

(EFL) Learners' Perspectives on Vocabulary Learning through Reading and Listening

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Doi: 10.23918/ijsses.v11i3p92

Abstract: Many learners of English as a foreign language may encounter difficulties in terms of acquiring new vocabulary items. These difficulties could be owed to the various forms, meanings, usages of words, and lack of exposure to the words of languages explicitly. Language skills in general and the two receptive skills of reading and listening in particular are of the most important value in enhancing new lexical items. The present study aimed at investigating the EFL students' perspective on vocabulary learning via reading and listening skills. In doing so, 49 undergraduate Kurdish EFL learners were the subjects of the study who were third-year students and were from the Department of English Language-Faculty of Education at Koya University. To collect the data, a questionnaire of 14 items for both listening and reading skills was administered. The results showed that the participants' attitudes were positive in vocabulary development through reading and listening skills. It was also found that there is no significant difference between both genders and age groups in vocabulary learning.

Keywords: EFL, Perspective, Vocabulary, Reading, Listening, Skill

1. Introduction

The exploration of how individuals acquiring English as a foreign language (EFL) perceive and engage with vocabulary learning through two primary modalities which are listening and reading. Learning new vocabulary words in a foreign language classroom can be a difficult experience for many EFL learners (Kacani and Cyfeku, 2015). This is because comprehensive knowledge of a word entails much more than simply distinguishing it or being able to provide its meaning; it entails learning its form (spoken and written form, word parts), meaning (form and meaning, concepts and referents, associations), and use (grammatical functions, collocations, and constrictions on use). Yang (1999) argued that learning lexical items is strongly related to utilizing all beneficial types of learning strategies, especially functional practice strategies. It is essential for well-rounded vocabulary development that language learning program include both reading and listening exercises. EFL learners can effectively improve their lexical knowledge and communication skills by utilizing the strengths of each modality and solving their specific problems. Furthermore, there are many strategies techniques to help EFL learners increase and develop their vocabulary, such as reading short stories in English, watching films, and using dictionaries to translate English texts into native languages.

Received: 21.08.2023

Accepted: 16.011.2024

Faraj, S. J. M. (2024). (EFL) Learners' Perspectives on Vocabulary Learning through Reading and Listening. *International Journal of Social Sciences & Educational Studies*, 11(3), 92-108.

2. Background of the Study and Literature Review

A student's familiarity with novel terms may be significantly impacted by reading improvement, which is the basis for the expectation that reading ability may be connected to the rate of vocabulary development. There is experimental evidence that undergraduate students, particularly those studying English as a Foreign Language, learn a lot of new words through exposure to written texts (Nagy, Herman, & Anderson, 1985). Because printed sources contain more low-frequency words than spoken language as pointed out by (Nippold, and Tomblin, 2014), reading text can provide important opportunities for vocabulary development progression. Furthermore, it has been predicted that word learning through reading will have a positive impact on vocabulary on both oral and written tasks because words learned through reading text will be at least partially accessible to different people (Nelson et al., 2005).

However, according to another study (Chall, 1987), disclosure of novel words in text does not occur consistently during the course of reading improvement. Moving forward with recognized literacy education, EFL students are clearly acquiring diverse vocabulary through exposure to oral language. Furthermore, during the period of early reading expansion, students rarely challenge words in print that did not previously exist in their vocabulary; thus, much of the philological information of words, specifically phonological and semantic demonstrations, will result from oral language understanding (Sternberg, 1987). They are more likely to oppose words through reading that they have not been exposed to through different listening strategies as they become more skilled readers and progress to more diverse print material. This progression is expected to occur during the early stages of many students at preparatory and undergraduate levels (Chall, 1987).

Given the importance of vocabulary in language learning, many researchers have made useful recommendations for effective vocabulary learning and teaching. In this regard, Hiebert and Kamil (2005) defined successful vocabulary acquisition as "extensive exposure to rich language, both oral and written; and building generative word knowledge" (p.1). According to the findings of a study conducted by (Okyar, & Eksi, 2019), experiencing target language words in different reading texts can be beneficial for effective vocabulary learning. Also (Okyar & Çakır, 2019), learner exposure to various reading texts had impacts on their vocabulary enrichment, usage, and recalling.

