

Ministry of Higher education and scientific research
 University Mohamed Boudiaf of M'sila
 Faculty of humanities and social sciences
 Life Skills Laboratory



The First National Study Day on:

Developing Academic and Scientific Communication Skills

March 20th, 2022

Study Day Program

9:00-9:30	Welcome and Opening Ceremony -The word of the Dean of the faculty of humanities and social sciences -The word of the Life Skills Laboratory head -The word of Study day chair	
9:30-9:40	Academic and Scientific Communication Skills as Means to success in the 21 st century Academe	Imane CHERIET, English language and letters department, M'sila University
9:40-9:50	Open Science as a Modern Scientific Practice: Investigating Algerian EFL Doctoral Students Knowledge and Attitude on Open Science Practices.	Bouchra DAKHANE, Biskara University
9:50-10:00	Academic Publishing and the Qualities of a Good Researcher	Toufik BENZAHIA, Biskara University
10:00-10:10	English for Academic Purposes: Important Language Skills for Researchers	Hanen CHERIET, Biskara University
**** Coffee Break ****		
10:10-10:20	Testing across Cultures: Conceptual and Methodological Issues in Adapting Psychological Tests.	Noureddine Guerra & Laid Bouguerra, Psychological Measurement and Educational evaluation, Psychology department, M'sila University

10:20-10:30	The Relationship Between Vocabulary Size and English language proficiency: A Systematic Review	Dr. Ramdhane KHATOUT, Psychology department, M'sila University
10:30-10:40	The Importance of Body Language in Communication Process	Meryem HADJ DOUDOU, counseling and orientation, Department of psychology, M'sila University
10:40-10:50	Why Creating a Knowledge Sharing Culture is Important in the Workplace?	Dr. Narimane DRIS, Management Sciences department, Ferhat Abbas Setif 1 University
10:50-11:00	University Orientation and System of Laws in Emergency Cases for University Students	Dr. Azzouz KETFI & Zahra FEIDJEL, counseling and orientation, Psychology department, M'sila University
11:10-11:20	Organizational Silence	Fatma Zahra HAROUZ, M'sila University
11:20-11:30	The Impact of Using Formative Assessment in Primary school	Nor el houda TALEB HACINE, School Curriculum and Educational Evaluation, psychology department, M'sila university
11:30-11:40	The Repercussions of the Corona Pandemic on the Algerian Economy	Ahmed AZI, Commercial and Management Sciences, Batna University-1-
11:40-12:00	Closing Ceremony, Certificates Distribution	



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PARTICIPATION CERTIFICATE

This is to certify that **Dr. Ramdhane KHATOUT** participated with an oral presentation entitled:

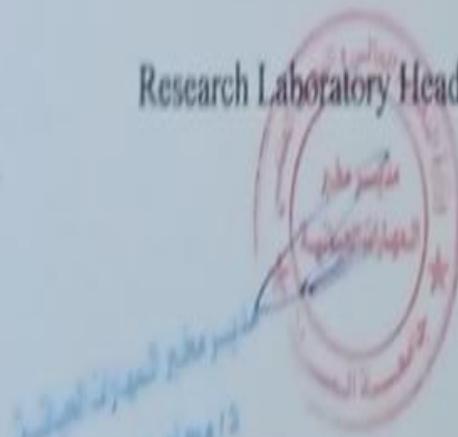
**The Relationship between Vocabulary Size and English Language Proficiency:
A Systematic Review**

to *The First National Study Day on: Developing Academic and Scientific Communication Skills (DASCS-1)*, held on **March 24th, 2022** at M'sila University.

Study Day Chair

Cherif Jorgens

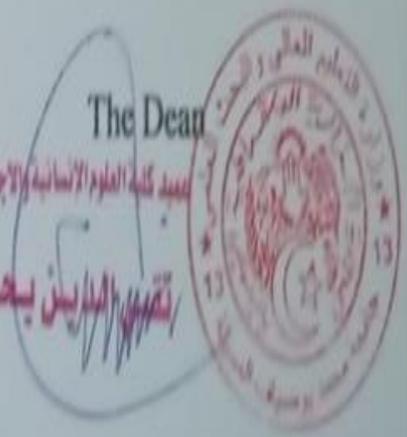
Research Laboratory Head



The Dean

عميد كلية العلوم الإنسانية والاجتماعية

تقريباً بالبريد الإلكتروني



 Life Skills Laboratory

The First National Study Day on:

 Life Skills Laboratory

Developing Academic and Scientific communication Skills
DASCS-1

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 Mars 24th, 2022

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The First National Study Day

