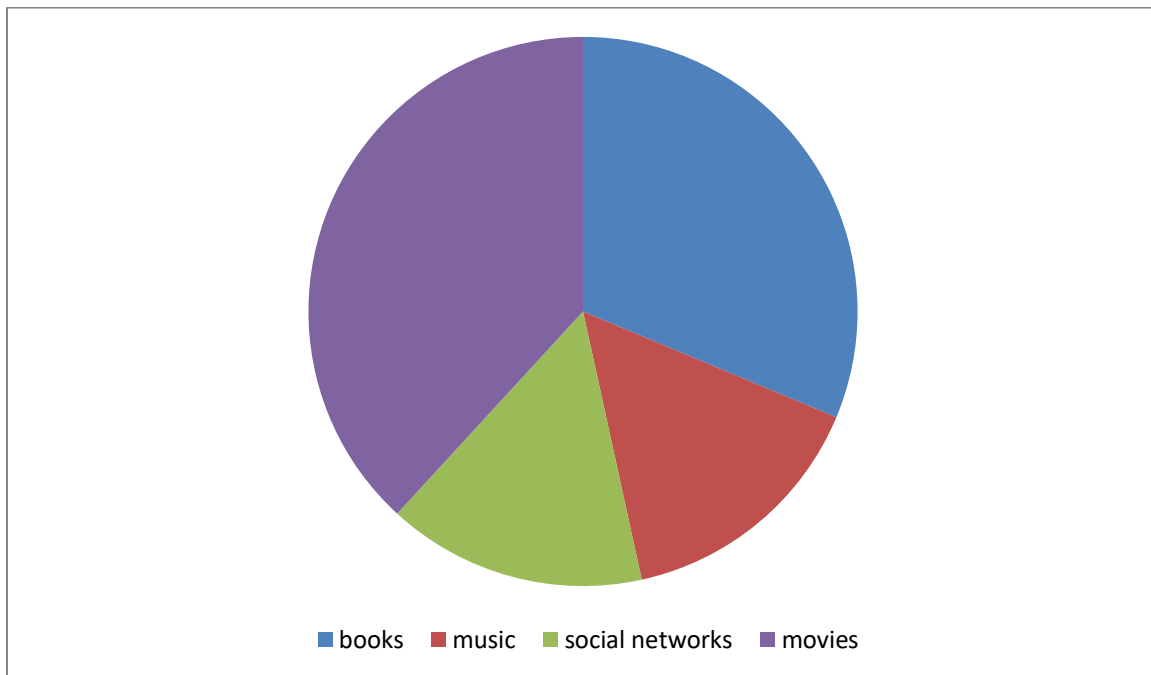
c-Social networks.

d-Watching movies.

Students' answer	Number of students	Percentage
Reading books.	8	10%
Listening to music.	16	20%
Social	16	20%

networks.		
Watching movies.	40	50%
Students' Total Number	80	100%

**Table15: English tools**



**Figure 17: English tools**

The table shows us that 10% of readingbooks to enhance the English language,

And 20% of them use listening to music, 20% use social networks, 50% watch movies to enhancetheirEnglish.

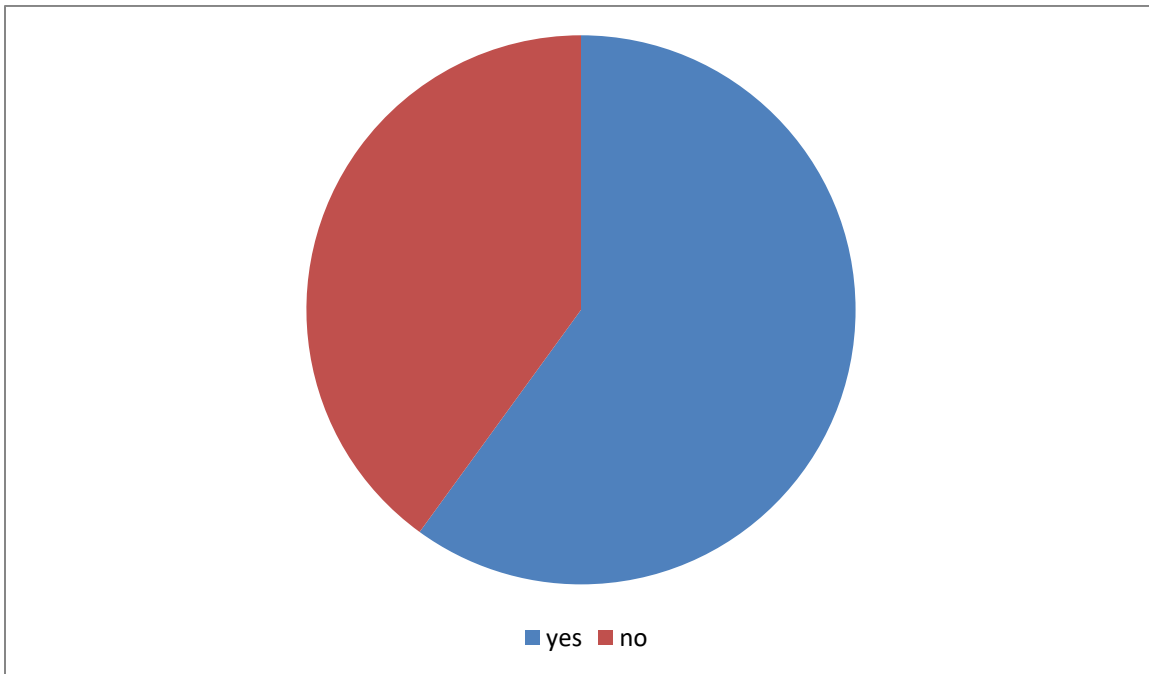
**Question 16: Do you find it tough to communicate?**

a-yes

b-no

Students' answer	Number of students	Percentage
yes	48	60%
no	32	40%
Students' Total Number	80	100%

**Table 16: Communication difficulties**



**Figure 18: Communication difficulties**

60% of students think that is tough to communicate in English while 40% think that it could be easy to speak English fluently.