2.1 Vocabulary learning through reading

Written and spoken words are the primary sources for vocabulary learning and understanding for EFL students. The target word necessitates that recorded in relevant dictionaries support learners for enhancing lexical item definitions comprehensively. Also, different types of contexts affect the accurate use of words within variety of statements for specific purposes (Al-Dersi, 2013). The lexical items that EFL learners need to use and master their meanings apply in two forms: print and oral. The first form is generally related to those words that are recognized and used in writing and reading; whereas oral vocabulary includes those lexemes that are used and realized in speaking and listening.

In addition, depending on the word knowledge another distinction can be made which is receptive and productive vocabulary. Receptive vocabulary deals with those items that EFL learners identify them by seeing and hearing. However, productive vocabulary includes those vocabulary items that learners utilize

in their speaking and writing practices. It is also asserted that human being's receptive word knowledge is typically greater than productive vocabulary knowledge (Collie & Slater, 1987).

Reading comprehension plays an important role in improving vocabulary knowledge. Comprehending and reading in a required language relates to possessing sufficient vocabulary. Investigators aimed to agree with the fact that lexical knowledge counted as a causal factor in the comprehension process. So, there is a relationship between vocabulary knowledge and reading comprehension (Hsueh-Chao & Nation, 2000; Laufer, 1989; Salah, 2008). Also, Snow (2002) realized the strong relationship between increasing vocabulary levels substantially with children in advanced levels.

Furthermore, Van Gelderen, et al (2004) examined the connection between reading educational contexts and gaining vocabulary knowledge among 397 Dutch learners from level 8 to 10 in secondary educational institutes. Consequently, they found a sufficient relationship between reading contexts and comprehending lexical meanings. Similarly, (Guo, 2011, p. 40, as cited in Anjomshoa, and Zamanian, 2014, p. 51) examined the relationship between syntactic awareness, learning word meanings, and reading practice. The study was conducted among 155 English undergraduate and graduate speakers. The results emphasized the strong positive relationship between practicing reading skills and learning word meanings. Learning vocabulary with learners directly affected by practicing reading skills.

Another study has been conducted by Shiotsu and Weir (2007) that studied the effect of reading test on enhancing adequate vocabulary knowledge with L2 Japanese learners. The results showed that there was a great correlation between both variables in predicting performance of lexical knowledge. Additionally, Salih (2008) explored the role of vocabulary knowledge in reading authentic Arabic contexts. Twenty-three undergraduates participated in the studies that were at pre-intermediate and mid-intermediate in both receptive and productive skills at Brigham Young University. Two various types of reading tests, identifying the unknown word meanings in contexts and word coverage assessments for each written passage text that was provided for the subjects. A linear regression analysis of the data indicates that there was a coefficient relationship of between the ratio of learners' comprehension and unknown word meanings of the two selected reading sample texts. The results showed that the aimed subject needed to be familiar with approximately 90% of running words to comprehend adequately the first reading passage and nearly %86 to comprehend the second one.

Kaivanpanah and Zandi (2009) studied the role of reading academic texts in expanding the depth of vocabulary knowledge. A measure of the depth of word meaning knowledge and a TOEFL test were administered to 58 EFL learners (18 males and 40 females). From the analyzed results, it was found that present reading variable texts have a reasonable effect on vocabulary knowledge.

2.2 Vocabulary learning through listening

Zhang and Graham (2019) examined learning vocabulary through practicing listening skills by comparing L2 teachers' code-switching that focused on the secondary learning process. The study was conducted among 137 first-year EFL learners from Chinese high schools. The results showed that the vocabulary size has significantly improved in the post-test result because EFL learners get more familiar with word

meanings through developing their listening skills. However, fewer vocabulary numbers were retained by Chinese EFL learners through teacher's long-term code-switching instructions.

Another study examined the impact of digital stories on Iraqi young learners' vocabulary learning by Abdul-Ameer (2014). The participants were 40 third-year young Iraqi EFL learners at Al-Imams' Ali primary private school for girls in Al-Diwaniyah City-Iraq. They were eight years old. To accomplish the aim, three weeks of experimentation were carried out by nominating two groups of 20 students. Through the study outcomes, the experimental group of students outperformed the control group in the prepared test. Also, the integrated method of computer-based technological materials within traditional methodology for learning foreign language vocabulary is needed to realize the pros of utilizing the Web as a vital instrument in English teaching classrooms. Through using technology, students could read stories and listen to each individual word's pronunciation which led them to guess the meaning of the unknown words.

