JWEEP

Assessing the Effects of Teaching Vocabulary in Developing Receptive Skills: A Review Article

Gul Ahmad Amirzai 👤 🆔 ✉

Teaching Assistant Department of English Language and Literature, Urozgan Higher Education Institute. Afghanistan
✉ **Corresponding Author**: Gul Ahmad Amirzai, **E-mail**: gul.amirzai@gmail.com

ARTICLE INFORMATION	ABSTRACT

Vocabulary is central to English language teaching. Through vocabulary, students can understand, communicate, and write well. Without sufficient vocabulary knowledge, students cannot understand others or express their own ideas. The aim of this topic is to find out if teaching vocabulary can help students in improving reading or listening or not? Behind this question, there are some reasons in the Afghan context. First, students mostly have basic vocabulary knowledge and a mass of vocabulary, but the reading power is weak. This is especially true in most university students having a problem reading fluency and accuracy. Second, while students listen to native speakers, they have problems catching ideas and comprehension from their speech. Hence, it is vitally important to teach vocabulary accurately to improve sub-skill (vocabulary) and receptive skills (reading and writing). For these reasons, I have reviewed ten different articles discussing the importance and effects of teaching vocabulary to improve students' receptive skills (reading and listening). This issue is vital in the Afghan context for acquiring receptive skills and sub-skill (vocabulary). The current study conducted to find out appropriate answers for the following research questions: What are the effects of teaching vocabulary in developing receptive skills? How teaching vocabulary influences the development of receptive skills? The ten articles reviewed show that teaching vocabulary influences the development of receptive language learning skills, especially learning English as a foreign language. The findings of the study indicate that vocabulary teaching not only influence the development of one skill of learning a language, but it can have multi-dimensional effects regarding the development of language skills, particularly the development of the primary skills of learning a language, for example; listening, speaking, reading and writing. For this reason, the articles strongly support the statement that vocabulary is one of the vital skills through which a learner can be able to develop performance skills and comprehension (receptive) skills.

1. Vocabulary Instruction and Reading

Reading in English and the vocabulary knowledge of English learners as a foreign language are directly related. Freebody (as cited in Kuleli & Sen, 2015) stated that the reader's vocabulary knowledge best predicts how well that reader understands the text. Also, Nagy (as cited in Kuleli & Sen, 2015) agreed that vocabulary is essential to understand various texts and that vocabulary teaching should be an integral part of language education. Besides, Rosado and Caro (2018) agreed that lexis and reading comprehension are closely related, so I support his view that there is a close relationship between lexis and reading comprehension. If the learner of a language knows the lexis semantically and syntactically, there will be no problem in the part of comprehension (semantic) and its structure (syntactic). Thus, it will help learners resolve the problems of reading comprehension and fluency. Moreover, Within, Karakoc et al. (2017) found out about the impact of vocabulary knowledge on language learning skills and proficiency. I agree with their views that vocabulary influences the skills (mainly reading and writing) and proficiency of learners.

Moreover, Yildirim, Yildiz and Ates (2011) discussed the correlation between vocabulary, reading comprehension and text types. The author agreed that there is a strong correlation between vocabulary knowledge and expository text and vocabulary and comprehending narrative text. The study's findings also showed that the vocabulary is a predictor of comprehending narrative and expository texts. Particularly, vocabulary is a stronger predictor of comprehending expository text than the narrative one. I found that learners who have a mass of vocabulary and have vocabulary instruction at classes can easily read power and fluency.