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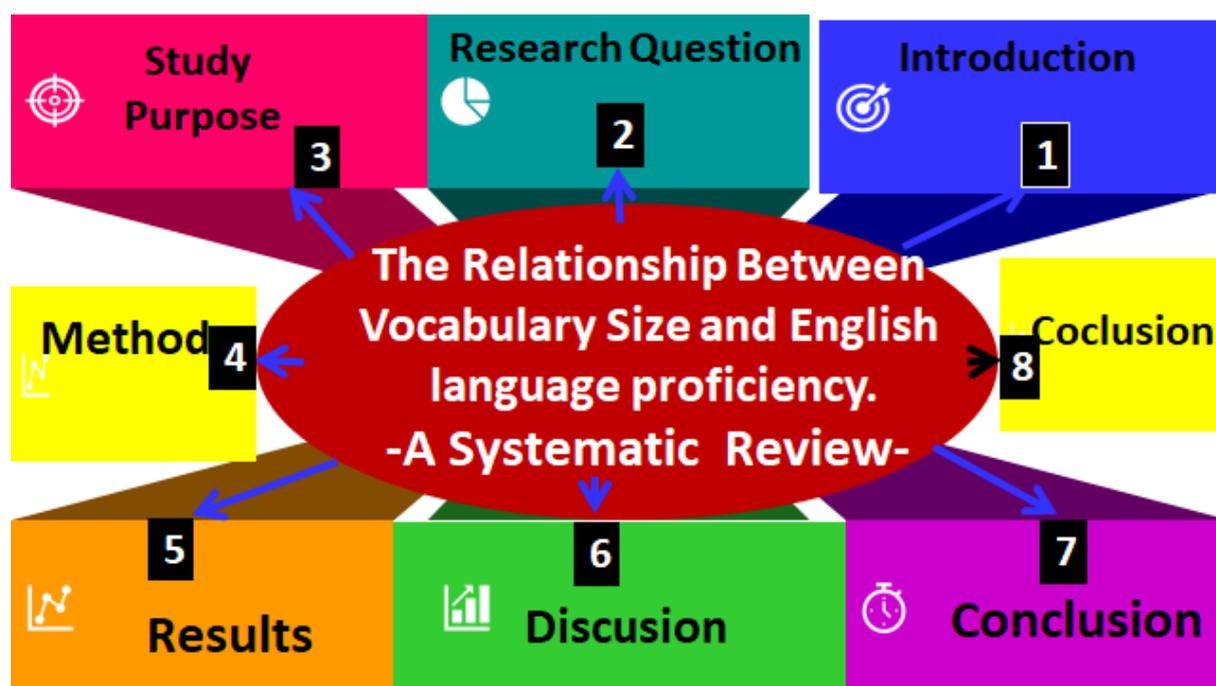
The Relationship Between Vocabulary Size and English language proficiency.
-A Systematic Review-

 Life Skills Laboratory

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Introduction

The growing importance of English as one of international languages as well as a lingua franca has affected educational curriculum of all countries in the world (Except Algeria). So, English is one of the most important languages in today's era of information and Communication Technology. Therefore, the teaching process of English as a foreign language, considered one of most important process, which must to interest on it. So, the language proficiency considered one of the main objectives and outputs of the teaching of EFL in any educational system. In addition, We can say that lack of proficiency in English is one of the major reasons for jobless graduates

Research Question

Vocabulary learning is crucial in language acquisition, nothing can be done without the vocabulary. It is the basis for communication in any language. So, the vocabulary is commonly considered the main communication tool. What language users employing expressing their feelings, ideas, and opinions, a manifestation of the human mind, is the vocabulary. According to linguistic perspective, the vocabulary seems to be more useful and urgent than grammatical role, **because: Without grammar very little can be conveyed, but without vocabulary nothing can be conveyed.** So, we can say that the skills proficiency, rely on the size of vocabulary which has of the individual.

Research Question

So, this study was undertaken to investigate the relationship between Vocabulary Size and English language proficiency, through an organized systematic review of the educational literature that addressed this problem. Specifically this study was carried out to address the following research questions:

Are there a relationship between Vocabulary Size and English language proficiency?

Study Purpose

The major concern of this study is to investigate the relationship between Vocabulary Size and English language proficiency. Its main objective is to review the previous studies which treated this topic and in order to better understand this relationship and achieve a comprehensive understanding of the issues surrounding the research topic.

Definition of terms:

1- What is vocabulary?