In addition, identifying and realizing lexical meaning through technological devices counted as one of supportive instrument that utilized by language learners. Chang and Ma (2018) examined another interesting criterion regarding the effects of either reading or listening input on non-English major Chinese EFL learners. The number of participants reached 88 first-year students from one of the Chinese universities. EFL learners' incidental vocabulary acquisition was investigated depending on the form, production, and meaning. The group of participants who were post-tested in reading four types of texts was more affected by reading input in improving their vocabulary knowledge. The importance of increasing opportunities for EFL learners to practice and process listening input in order to enrich their vocabulary knowledge is significantly highlighted in that study.

On the other hand, other studies have proven that superiority in language proficiency and the comprehension of new vocabulary belongs to males. In this case, Boyle (1978) examined the differences between genders in learning vocabulary through listening comprehension. 144 males and 141 females took part in twenty English classes, nominated from the faculties of art (without the English major's departments), which were from the Business, Science, and Social Sciences departments. The results identified that girls were superior in general language proficiency, while boys listed higher scores of enhancing and comprehending more vocabulary knowledge.

The purpose behind providing meaningful and substantial responses in the communication process is extensive practicing listening skills. Renukadevi (2014) highlighted the point that learners through practicing listening skills can achieve lexical stress, pronunciation, syntax, and word meanings successfully for conveying meaningful messages. Comparatively to other basic skills in language learning, EFL learners felt much difficulty with listening skills because of having interrelated sub-skills like remembering, receiving, evaluating, understanding, and responding. Likewise, Yagang (1994) claimed that four factors have pivotal roles in creating listening problems with learners which are the speaker, the message, the physical setting, and the listener.

Interestingly, (Wenden, 1998) considered some fundamental advantages of using metacognitive abilities by language learners. Firstly, EFL learners can progress faster with developed speed and quality of their cognitive improvement. Secondly, providing accurate evaluation regarding successful language learning

makes learners feel more confident about their abilities. Furthermore, becoming more strategic is another advantage that is provided by utilizing metacognitive abilities. Moreover, learners are able to think more about the occurrence of any failure during achieving various types of learning skills activities. Lastly, perceiving themselves as constant learners has a great effect on coping with innovative situations.

3. The Problem Statement

Learning vocabulary in the English as a foreign language (EFL) context is challenging. Secondary vocabulary learning is limited due to a deficiency of second language (L2) input, and the majority of words are learned through implicit classroom instruction. In Kurdistan region institutes, especially, at Koya University there are no diversified strategies for learning vocabulary items due to a lack of interactions and the non-existence of different sources such as editorials, TV channels, and published journals in the English language. Therefore, the students in the English department are suffering from the aforementioned problems.

4. Purpose of the Study and Research Questions

The study proposed that practicing reading and listening skills can have a great effect on increasing the rate of vocabulary knowledge. This study aims to identify whether practicing reading and listening skills could contribute to Kurdish EFL learners' vocabulary enhancement. This study attempts to answer these research questions.

1. To what extent do Kurdish EFL learners manage and develop their vocabulary learning through practicing reading skills?
2. Do Kurdish EFL learners manage and develop their vocabulary learning through practicing listening skills?
3. how does gender have any effect on learners' vocabulary development through practicing reading and listening?
4. how does age have any effect on learners' vocabulary development through practicing reading and listening?

5. Study design and objectives

5.1 Participants

The participants of the study were 49 undergraduate Kurdish EFL learners from the third-year students whose age range was between 20 to 23 years old. They were students in the English language department at the faculty of education at Koya University in Koya City, Iraqi Kurdistan. All the participants were learning English as a foreign language and had more English-speaking courses during the third academic year. However, about 81.63% of the respondents completed the questionnaire form, which were 40 out of 49 participants who were considered for the study.

5.2 Instruments

For the aim of this study, only one instrument was used which was a questionnaire. The questionnaire of a 5-point Likert Scale was used in this study. It was divided into two main parts. The first part of the

questionnaire was allocated to the participants' demography; the second part was 7 items in reading and 7 items in listening. Each group of statements related to both skills clarify essential points regarding reading and listening practice by language learners.

5.3 Data Collection Procedures

The study was a descriptive survey in which a questionnaire was administered. The questionnaire was distributed among the participants in classrooms that were selected based on convenience sampling in the English Language Department, Faculty of Education at the beginning of April 2022. Clear instructions and sufficient information were given regarding the different items of the questionnaire. The participants were asked to fill out the close-ended questionnaire within 24 hours. SPSS software (version 24) was used for data analysis. Based on the nature of the study, a descriptive survey was considered the appropriate design for this study.