In addition, vocabulary instruction affects expository reading or narrative and improves ESP students' reading competence. Kusumawati and Widiati (2017) discussed the effects of explicit and implicit vocabulary instruction in ESP reading classes. The authors agreed that explicit vocabulary instruction effectively promotes reading and especially in ESP context. The authors stated that explicit vocabulary instruction improves students' comprehension in reading. Also, there is a significant difference in ESP reading comprehension of students with field dependence cognitive style under the explicit vocabulary instruction and those with field dependence style under the implicit vocabulary instruction. There is an interaction between the vocabulary instructions and the student's cognitive styles in ESP reading comprehension, especially explicit vocabulary instruction. This is because explicit vocabulary instruction is direct instruction and teacher-centered. As Luke (as cited in Kusumawati & Widiati, 2017) defines that explicit as strong farming, clearly define boundary knowledge and skill, and teacher-directed interaction. For example, the teacher presents words as a map and discusses the words throughout so that the relationship among the words becomes clear. And some time teacher uses the student's personal experience to develop vocabulary in the class. Marulis (as cited in Moody et al., 2018) reported that explicit vocabulary instruction surrounded with meaningful texts and combined with multiple opportunities to practice results in significant vocabulary gains for risk students. Teachers provide reading with pictures and storybook reading to develop or vocabulary and reading fluency. Indeed, explicit vocabulary instruction could be effective and useful. Hence, Cynthia (as cited in Kusumawati & Widiati, 2017) stated that direct vocabulary instruction is useful for students' ability levels.

Although implicit vocabulary instruction improves students' comprehension and takes place naturally and simply without a conscious process, Nagy (as cited in Kusumawati & Widiati, 2017) believes that teaching vocabulary is directly a waste of time. I have found that there are many words in English, and therefore, a more considerable amount of time is needed to acquire those words. Hence, implicit vocabulary instruction helps students to improve their comprehension rather than memorizing the entire words. The students' cognitive styles are directly and indirectly different toward explicit and implicit vocabulary instruction. Keefe (as cited in Kusumawati & Widiati, 2017) stated that cognitive styles are related to but different from intellectual abilities. Edward (as cited in Kusumawati & Widiati, 2017) believes that the explicit instruction's cognitive style is better than the field-dependent cognitive style under implicit instruction.

Furthermore, Hairrell (as cited in Moody et al. 2018) believes that targeted vocabulary instruction leads to increased word knowledge for students. I believe that appropriate vocabulary instruction impacts the students' general word knowledge. In particular, using a dictionary, graphic organizers, and discussion has a positive impact on reading fluency and accuracy. Nagy (as cited in Moody et al. 2018) agree that direct teaching of word meaning can advance general comprehension and teach flexible word-learning strategies. I agree that increasing students' general word knowledge and reading comprehension can be achieved through explicit and implicit vocabulary instruction. Sedita (2005) found one best method for vocabullary learning: direct and indirect instruction. Teaching specific words such as pre-teaching vocabulary prior to reading a selection or helping students develop an appreciation for words experience enjoyment and satisfaction. This direct and indirect instruction motivate learners to read a lot and learn new words. Also, indirect instruction involves analysing word roots (Suffixes and Prefixes). And at indirect instruction, learners are assigning to analyze the word's structure or use a dictionary. Furthermore, for both direct and indirect instruction Sedita, J(2005) suggest the TRA (Teacher Reading Academy) materials for effective vocabulary instruction. The academy's instruction seems as: Encourage wide reading, Expose students to high-quality oral language, Promote word consciousness, Teach word meaning directly, and Teach independent word-learning strategies including the use of context clues, the use of words parts, and the efficient use of a dictionary.

Next, for students who have a great vocabulary, the latter can improve communication, namely speaking, listening, reading, and writing. For that, Taylor (1990, as cited in Mukoroli, J, 2011) found that vocabulary instruction directly improves students' comprehension. He points out that as the text's difficulty in a text increases, understanding of the text decreases. Therefore, the students must have a deep understanding of academic vocabulary to understand the new concept. New concepts from reading will be obtained easily while the student receives direct and indirect instruction in the class.

To have the best understanding of the text and easily acquire new words, Mera (1997, as cited in Mukoroli, J, 2011) suggests some best vocabulary learning strategies. Among these strategies, a few of which are helpful in the Afghan context are discussed.