All the words in a language make up what is generally known as its vocabulary.

2- Vocabulary Size: To put it simply, Vocabulary Size denotes the number of words a learner knows.

Definition of terms:

3- Assessing Vocabulary:

There are several vocabulary tests that have research evidence supporting their validity, they include:

a- Vocabulary Level Tests (VLT): using a matching format where examinees write the number of their answers in the blanks.

b- Productive Levels Tests (PLT): requiring learners recall the form of words using a sentence cue.

c- Vocabulary size tests (VST): they comprise 140 multiple-choice items with the stem containing the tested word in a non-defining context sentence.

Definition of terms:

English language proficiency: Refers to the ability to use and comprehend spoken and written English at a level sufficient for safety within the scope of practice.

Or: How well you can perform in an ability test?

Method

A Systematic Literature Review Was Conducted, where we chose 12 studies that were selected from the Google Scholar Search Engine, according to their recentness and relevance to the topic of our study.

Results

**Studies on Problematic: The Relationship Between Vocabulary Size and English language proficiency included in the review
(N =12)**

Results

	Title	Authors (year)	Country	Design	Sample characteristics N (gender distribution) Age =range (M, SD)	Data collection	Findings
1	The effect of vocabulary size and vocabulary depth on reading in EFL context.	Yusuf Sen and Mesut Kuleli 2015	Antalya Turkey	Cross-Sectional	N=361(M=195, (54%), F=166, (46%))	VST	The relationship between size of vocabulary and reading performance: There is a strongly significant relationship between vocabulary size and reading score as indicated with the significance value at 0.01 level. This result may mean that the students who know a higher number of vocabulary items may do better in reading, or alternatively the students who perform better in reading know more vocabulary items

Results

2	How Many Words Do You Need to Know to Understand TOEIC, TOEFL & EIKEN? An Examination of Text Coverage and High Frequency Vocabulary	Kiyomi Chujo and Kathryn Oghigian 2009	Japan	Cross-Sectional	N=610	<ul style="list-style-type: none"> - The TOEIC test. Test of English for International Communication - The TOEFL Test of English as a Foreign language - The EIKEN 	the vocabulary levels in all three proficiency tests have dropped in the last few years, and that in order to reach a 95% coverage level of proficiency tests, a learner would need to know between 3,000 word-families and 4,000 words for TOEIC, between 3,500 word-families and 4,500 words for TOEFL, and 4,500 word-families and 5,500 words for EIKEN.
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Results

3	Vocabulary Size Tests of Different Modality and Their Relationships with L2 Reading and Listening Comprehension by Korean EFL Learners in Middle School.	Myoungjin Kim 2019	Korea	Cross-Sectional	N= 33 (Korean 3rd-grade middle school students.)	Orthographic and a phonological vocabulary size test (OVST and PVST)	There are a Relationships between Vocabulary Size and Reading, Listening Comprehension by Korean EFL Learners in Middle School.
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Results

4	Lexical threshold revisited: Lexical text coverage, learners' vocabulary size and reading comprehension.	Batia Laufer And Geke C. Ravenhors t-Kalovski 2010	University of Haifa	Cross-Sectional	N= 735 (495 native speakers of Hebrew, 167 of Arabic, 73 of Russian)	Levels Test, lexical coverage by the newest version of Vocabulary Profile and reading comprehension by a standardized national test.	Results show that small increments of vocabulary knowledge contribute to reading comprehension.
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Results

5	Vocabulary Size And Use: lexical richness in L2 written production.	Batia Laufer And Paul Nation 2014	University of Haifa	Cross-Sectional	N=22 (learners in Victoria University)	lexical originality (LO), lexical density (LD), lexical sophistication (LS), and lexical variation (LV).	The vocabulary size affect judgements of quality in writing and vocabulary growth is related to use it.
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Results

6	How Large a Vocabulary Is Needed For Reading and Listening?	I.S.P. Nation 2006	Canada	Cross-Sectional	Not mentioned	fourteen 1,000 word-family lists made from the British National Corpus, and to use these lists to see what vocabulary size is needed for unassisted comprehension of written and spoken English.	What vocabulary size is needed for unassisted comprehension of written and spoken English? If 98% coverage of a text is needed for unassisted comprehension, then a 8,000 to 9,000 word-family vocabulary is needed for comprehension of written text and a vocabulary of 6,000 to 7,000 for spoken text
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Results

7	A Reassessment of Frequency and Vocabulary Size in L2 Vocabulary Teaching	Norbert Schmitt and Diane Schmitt 2010	University of Nottingham, Nottingham, UK	Cross-Sectional	Not mentioned	listening test	it takes knowledge of 8,000-9,000 word families to read a diverse range of authentic texts in English without unknown vocabulary being a substantial handicap.
8	Exploring the relationship between productive vocabulary knowledge and second language oral ability	Takumi Uchihara and Kazuya Saito 2019	Canada	Cross-Sectional	N=39 EFL participants	Productive Vocabulary Test (Lex30)	The findings showed that the productive vocabulary scores significantly correlated with L2 fluency, but not with comprehensibility or accentedness.