**Question 17: If 'yes', what kind of difficulties?**

a-Vocabulary

b-Grammar

c-Pronunciation

Students' answer	Number of students	Percentage
Vocabulary	24	50%
Grammar	8	17%
Pronunciation	16	33%
Students' Total Number	48	100%

**Table 16: Kinds of difficulties**



**Figure 19: Kinds of difficulties**

The table shows that 50% of students find it difficult to find vocabulary when communicating, 17 % find it difficult to communicate because of grammar and 33% get pronunciation difficulties.

This confirms that the lack of vocabulary is one of the most important difficulties that make communication very difficult.

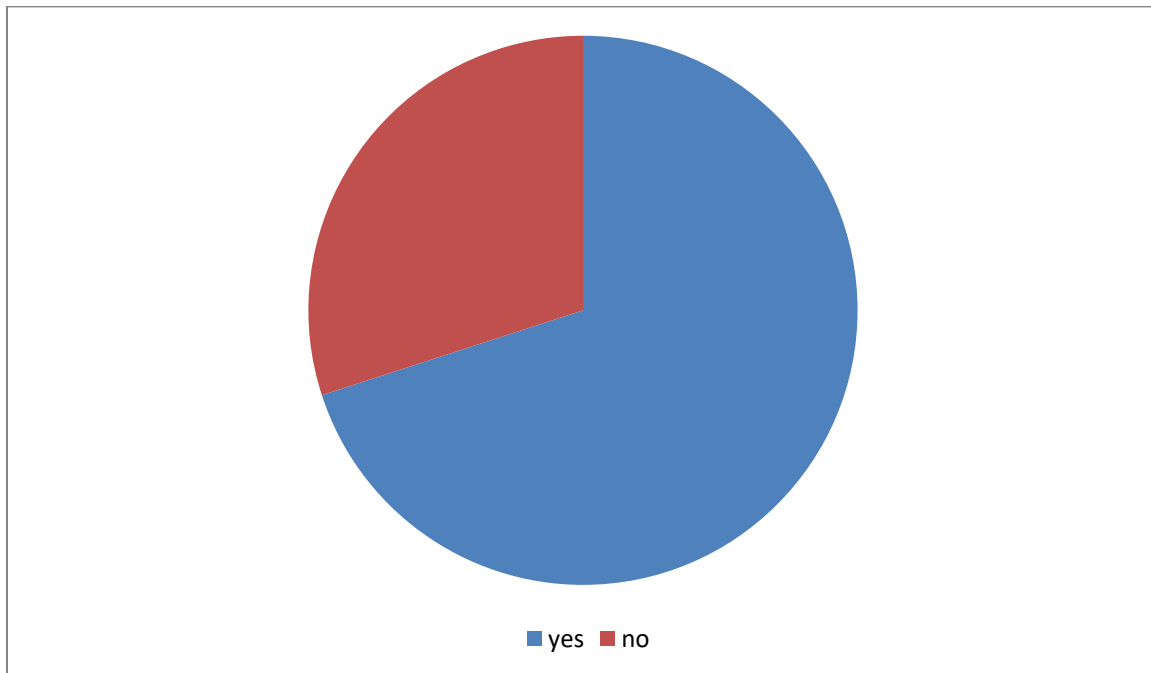
**Question 18: In your opinion, do you believe you have a good command of the English language's vocabulary?**

a-Yes

b-No

Students' answer	Number of students	Percentage
Yes	56	70%
No	24	30%
Students' Total Number	80	100%

**Table 18: English language's vocabulary**



**Figure 20: English language's vocabulary**

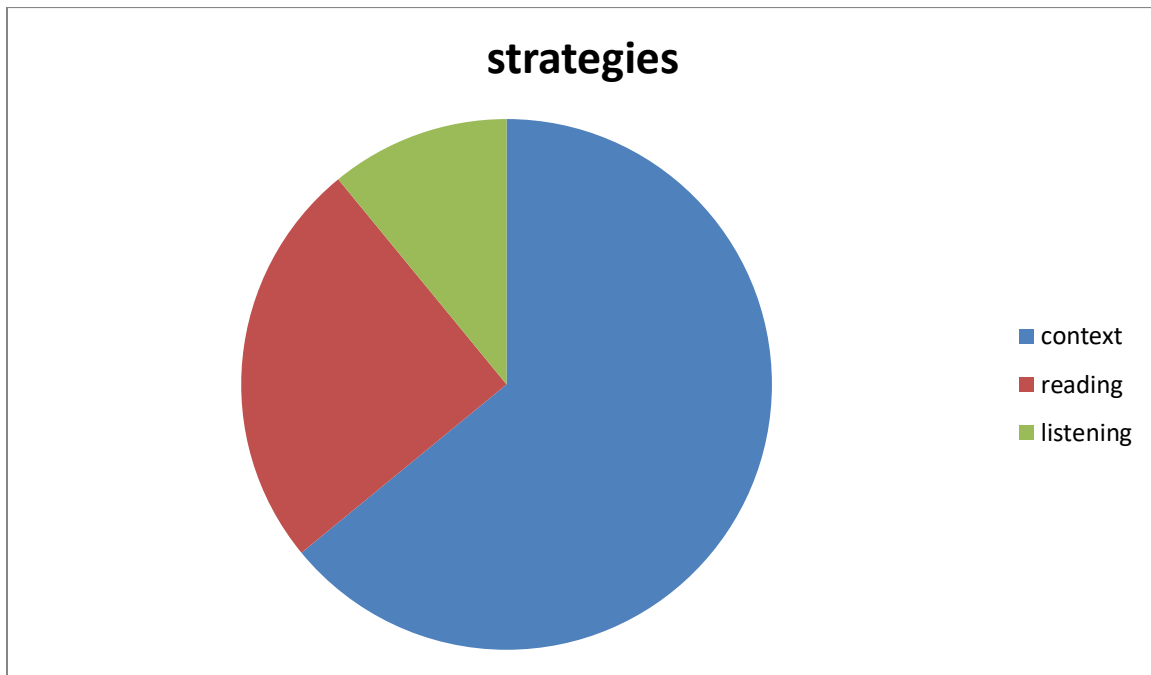
(70%) of students believe that having a good command of the English language's vocabulary may facilitate communication while (30%) think that is not necessary.