6. Data Analysis

6.1 Reliability of the Tool

Cronbach's Alpha was used to find out the reliability of the questionnaire as shown in Table (1). The reliability of the reading items is (0.755) which shows a moderate level of survey internal consistency. As for the listening section (0.662) which is considered as an acceptable level of internal consistency. So, the measurement has a necessary reliability.

Table 1: The Reliability of the tool

	Cronbach Alpha	No. Items	deleted
Reading	0.775	7	-
Listening	0.662	7	-

6.3 The effect of reading skill

To answer the first research question i.e., 'Do Kurdish EFL learners manage and develop their vocabulary learning through practicing reading skills?' a one-sample t-test was conducted and the answers are as follows:

1. At the level of overall measurement, the mean ($M=27.18$, $SD=4.523$; $t=8.635$, $p = 0.000$); so, it indicated that the participants could significantly manage and develop their vocabulary knowledge through practicing reading skills.
2. At the level of items, as demonstrated in Table (2) the items' mean is significantly bigger than 3, also $p < 0.05$. This indicates that the participants use and prioritize these items i.e. (Practicing reading in English counts as an effective factor for gaining vocabulary knowledge. Recording new word meanings during reading contexts supports EFL learners to memorize word meanings properly, and reading low-level books with simple words to high-level ones with complex lexical items supports

Kurd EFL students to gain their vocabulary knowledge) to manage and enhance their vocabulary heritage through practicing reading skills.

Table 2: Managing and developing vocabulary learning through practicing reading skill

Factor	Mean	test Value	mean Difference	Std. Deviation	T		p-value	sig.
					Archived	Table		
construct	27.18	21	6.18	4.523	8.635	2.021	0.000	sig.
Item 1	4.23	3	1.23	.832	9.316	2.021	0.000	sig.
Item 2	4.00	3	1.00	.934	6.774	2.021	0.000	sig.
Item 3	3.83	3	.83	.958	5.448	2.021	0.000	sig.
Item 4	4.08	3	1.08	.971	7.002	2.021	0.000	sig.
Item 5	3.98	3	.98	1.025	6.016	2.021	0.000	sig.
Item 6	3.43	3	.43	1.152	2.333	2.021	0.025	sig.
Item 7	3.65	3	.65	1.189	3.459	2.021	0.001	sig.

N=40 df=39

6.4 The effect of listening skill

In order to answer the second research question ‘Do Kurdish EFL students manage and develop their vocabulary learning through practicing listening skills?’ one sample t-test was used, and it was found that:

1. As shown in Table (3) the mean (M= 27.50, SD= 4.12); ($t= 9.978 > (2.021)$, $\rho = 0.000 < 0.05$); demonstrates that the participants significantly manage and boost their vocabulary knowledge through practicing listening skills.
2. At the level of all the items, as shown in the same table (3), the means are bigger than (3), and the $p < 0.05$. This shows that the participants significantly manage their vocabulary, especially in these items (Practicing listening skills in the English language is important for learning new word’s meanings, the number of vocabulary learning increased through listening to news channels in the English Language like BBC news channel, and EFL

learners can improve their vocabulary knowledge through listening to native speaker's conversations) are more important for participants.

Table 3: Managing and developing vocabulary learning through practicing listening skills.

factor	mean	test Value	mean Difference	Std. Deviation	t		p-value	sig.
					archived	table		
construct	27.50	21	9.978	4.12	9.978	2.021	0.000	sig.
Item 1	4.10	3	1.10	.900	7.729	2.021	0.000	sig.
Item 2	4.05	3	1.05	1.011	6.565	2.021	0.000	sig.
Item 3	3.98	3	.98	1.074	5.742	2.021	0.000	sig.
Item 4	4.13	3	1.13	1.090	6.525	2.021	0.000	sig.
Item 5	3.63	3	.63	1.005	3.934	2.021	0.000	sig.
Item 6	3.78	3	.78	.947	5.176	2.021	0.000	sig.
Item 7	3.85	3	.85	1.122	4.791	2.021	0.000	sig.

N=40 df=39

6.5 The effects of the demographic factors on the results

6.5.1 The effect of gender

To identify the role of gender as a demographic factor in the achieved results in reading, two independent sample t-tests were used as demonstrated in Table (4). At the level of all the measurements and items, there is no significant difference between the males and female.