Results

9	Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?	Zunita Mohamad Maskor And HarunBaharud in 2016	National University of Malaysia, Malaysia	Cross-Sectional	Review Study	Not mentioned	- Vocabulary knowledge is the key factor to ensure that written production is understandable and meaningful - We have a strong relationship and mutual in the development of the vocabulary, especially in improving the learners' language efficiency.
10	EXAMINING THE RELATIONSHIP BETWEEN VOCABULARY KNOWLEDGE AND GENERAL ENGLISH LANGUAGE PROFICIENCY	Nur Fatima Wahida Mohd Nasir, Nor Ashikin Ab Manan and Noraziah Azizan 2017	University Teknologi MARA, Malaysia.	Cross-Sectional	N=136 students	Vocabulary Levels Test(VLT)	The results of regression analysis refers that more proficient learners have larger vocabulary repertoire which underscores the importance of vocabulary instruction.

Results

11	THE RELATIONSHIP BETWEEN VOCABULARY SIZE, READING STRATEGIES, AND READING COMPREHENSION OF EFL LEARNERS IN SAUDI ARABIA	ABDULKARIM HAMAD AL-NUJAJIDI	SAUDI ARABIA	Cross-Sectional	N= 226 EFL Saudi first-year university students. (N=109; 48.2%) and female (N=117; 51.8%)	- Survey of Reading Strategies (SORS). - reading comprehension test. - <u>vocabulary size test.</u>	A significant and strong was found between EFL learners' reading comprehension ability and vocabulary size.
12	The Relationship between Vocabulary Size and Reading Comprehension of ESL Learners.	<u>Engku Haliza Engku Ibrahim</u> , <u>Isarji Sarudin</u> and <u>Ainon Jariah Muhamad</u> 2016	International Islamic University, Malaysia	Cross-Sectional	N= 129 pre-university students	- English Proficiency Test (EPT). - Vocabulary Levels Tests (VLT).	- A moderate correlation ($r=0.641$) between scores in the EPT reading comprehension and Vocabulary Levels Tests. The relationship was statistically significant at $p<0.01$ level. The findings indicate positive relationships between reading test scores and vocabulary word levels.

Discussion

Through what has been dealt about the topic of "The relationship between Vocabulary Size and English language proficiency", so, all the studies we have discussed agree that the size of vocabulary has a great role in mastering the English language. This means that there is a strong relationship between: The Vocabulary Size and English language proficiency. It is plausible that vocabulary plays an important role in language use. It is the heart of language skills. More importantly, it appears to function as a basis for communication, reflection of social reality, emotion booster, and academic ability predictor.

Discussion

But: We must know that the size of the vocabulary is one of the factors of language proficiency, and it does not mean that the size of the vocabulary leads to language proficiency. Therefore, it is true that there is a relationship between the vocabulary size and language proficiency, but there are many factors that must be added to the vocabulary size in order to master the language, including the following:

Discussion

- 1- Factors related to language itself :** the language is not only vocabulary that the learner memorizes, but rather it is a system consisting of several components (Phonology, Morphology, Grammar, Syntax, Semantics, and Pragmatics)
- 2-Psychological factors:** such as fear of making mistakes, fear of peer ridicule...etc.
- 3- Educational factors:** (teacher and learner) related to language teaching methods (traditional methods), assessment, ...etc.
- 4-Social factors:** Not using English in daily conversations.....

Conclusion

All in all, both vocabulary size and vocabulary depth contribute enormously to language proficiency in EFL context. Curriculum developers and course book writers should attach as much importance to depth of vocabulary as they do to size of vocabulary for EFL contexts.

Conclusion

However, it is not that teachers bring any kind of vocabulary to the lesson, it is rather that teachers should determine the vocabulary to be taught in line with their purpose in EFL context. However, as already suggested by Laufer (1992) and Saragi, Nation and Meister (1978), the number of related vocabulary to be taught in classrooms must be no fewer than 3000 and 3600 words, respectively.