**Question 19: Which strategies do you employ to build a strong vocabulary?**

- a- Using the dictionary.
- b- Taking a guess based on context.
- c-A lot of reading.
- d-A lot of listening.

Students' answer	Number of students	Percentage
Using the dictionary.	08	33,34%
Taking a guess based on context.	08	33,33%
A lot of reading.	08	33,33%
A lot of listening.	00	00%
Students' Total Number	24	100%

**Table19: Strategies**



**Figure21: English language's vocabulary**

This table shows that 33,34% of students use dictionaries to improve their vocabulary, While 33,33% of them take a guess based on context and 33,33% read a lot. This means that there is more than a tool to learn new words.

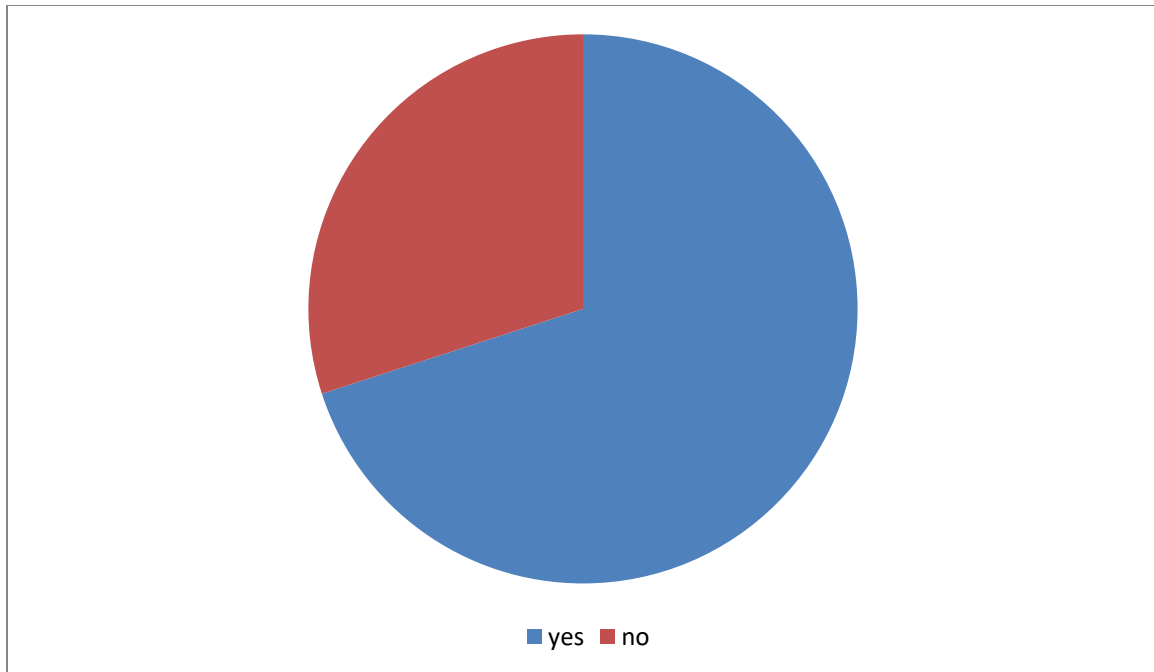
**Question 20: Do you believe that vocabulary knowledge has an impact on effective communication?**

a- Yes

b-No

Students' Answer	Number of students	Percentage
Yes	56	70%
No	24	30%
Students' Total Number	80	100%

**Table 20: Vocabulary knowledge**



**Figure 22: Vocabulary knowledge**

This table shows that 70% of students believe that vocabulary knowledge has an impact on effective communication, and 30% think the opposite.

In this question, most of the students said that their vocabulary knowledge in the English language has an impact on effective communication. This confirms their awareness of the importance of vocabulary because of their personal experiences with it.

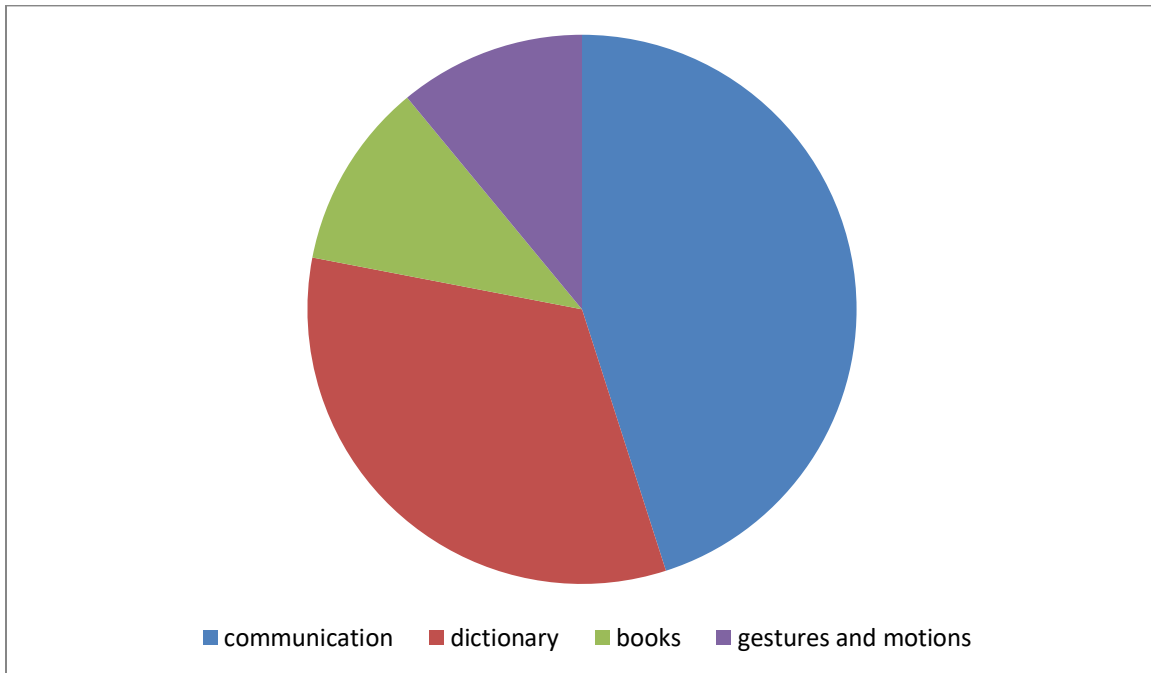
**Question 21: What should the instructor do, in your opinion, to help students improve their vocabulary?**

- a- Communication
- b- Dictionary as a focus.
- c- Reading books
- d- The use of gestures and motions.