Incidental vocabulary acquisition; this type of vocabulary learning strategy defines new words as a product of meaning-focused communication activity, such as reading, listening, and interaction. Learners can acquire vocabulary through extensive reading,

communication interaction, and natural input exposure such as television. Mera (1997, as cited in Mukoroli, J, 2011) claimed that it is contextualized and gives the learners a richer sense of word use and meaning that can be provided in group activities. It is individualized and learners-centered because the vocabulary to be learned depends on the learners' own reading materials selection. Throughout incidental instruction to vocabulary, learners acquire enough knowledge from reading. For example, in extensive reading, students are reading for pleasure, but they also connect word knowledge in reading. Despite this, Karakoc, D., and Kose, G. D. (2017) suggested that both incidental and intentional vocabulary learning activities and strategies are needed to increase vocabulary knowledge and reading comprehension. He believes that incidental vocabulary learning refers to vocabulary learning as a by-product of any activity not explicitly geared to vocabulary learning.

On the other hand, intentionally vocabulary refers to any activity aiming at requiring lexical information to memory. Intentionally vocabulary learning includes many ways and strategies such as using word cards, keeping vocabulary notebooks, doing vocabulary exercises, looking up dictionaries, and so forth. I agreed that using different strategies such as incidental and intentional vocabulary generally increases ability, especially reading.

Teaching word family: At this strategy, development in lexical-semantic is focused. Mukoroli, J (2005) suggested that semantic field theory is that lexical content of a language is best treated as a collection of interrelating networks of the relation between words. A simple example can be father, mother, brother, sister, son, daughter, uncle, and aunt. Furthermore, it can body parts or group according to different criteria. This strategy enhances the retention of vocabulary learned in this manner. I do agree that word family instruction also impacts students reading comprehension. Because when students recognize the word family

Semantic mapping: This method is used to motivate and involve students in reading and writing. It enhances vocabulary development by linking new information with previous experience. This is done by arranging words into a picture, which has a crucial concept at the center and related words and concepts linked with the critical concept.

Learning vocabulary through story innovation. This learning strategy of vocabulary is occurring through procedure of innovation sentence pattern by using the structure of a sentence to create a semantically new one through word substitutions. Story innovation is a way for learners to enjoy writing, reading, and learn vocabulary in a scaffolding format.

Not only appropriate instruction or method is needed for improving reading comprehension. Encouraging learners and increasing autonomy play a crucial role in enhancing reading comprehension. It is obvious that stimulating and praising learners directly affects the learning process for the students' motivation toward vocabulary acquisition. Many techniques and strategies can be effective. Sedita J (as cited in Mukoroli, J, 2005) stated that students word knowledge is liked strongly to academic success because students who have large vocabulary can understand new ideas and concepts more quickly than students with limited vocabulary. This is the teacher's responsibility to encourage learners to have great attention to learn more new words. Sedita (as cited in Mukoroli, J, 2005) said that there is a tremendous need for more vocabullary instruction at all teachers' grade levels. Learners motivation can be compelling to acquire language skills quickly and authentically. Beck and Kucan (as cited in Richard & Rodger, 1997) claimed that students need to learn exceedingly large and, on average, students should add 2000 to 3000 new words a year to their reading vocabulary. Beyond the learners' motivation, learners are not independent of vocabulary.

For this reason, Ghazal, L (as cited in Moody et al. (2018) suggested that teacher need to have an appraised of learner's belief regarding vocabulary learning strategies and then try to help them gradually realize the value of other types of strategies learners should be trained in strategies they lack. I believe that motivation for learners will help learners acquire a large amount of vocabulary and increase their self-confidence. For this reason, motivation in the learning process plays a crucial role. And the teacher should consider the learners' willingness and readiness to receive training and think of the most appropriate way to introduce a strategy

2. Vocabulary knowledge and Reading Comprehension
Mostly ESL/EFL teachers claim that their reading comprehension performance is one of the challenging points because of lack of vocabulary knowledge. This is because EFL learners (Afghan Students) have a problem with reading comprehension, even when they graduate from university. I believe the problem is the lack of enough vocabulary knowledge. Graves (as cited in Yildirim, Yildiz & Ates, 2011) contended that a lack of vocabulary is one reason for failure in school. Similarly, Nagy and Scott (as cited in Yildirim, Yildiz & Ates, 2011) argued that child should know 90%-95% of word meaning in a text to drive meaning from the text. I agreed that not only children and school students face problems and failure but also university students. Especially Afghan students, this is because they do not receive any vocabulary instruction and textbooks; instead, they study grammar, literature, and psychology. I am sure that reading comprehension would be affected by this factor.