Table 4: The effect of gender on reading

constructs	Gender	mean	mean difference	std. Deviation	p-value	T		sig.
						achieved	table	
construct	Male	27.88	1.23	4.013	0.388	0.847	2.021	not sig.
	Female	26.65		4.87				
Item 1	Male	4.47	0.427	.717	0.099	1.292	2.021	not sig.
	Female	4.04		.878				
Item 2	Male	4.12	0.205	.781	0.482	1.640	2.021	not sig.
	Female	3.91		1.041				
Item 3	Male	4.12	0.509	.857	0.090	1.701	2.021	not sig.
	Female	3.61		.988				
Item 4	Male	4.29	0.381	.920	0.219	1.235	2.021	not sig.
	Female	3.91		.996				
Item 5	Male	3.94	0.059	1.144	0.867	0.177	2.021	not sig.
	Female	4.00		.953				
Item 6	Male	3.18	0.432	1.015	0.232	1.179	2.021	not sig.
	Female	3.61		1.234				
Item 7	Male	3.76	0.199	1.300	0.615	0.520	2.021	not sig.
	Female	3.57		1.121				

N=40

df=38

Also, to know the role of gender as a demographic factor in the achieved results in listening, two independent samples t-test was used as demonstrated in Table (5). At the level of all the measurement and individual items, there is no significant difference between the male and female participants.

Table 5: The effect of gender on listening

constructs	Gender	mean	mean difference	std. Deviation	p-value	T		sig.
						achieved	table	
construct	Male	28.47	1.68	4.013	0.196	1.316	2.021	not sig.
	Female	26.78		4.886				
Item 1	Male	4.29	0.34	.772	0.230	1.221	2.021	not sig.
	Female	3.96		.976				
Item 2	Male	4.00	0.09	.866	0.784	0.276	2.021	not sig.
	Female	4.09		1.125				
Item 3	Male	4.00	0.04	1.061	0.901	0.125	2.021	not sig.
	Female	3.96		1.107				
Item 4	Male	4.35	0.40	.931	0.244	1.183	2.021	not sig.
	Female	3.96		1.186				
Item 5	Male	3.94	0.55	1.029	0.093	1.732	2.021	not sig.
	Female	3.39		.941				
Item 6	Male	3.82	0.08	.728	0.772	0.275	2.021	not sig.
	Female	3.74		1.096				
Item 7	Male	4.06	0.36	.899	0.294	1.064	2.021	not sig.
	Female	3.70		1.259				

6.5.2 The effect of age

Age was one of the demographic factors in which the sample was divided into two groups of (18-20) and (21-23) years old. Two independent sample t-tests were adopted to determine the difference between those two groups.

Regarding the effect of age on reading as shown in Table (6) not only for all the measurements but also for all the individual items there is no significant difference between both groups as the p-value is bigger than 0.05.

Table 6: The effect of age on reading

constructs	Gender	Number	mean	mean difference	std. Deviation	p-value	T		sig.
							achieved	table	
construct	18-20 Years	24	26.58	1.48	4.791	0.317	1.048	2.021	not sig.
	21-23 Years	16	28.06		4.074				
Item 1	18-20 Years	24	4.17	0.146	.917	0.574	0.568	2.021	not sig.
	21-23 Years	16	4.31		.704				
Item 2	18-20 Years	24	3.79	0.521	.977	0.072	1.852	2.021	not sig.
	21-23 Years	16	4.31		.793				
Item 3	18-20 Years	24	3.92	0.229	1.060	0.440	0.781	2.021	not sig.
	21-23 Years	16	3.69		.793				
Item 4	18-20 Years	24	4.04	0.083	.908	0.802	0.253	2.021	not sig.
	21-23 Years	16	4.13		1.088				
Item 5	18-20 Years	24	4.00	0.063	1.022	0.854	0.185	2.021	not sig.
	21-23 Years	16	3.94		1.063				
Item 6	18-20 Years	24	3.21	0.542	1.141	0.148	1.479	2.021	not sig.
	21-23 Years	16	3.75		1.125				
Item 7	18-20 Years	24	3.46	0.479	1.285	0.194	1.324	2.021	not sig.
	21-23 Years	16	3.94		.998				

In regard to the impact of age on listening as shown in table (7) at the level of the entire construct and items of (1,2,3,5,6,7) there is no significant difference between the two groups as the p-value <0.05. But when it comes to item number (4) the p-value =0.009 and the t-achieved (2.775) > t-table (2.021). As a result, it can be concluded that there is a significant difference between the ages of (18-20) and (21-23). This difference has to do with the group who is (21-23) as the mean (M=4.63) is bigger than the mean of the other group. Reading low level books with simple words to high level ones with complex lexical items supports Kurd EFL learners to gain their vocabulary knowledge.