Students' answer	Number of students	Percentage

Communication	40	50%
Dictionary as a focus.	24	30%
Reading books	8	10%
The use of gestures and motions	8	10%
Students' Total Number	80	100%

**Table21: Improving vocabulary**



**Figure23:Improving vocabulary**

In this question, we try to find out what students think about the techniques that are used to improve vocabulary. 50% of them answered with communication,

30 % answered dictionary as a focus, and 10% of them answered reading books while 10% focus on using gestures and motions.

## Questionnaire for teachers

### 01: How long have you been teaching English language?

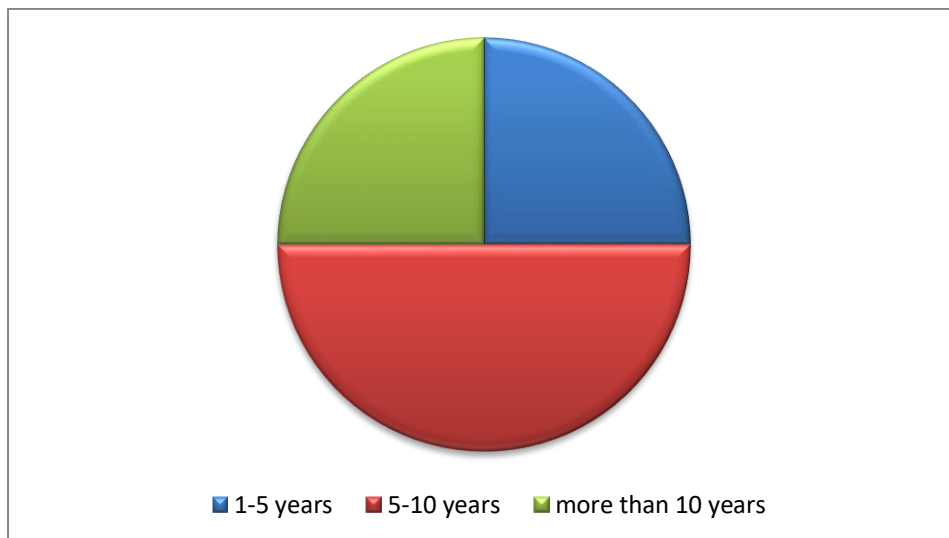
a- 1-5years

b- 5-10years

c- More than 10years

Teachers' answer	Number of teachers	Percentage
1-5years	2	25%
5-10years	4	50%
More than 10years	2	25%
Total Number	08	100%

**Table 22: Years of teaching**



### Figure 24: Years of teaching

Table 22 shows that 25% of the teachers have been teaching English for 1 to 5 years, 50% of them for 5 to 10 years, and 25% of them for 10 to 15 years.

Looking at the teachers' answers, the researchers conclude that the English language teachers at Khenchela University have a sufficient amount of experience that qualifies them to carry out their teaching duties.

### 02: How do you teach students new vocabulary?

a-Definition

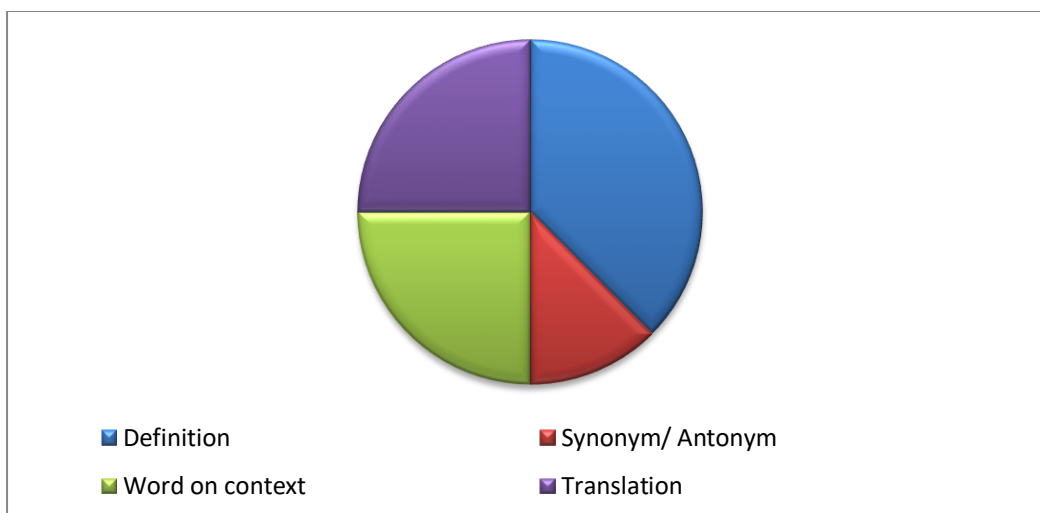
b- Synonym/ Antonym

c- Word on context

d-Translation

Teacher' answer	Number of teachers	Percentage
Definition	3	37,5 %
Synonym/ Antonym	1	12,5 %
Word on context	2	25%
Translation	2	25%
' Total Number	08	100%

**Table 23: Teaching new vocabulary**



**Figure 25: Teaching new vocabulary**

According to Table 23, 37.5% of teachers teach new vocabulary using definition, While 12.5 of them prefer to use Synonym/ Antonym, 25 % of teachers use the word in context to teach vocabulary and 25 % use the translation.

**03: Do you encourage or motivate your students to express themselves?**

a-Yes

b-No

Teachers' answer	Number of teachers	Percentage
Yes	5	62,5 %
No	3	37,5 %
Total	08	100%

**Table 24: Encouraging students**



**Figure 26: Encouraging students**

Table 24 shows that 62.5% of teachers encourage and motivate students to express themselves, The rest of them donot.