Moreover, Bintz (as cited in Kusumawati & Widiati, 2017) believe that a lack of vocabulary can explain a failure in developing practical reading abilities. I do believe that enough vocabulary knowledge helps learners in reading comprehension and general knowledgeability of the learners. Through enough vocabulary knowledge, students' reading fluency and accuracy can be improved,

and writing and listening will be enhanced. And the students will have the chances to receive and product well. Similarly, Stahl and Fairbanks (as cited in Yildrim, Yildiz & Ates, 2011) report that students who have comprehensive vocabulary knowledge get higher grades than students who lack vocabulary. Further, he stated that vocabulary is a distinction between good readers and poor readers also, he believed that proficient readers differentiate according to drawing inferences, deriving word meaning, and using various strategies.

Chall and Jacobs (as cited in Karakoc, D., & Kose, G. D. 2017) concluded that learners without proper vocabulary knowledge could experience a severe reading comprehension problem. Along with this, Kameli and Bin Baki (as cited in Karakoc, D., & Kose, G. D. 2017) believe that ESL/EFL learners frequently indicated a lack of sufficient word understanding as one of the significant barriers to content comprehension. So, vocabulary knowledge plays a vital role in learners' generally ability, especially in reading. Richard and Rodger (1997) put it forward, "the building blocks of language learning and communication are not grammar, function, notions, or some other unit of planning and teaching but lexis, that is, word and word combination" (p. 132). Baumann (as cited in Kusumawati & Widiati, 2017) stated that all research about reading comprehension and vocabulary, including correlational, factorial, and readability, has shown that vocabulary is an essential reading component of comprehension. And Freebody (as cited in Moody et al., 2018) stated that it is the reader's general vocabulary knowledge that best predicts how well that reader understands the text. Lastly, I have found that vocabulary knowledge does not have positive reading comprehension and has a positive impact on general language acquisition.

3. Vocabulary Size and Reading

The relationship between vocabulary knowledge and reading comprehension has been clear that they are directly correlated to each other. As well, vocabulary size and reading comprehension are correlated to each other too. Hence, vocabulary is one of the essential factors that enhances reading comprehension. Curtis (as cited in Ibrahim et al, 2016) agree that students' ability to acquire new knowledge could be affected if they have insufficient vocabulary knowledge. I believe that a large amount of vocabulary will facilitate the learners' reading comprehension rather than vocabulary. It also positively affects reading fluency and accuracy; for instance, learners who have a large amount of vocabulary knowledge can read fast and accurately.

There are different perspectives between scholars about how much vocabulary is needed for EFL learners to comprehend. From this perspective, Anual (as cited in Sen, Y, & Kuleli, M, 2015) believe that knowing 2000-3000 words in a foreign language was correlated to reading comprehension for short answer task. Additionally, Laufer (as cited in Moodey et al, 2017) agreed and suggested that 3000 words expected reading performance best. Whereas, Saragi, (as cited in Kose, G, & Karakoc, D, 20117) mentioned that a learner of English needs to know at least 3600 words to be able to understand unsimplified texts in English, and he warning that the number of meaning should know must be higher than this number. But, as an opposing view to the above authors, Hu and Nation (as cited in Ibrahim et al, 2016) proposed that in order to understand a text without someone's aid, at least 98 of the words in this text need to be known by a reader, which means that if there are 50 words in a sentence, the reader must know at least 49 of the words to be able to understand that text without any outside help. I believe that this percentage of vocabulary size is inappropriate because EFL learners are not supposed to understand the entire words, but it is clear they are not understanding the complete words but can easily understand the text's idea and purpose. For example, learners 40% can understand through title and pictures used in the text. In contrast, they will have trouble with reading comprehension. This is because Bonk (as cited in Ibrahim et al, 2016) agreed that learners who know less than 80% of the text's vocabulary were frequently found to have poor comprehension.