Table 7: The effect of age on listening

constructs	Gender	No.	mean	mean difference	std. Deviation	p-value	T		sig.
							Achieved	table	
construct	18-20 Years	24	26.83	1.67	4.331	0.200	1.263	2.021	not sig.
	21-23 Years	16	28.50		3.688				
Item 1	18-20 Years	24	4.13	0.06	.947	0.829	0.217	2.021	not sig.
	21-23 Years	16	4.06		.854				
Item 2	18-20 Years	24	3.88	0.44	1.076	0.166	1.413	2.021	not sig.
	21-23 Years	16	4.31		.873				
Item 3	18-20 Years	24	3.79	0.46	1.250	0.144	1.492	2.021	not sig.
	21-23 Years	16	4.25		.683				
Item 4	18-20 Years	24	3.79	0.83	1.179	0.009	2.775	2.021	sig.
	21-23 Years	16	4.63		.719				
Item 5	18-20 Years	24	3.58	0.10	1.060	0.747	0.317	2.021	not sig.
	21-23 Years	16	3.69		.946				
Item 6	18-20 Years	24	3.79	0.04	1.062	0.887	0.143	2.021	not sig.
	21-23 Years	16	3.75		.775				
Item 7	18-20 Years	24	3.88	0.6	1.076	0.869	0.359	2.021	not sig.
	21-23 Years	16	3.81		1.223				

7. Conclusion

This study explores the perspectives of EFL learners on vocabulary knowledge in practicing reading and listening skills. Also, to know the effect of gender and age on their vocabulary enrichment. The study was a descriptive survey in which a questionnaire was administered. The questionnaire was disseminated among the participants. It was concluded that the participants' attitude towards their vocabulary development through experiencing the two skills of reading and listening were positive and these skills had impacts on their vocabulary knowledge. Reading books in English language from low to high level one lead learners to reach higher levels of vocabulary knowledge. Besides, listening to channels in English

language significantly improve lexical meanings because learners get more familiar with realizing actual word's pronunciation which support learners to understand unfamiliar word's meaning effectively. It was also concluded that both males and females developed their vocabulary heritage. Yet, the age groups did not show the same extent of progress in vocabulary learning through reading and listening skills.

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Appendix

Questionnaire

EFL Learners' Vocabulary Development through Practicing Reading and Listening Skills

Section One:

Background information

1. Years of English language experience:
 - A. less than 10 years
 - B. 10 to 13 years
 - C. 13 to 15 years
 - D. more than 15 years
2. Age:
 - A. 18-20
 - B. 21-23
3. Gender:
 - A. Male
 - B. Female

Section Two:

EFL Students' Vocabulary Development through Practicing Reading Skill

No	Items	(1) SD	(2) D	(3) N E U	(4)	(5) S A
1	Practicing reading in English is important for learning new vocabulary items.					
2	Recording new words during reading texts supports EFL learners to memorize word meanings properly.					
3	The number of vocabulary learning depends on the total hours that EFL learners spend in					

	reading books, magazines, novels and short stories.					
4	EFL learners can begin with low level of books with simple words to high levels that complex vocabulary items are provided to increase the range of vocabulary knowledge.					
5	Using mobile Apps like (ireader and wattpad) can be counted as an effective way to engage a wide range of vocabulary knowledge.					
6	Reading grammatical books highlighted as a reasonable source for learning new words.					
7	Reading academic articles provide huge number of advanced vocabulary knowledge.					

Section Three:

EFL Students' Vocabulary Development through Practicing Listening Skill

No	Items	(1) SD	(2) D	(3) NEU	(4)	(5) S A
1	Practicing listening skill in English language is important for learning new words.					
2	The number of vocabulary learning increased through listening to news channels in English Language like BBC news channel.					

3	Listening to English songs counted as an effective method to gain vocabulary knowledge.					
4	EFL learners can improve their vocabulary knowledge through listening to native speakers' conversations.					
5	Listening to the recorded lectures in English language supports EFL learners to gain vocabulary knowledge.					
6	Listening to the Ted talkers in Ted application is effective way to learn vocabulary items.					
7	Most of EFL learners find difficulties with realizing word meanings when they listen to audio books in order to understand the main ideas.					