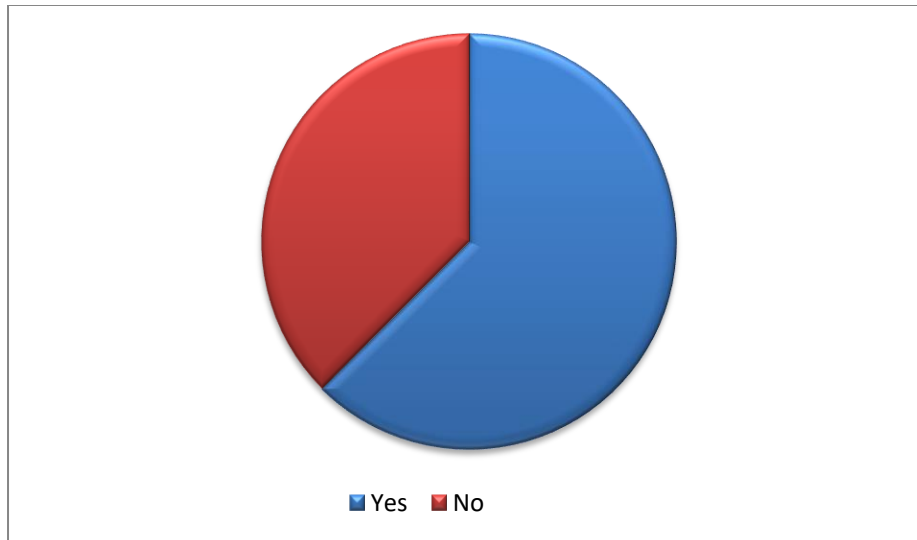
The researchers suggest that this is due to the teacher's interest in the students and their eagerness to teach them vocabulary and urging them to develop their speaking and communication skills.

**04: Do you believe students are enthusiastic about communicating?**

a-Yes b-No

Teachers' answer	Number of teachers	Percentage
Yes	5	62,5%
No	3	37,5%
Total	08	100%

**Table 25: Enthusiasm**



**Figure 27: Enthusiasm**

According to the table (25), 62.5% of teachers believe that students are enthusiastic about communicating, while 37.5 % do not.

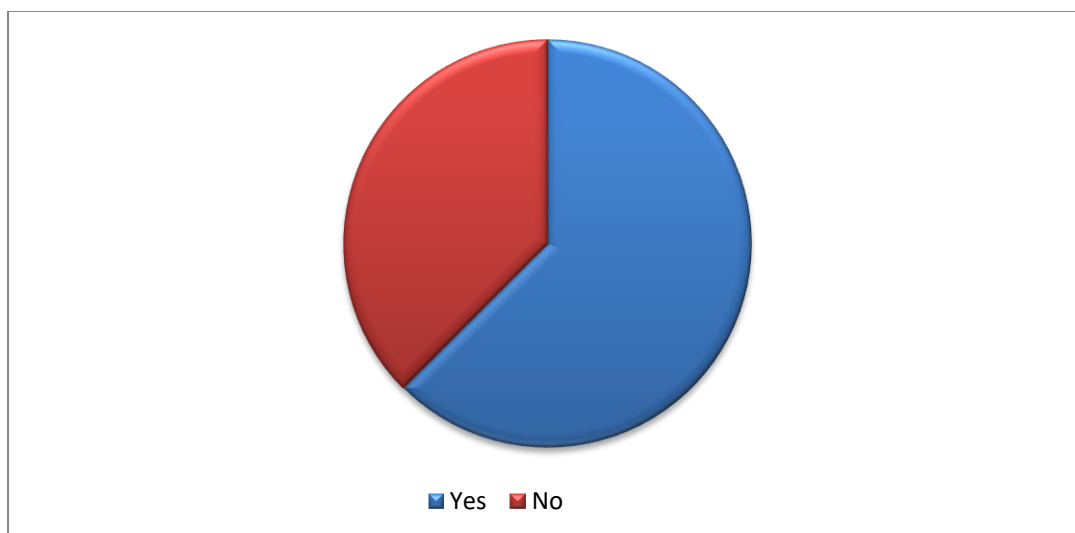
From the point of view of teachers, students have the desire to acquire and develop communication skills.

**05: Is it possible for your students to communicate or debate in the classroom?**

a-Yes b-No

Teachers' answer	Number of teachers	Percentage
Yes	6	75%
No	2	25%
Total	08	100%

**Table 26: Communicating in the classroom**



**Figure 28:Communicating in the classroom**

Table (26) shows that 75% of teachers believe that their students can communicate or debate in the classroom,25% of teachers do not believe in this

Communication is the foundation of the teaching and learning process, so every student should be able to communicate with those around him in the classroom.

**06: What do students concentrate on when communicating?**

a-Vocabulary

b-Grammar

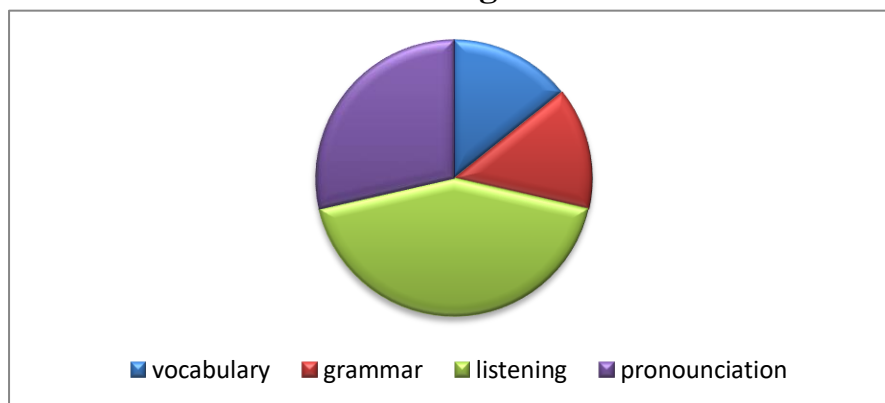
c-Listening

d- Pronunciation

Teachers' answer	Number of teachers	Percentage
Vocabulary	1	12,5%
Grammar	1	12,5%
Listening	3	37,5%
Pronunciation	3	37,5%

<b>Total</b>	08	100%
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**Table 27: Communicating concentration**



**Figure 29: communicating concentration**

Table 27 shows that 12,5% of teachers believe that students focus on vocabulary when communicating, While 12.5% of them believe that students focus on Grammar, 37.5 of teachers believe that students concentrate on Listening when communicating. In the teachers' opinion, we conclude that the majority of students do not focus on vocabulary during communication, and this is mostly due to their lack of awareness of its great importance.