Along with, Stahr (as cited in Rosado, N., & Caro, K. G, 2018) conducted a study on 88 EFL learners and found that learners' receptive vocabulary size is strongly associated with their reading and writing skills, suggesting that 2000 vocabulary level is a crucial goal for suggesting that breadth of vocabulary had a strong effect on reading performance. Although this may be true, Hu and Nation (as cited in Ibrahim et al, 2016) indicated that an even higher level of vocabulary is needed, that is, an estimate of 8,000-9,000 words for learners to be able to read the text like novels and newspapers without the assistance of a dictionary or any other source outside the text. In contrast, Goulden (as cited in Kose, G, D, & Karakoc, D, 2017) estimated that educated native speaker would have a vocabulary size of approximately 17,000 words families as well and 20,000-word families according to Nation (as cited in Kose, G, D, & Karakoc, D, 2017). Adolph (as cited in Kose, G, D, & Karakoc, D, 2017) has believed that an EFL learner needs to know at least 2,000 words forms to understand 90-94% of spoken discourse in different contexts. Hirsh (as cited in Kose, G, D, & Karakoc, D, 2017) discussed that EFL learners need to know 5,000-word families to enjoy reading.

Meanwhile, Naion (as cited in Kose, G, D, & Karakoc, D, 2017) believe that EFL learner needs 15,000-20,000-word families to comprehend the target language with almost no disruption in a native-like level. On the other hand, Kalovski (as cited in Kose, G, D, & Karakoc, D, 2017) have suggested that there are two thresholds of lexical coverage: "An optimal one, which is the knowledge of 8,000-word families yielding the coverage of 98% (including proper noun) and a minimal one, which is 4,000-5,000-word families resulting in the coverage of 95% (including proper noun). From the authors' point of view, I have found that it is vital for EFL learners to understand from 2000-3000 words to understand reading and spoken discourses. And while higher vocabulary

knowledge truly affects reading comprehension. I agree that with higher vocabulary knowledge of 5000-8000 words, the learner reading comprehension will be almost no disruption like a native.

4. Vocabulary and Listening

Listening is another skill between receptive skills, which play a crucial role in a language. The learner can achieve information from outside and helps learners speak accurately and adequately what they are taking from listening. It can accurately receive and interpret messages in that communication process. Listening comprehension is the conscious processing of the auditory stimuli that have been perceived hearing (Teng, 2016). In other words, listening is the ability to receive and interpret messages in the communication process accurately. Also, listening is the key to effective communication; without this skill to listen effectively, messages are easily misunderstood. In support of this idea, Adler (as cited in Wise, 2007) conducted research and has shown that an average of 45% is spent listening compared to 30% speaking, 16% reading, and 9% writing. Thus, listening taking extra time to ensure that listening is effective. Meanwhile, Teng, F (2016) has discussed that listening is to specifically focus on the message being communicated, avoiding disruption, and showing interest, concern, and concentration. As the importance of listening, Morley (as cited in Wolf, 2017) claimed that "listening comprehension lesson is a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communication discourse" (p.17).

As a complex decoding process, listening comprehension requires more intensive lexical competence, such as faster and more efficient word recognition than comprehending written input (Wise, 2007). And listening requires the ability to recognize words phonologically rather than recognizing visually. Meanwhile, listening helps learners be good listeners, making them more fluent and accurate in speaking. However, poor listeners are poor speakers and lack language knowledge. The poorness has some sides. One can be through little attention to listening, the other can be no practice, and it can be through not having enough vocabulary knowledge. As Goh (as cited in Teng, F, 2014) agreed, the main listening problems are word recognition and attention failure during perceptual processing. Similarly, Angelin (as cited in Wise, 2007) discussed that the students are usually challenged with several difficulties, such as limited vocabulary, unfamiliar topic, short speech, unfamiliar dialect, and listening only once. Among these factors, lack of vocabulary knowledge seems to be the most difficult for EFL learners

The only challenge based on my perspective is lack or limited vocabulary knowledge. and it has directly correlated with listening comprehension. Kelly (as cited in Teng, 2014) said that lack of vocabulary knowledge is the main barrier for adequate listening comprehension by analyzing learners' errors in listening to the news. As vocabulary knowledge is a prerequisite for listening, listening can help a vocabulary source. Teng (2016) found that vocabulary knowledge is highly correlated with academic listening comprehension, stating that vocabulary size and lexical coverage needed for listening comprehension tend to vary according to the type of spoken text used.