**07: Do you correct your students' errors by interrupting them?**

a-Always

b-Sometimes

c- Never

Teachers' answer	Number of teachers	Percentage
Always	0	00%
Sometimes	5	62,5
Never	3	37,5
<b>' Total</b>	<b>08</b>	<b>100%</b>

**Table 28: Correcting errors**



**Figure 30: correctingerros**

Table 28 shows that most of the teachers do not correct the students by interrupting them, 0% of them answered: always and 62.5% of them answered: sometimes. The rest answered: never.

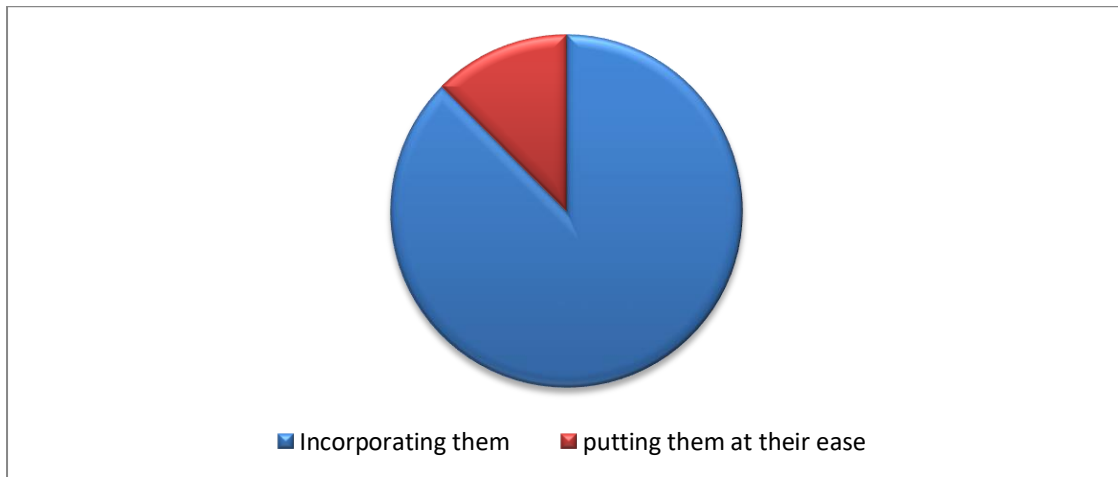
**08: How do you deal with shy students during an oral course?**

a-Incorporating them into the learning process.

b- Putting them at their ease.

Teachers' answer	Number of teachers	Percentage
Incorporating them into the learning process.	7	87,5%
Putting them at their ease	1	12,5%
Total	08	100%

**Table 29: Oral course**



**Figure 31: Oral course**

According to table (29): 87.5% of teachers deal with shy students during the course by Incorporating them into the learning process. While 12.5% They put them at their ease.

Shy students are difficult to deal with, and through the teachers' answers, we conclude that they know very well how to deal with this group of students.

**09: In your opinion, students have difficulty mastering vocabulary?**

a-Yes

b-No

Teachers' answer	Number of teachers	Percentage
Yes	4	50%
No	4	50%
Total	08	100%

**Table 30: Difficulties**



**Figure 32: Difficulties**

Table 30 shows that 50% of the teachers believe that students have difficulties in mastering vocabulary and the other half of the teachers believe in the opposite.

**10- Do you think that Vocabulary is important in developing communication skills?**

a-Yes

b-No

Teachers' answer	Number of	Percentage
------------------	-----------	------------

	<b>teachers</b>	
Yes	2	75%
No	6	25%
Total	08	100%

**Table 31: Vocabulary and communication**



**Figure 33: Vocabulary and communication**

Table 31 shows that 75% of teachers believe that vocabulary is important for developing communication skills, while only 25% answered the opposite.

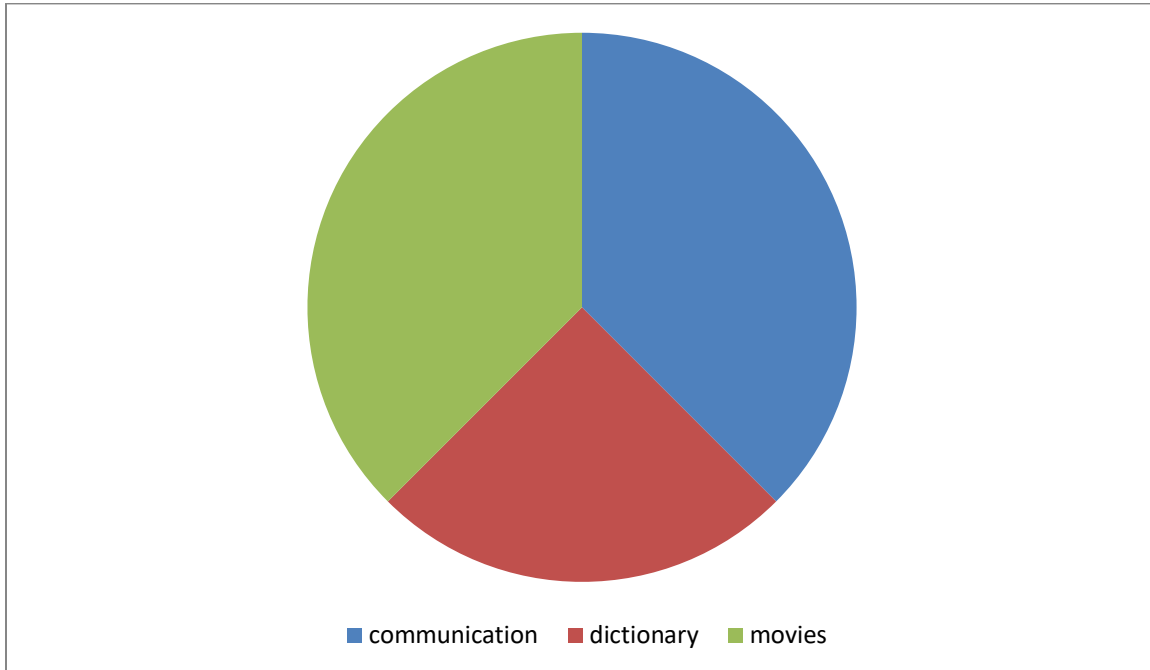
This confirms to us that vocabulary is very important to achieve and develop communication among students

- Based on your experience, how can a student's vocabulary be expanded?

<b>Teachers' answer</b>	<b>Number of teachers</b>	<b>Percentage</b>

Communication	3	37,5%
Dictionary	2	25%
Movies	3	37,5%
Total number	8	100%

**Table 32: Expanding vocabulary**



**Figure 34: Expanding vocabulary**

Following this question, the teachers' responses revolve around these three points. More than 37 % think that communication and movies could help students to expand their vocabulary while 25% mentioned a dictionary as a good source of learning new words.

### **Discussion of the results:**

This work is set to determine the importance of vocabulary in EFL communication which becomes an issue for many researchers, to get more details about it we spotted the light on three main questions hypothesizing primary prediction to be proved or refuted after doing data analysis.

In figure(5), 50% of the students said they have the desire to learn English to speak it in order to communicate with others. But 50% said their communication is average in figure(06). In figure (07), 30% said that good communication is through precise vocabulary and 80% of them believe that communication is a necessary skill for developing their English language in figure (08): which confirms our first hypothesis “Vocabulary is very important for communication of 1st-year English students at the University of Khenchela.”

In figure(10), 60% find difficulties when communicating and 70% are motivated to communicate in figure (11). While 60% in figure (12) are shy to communicate even 50% of them have a good amount of vocabulary as shown in figure (13).

The students who believe that a good vocabulary is important to enhance their communication skill are 90% in figure (16) and in figure (33), 75% of the teachers believe that vocabulary is important for communication skill which confirms our second thesis “Large amount of vocabulary can improve the English communication skills of EFL student.”

In figure(19), 50% of the students said that they find it difficult to find vocabulary when communicating this confirms that the lack of vocabulary makes communication tough and 70% of them believe that vocabulary knowledge has an impact on effective communication this confirms their awareness of vocabulary importance. We see also in figure(23), 50% answered that communication is the appropriate technique to improve their vocabulary because they believe in its importance.

For the teachers 50% of them are teaching for more than five years this asserts their sufficient amount of experience that qualifies them to carry out their teaching duties as shown in figure (24). In figure (25), 37.5% of the teachers teach a new vocabulary by using the definition to make their students use the words they

already know to learn the new word. In figure (09), 50% of the students said that the chat is their best tool to learn vocabulary and this confirms our third and last hypothesis “There are many ways to improve and expand vocabulary.”

In figure (26), 62.5% of teachers encourage their students to communicate because this helps them to learn new words and to express themselves. 62.5% in figure (27) said the students have the desire to communicate and develop their vocabulary and 75% in figure (28) confirms that students can debate in the classroom

According to the results obtained for the students, we notice that the respondents have difficulties when communicating because of their lack of vocabulary and they believe that communication is necessary to improve the English language. In addition, the student has the desire to communicate fluently in an academic way, this is because of the big interest they give to the English language.

In addition, the collected data show that students consider vocabulary as an important aspect that leads to effective communication this denotes that students are aware of the role of vocabulary in developing their communication competencies.

The researchers can also see that the respondents stated that they have a lack in their English vocabulary. This can be interpreted by their less background awareness towards the role of vocabulary or the techniques of how to use it.

As it is spotted that all the teachers being questioned have been teaching new words and vocabulary, and the collected answers affirmed that most of their students are willing to use EFL because of the classroom atmosphere although the deficiency of the time.

Besides that, the majority of the teachers agree that most of the students feel comfortable in the classroom. This is because of their desire to learn the language and communicate well, or may due to the help of the teachers. They claimed that the students used vocabulary effectively, but they faced difficulties to master it, even though the techniques used by their teachers.

## **Conclusion**

Finally, the findings from this chapter suggest that students' communication skills improve when they have a strong vocabulary base. According to the results of the students' and teachers' questionnaires, mastery of vocabulary has a beneficial effect on oral performance. It increases student participation, builds confidence, and gets them ready for real-world communication. Apart from that, it allows students to freely converse in the target language and puts them in a position where they can practice their communication skills, It enables students to make judgments about how to express themselves and achieve their communication goals, and that vocabulary is highly essential and can boost the communication of first-year English students in khenchela, and it can be expanded using a variety of approaches and instruments.

## **General Conclusion:**

Communication is one of the most basic elements of English as a foreign language. We aimed through our study to shed light on vocabulary and its importance in achieving good communication for learners of English as a foreign language. So we tried to review the importance of vocabulary to help foreign language learners expand their knowledge of vocabulary to improve their level of communication competence because the latter is an expressive skill. On the other hand, we focused in this study on the ways that learners and teachers follow in teaching, learning and developing vocabulary, because it is the essence of speaking

correctly, as it helps to interact with others, exchange ideas and knowledge smoothly, and ensure the correct delivery of the idea without distorting it.

English language learners, especially first-year students, should realize the great importance of acquiring vocabulary and its important role in enriching their communication proficiency. Thus, foreign language teachers should educate learners to read and read more to expand their vocabulary and thus enhance their ability to communicate fluently.

The learners can develop speaking skills through vocabulary which is a very helpful way to learn and reinforce speaking skills. To master this skill they depend on vocabulary because without it little meaning can be conveyed and speaking is poorly improved. This study aims to investigate vocabulary as the basis to promote speaking skills in EFL classes. The objective is to examine the strong relationship between vocabulary and speaking skills, and how the deficiency of vocabulary can lead to poor oral performance.

This work attempts to answer the research questions to eventually confirm/disconfirm the hypotheses; that is to say, if learners know the real role of vocabulary with expansive words they will master speaking effectively. Furthermore, if teachers give their learners more practice and provide interesting topics in the classroom, students will enhance their speaking skill

To investigate the research work and confirm hypotheses, the researcher divided the work into three chapters, the first chapter deals with a theoretical part as a literature review in which the researcher presents three-chapter; chapter one includes common definitions of vocabulary, its importance in EFL classes and developing the speaking skill., chapter two also covers definitions of communication and its types. The last chapter is devoted to the practical part of the research, it deals with describing the sample for both teachers and learners. Then a

description of questionnaires as a data collection tool, we attempt to interpret the findings obtained from data analysis and illustrate them. The researcher added some suggestions and recommendations for both teachers and learners concerning the importance of vocabulary in developing students speaking skill proficiency. The researcher concluded the chapter by confirming the research work's hypotheses.

The results of the student and teacher survey revealed that first-year students are aware of the importance of vocabulary and that its deficiency may cause communication and communication difficulties. Therefore, learners must follow some of the strategies suggested by the teachers to overcome the difficulties they face.

### **Suggestions and Recommendations:**

It is recommended that EFL learners be given these recommendations based on the outcomes of this study.

- We believe that EFL learners should possess a large vocabulary to overcome one component of their communication difficulties in the target language.
- EFL learners should read a lot to become familiar with the language or to learn new words.
- For oral and written communication, EFL learners should enhance their listening and speaking skills.
- EFL learners need to learn vocabulary structure while training their communication skills.
- EFL learners need to acquire vocabulary structure while also working on their communication skills.
- Teachers should encourage students to practice the target language with their classmates.

- To communicate effectively in English, EFL learners must have a good vocabulary. Without vocabulary, nothing can be transmitted.
- Teachers of English as a Foreign Language (EFL) should encourage their pupils to communicate by learning vocabulary.

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# Appendices

# Students' Questionnaire

## The Importance of Vocabulary in EFL Communication

Hello, students!

Please complete the following questionnaire as part of a research project about “The Importance of Vocabulary in EFL Communication of First-year English students.”

Its main goal is to give the author insight into communication competence through vocabulary learning and to identify the vocabulary methods that EFL students need to communicate smoothly.

Your responses will be valuable to the research.

### SECTION ONE: PERSONAL INFORMATION

#### 1. Gender

a-Male

b-Female

#### 2. Age

a-20-21 years old  b-21-24 years old

c- More than 24 years old

#### 3. Why did you choose the English language?

a-To communicate fluently  b- To study English as a language   
To find your dream job

## Section Two: The Communication

**4-How do you rate your communication with your colleagues?**

a- Weak       b- Average       c- Good       d-Excellent

**5- In your opinion, good communication is using :**

a- Correct grammar       b-Precise vocabulary

c- Good pronunciation       d-Informative ideas

**6- Is Communication a necessary skill to improve your English?**

a- Yes       b- No

**7-To improve your communication skill what kind of tools do you use?**

a- TV       b- Music       c- Chat       d- Books

**8- When communicating, do you have difficulties :**

a- Yes       b-

**9- Do you feel motivated to communicate academically in English?**

a- Yes       b-No

**10-When communicating in English do you feel:**

a- Shy       b- Confident

## Section Three: Vocabulary Acquisition

**11-do you have a large amount of vocabulary?**

a- Yes       b-No

**12-When communicating do you use a large amount of vocabulary?**

a-yes       b- no

**13-Which type of dictionary do you use?**

a- Bilingual ( English-Arabic)  b-Monolingual( English- English)

**14-Is it important to have a good vocabulary to enhance your communication skills?**

a-yes  b- no

**15-What tools do you use to enhance your English??**

a-Reading books.  b-Listening to music.

c-Social networks.  d-Watching movies.

**16-Do you find it tough to communicate?**

a-Yes  b-No

**17-If “yes”, what kind of difficulties?**

a-Vocabulary  b-Grammar  c-Pronunciation

**18-In your opinion, do you believe you have a good command of the English language's vocabulary?**

a-Yes  b-No

**19-If ‘no’, which strategies do you employ to build a strong vocabulary?**

a- Using the dictionary.  b- Taking a guess based on context.

c-A lot of reading.  d-A lot of listening.

**20-Do you believe that vocabulary knowledge has an impact on effective communication?**

a- Yes  b-No

**21-What should the instructor do, in your opinion, to help students improve their vocabulary?**

a-Communication.

b-Dictionary as a focus.

c-Reading books.

d-The use of gestures and motions

# Questionnaire for teachers

## The Importance of Vocabulary in EFL Communication

### Case study: First-year English students at Abbess Laghrour Khenchela University.

Dear teachers,

This questionnaire looks at the importance of vocabulary in improving EFL communication. Your responses will be beneficial and essential to the research project. Please check the appropriate answer or make a complete statement if necessary.

Please accept my sincere gratitude in advance for your cooperation.

#### 01: How long have you been teaching the English language?

a- 1-5years       b- 5-10years       c-more than 10years

#### 02: How do you teach students new vocabulary?

a-Definition       b- Synonym/ Antonym   
c- Word on context       d-Translation

#### 03: Do you encourage or motivate your students to express themselves?

a-Yes       b-No

#### 04: Do you believe students are enthusiastic about communicating?

a-Yes       b-No

**05: Is it possible for your students to communicate or debate in the classroom?**

a-Yes  b-No

**06: what do students concentrate on when communicating?**

a-Vocabulary  b-Grammar   
c- Listening  d- Pronunciation

**07: Do you correct your students' errors by interrupting them?**

a-Always  b- Often   
c-Sometimes  d- Never

**08: How do you deal with shy students during an oral course?**

a-Incorporating them into the learning process.   
b- Putting them at their ease.

**09: In your opinion, do students have difficulty mastering vocabulary?**

a-Yes  b-No

**10- Do you think that Vocabulary is important in developing communication skills?**

a-Yes  b-No

➤ **Based on your experience, how can a student's vocabulary be expanded?**

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