Similarly, Staehr (as cited in Wise, 2017) believe that the role of lexical knowledge on second language listening comprehension suggests that vocabulary knowledge is essential for successful listening comprehension in the EFL context. Although Teng, F (2016) confirmed that "the important role of vocabulary knowledge is successful ELF listening comprehension, other linguistic or non-linguistic factors might also have affected the participant's listening comprehension success" (p.1). Thus, listening play a crucial role in language skills and communication. The role of vocabulary in listening comprehension is vital too. For successful listening comprehension, vocabulary knowledge is essential in the EFL context.

5. Correlation between Depth and Breath Vocabulary knowledge with Listening Comprehension

As a receptive skill of learning English as a foreign language, listening comprehension is an essential input for language learning resources. For the purpose and importance of the issue, writers and authors discussed this issue broadly. It is discussed that learners' listening comprehension is affected by some aspects for being poor. The one which mostly all of the authors were agreed was on vocabulary knowledge. In contrast, there is a strong relationship between vocabulary knowledge and listening. Staher (as cited in Wise, 2017) found a moderate relationship between vocabulary knowledge and listening comprehension for low-level EFL learners, but the relationship is vital for advanced EFL learners. As vocabulary knowledge is a significant predictor of a learner's language proficiency, I mean language discourse, competence, and registers.

For this reason, Wise (2017) anticipated two dimensions of vocabulary knowledge as depth and breadth. The authors believe that depth vocabulary knowledge is considered to understand various aspects of a given the word. As word's form, pronunciation, and meaning. In contrast, breath vocabulary knowledge is viewed as the size of a learner's vocabulary or the number of words that the learner knows at a particular language proficiency level (Wolf, 2017). The words' amount and size are important for academic listening comprehension, as they are important for reading comprehension. For this extend Nation (as cited in Teng, F, 2016) argued that it has long been emphasized that vocabulary size play and essential role in EFL learners' academic competency.

Moreover, Wolf (2007) supported the idea and added that vocabulary size is the essential dimension of lexical collection and emphasize that learners with a more extensive vocabulary size tend to perform more proficiently in using English than learners with smaller vocabulary size. I agree with the idea because having a large vocabulary size helps learners write, read, speak, and

listen well. Since vocabulary size and listening comprehension correlate positively, it is also essential to determine the vocabulary size required for suitable listening comprehension. There are some disagreement points between the researchers regarding how much vocabulary size is needed and essential for EFL learners to listen appropriately and without disruption. Nation (as cited in Wise, 2007) suggests a vocabulary size of 6000–7000-word families for EFL learners to understand a native speaker. But, Zelend (as cited in Wise, 2007) suggest a much lower size 2000-3000 words families, especially for everyday social situation. By contrast, Goulden (as cited in Teng, F, 2016) concluded that well-educated university graduates who are native speakers had a vocabulary size of about 17000 base words. And he argued at least half of them should be acquired by EFL learner. In contrast, EFL learners cannot gain those words without prefixes, suffixes, collocations, or phrases.

Furthermore, Bonk (as cited in Teng, F, 2014) probed in his research that participants with a lexical coverage of 90% achieved higher listening comprehension scores than the participants recognizing fewer than those having 80% of lexical coverage. I agree with this percentage at IELTS or TOFEL tests, but EFL learners studying English for specific or academic purposes are inappropriate. This is because EFL learner may hardly understand native speaker 90% or around for different purposes. For this reason, as Staher (as cited in Wise, 2017) point out that a vocabulary size of at least 5000-word families might provide a significant prediction in successful listening comprehension is an appropriate amount. Hence, after different authors' ideas, I agreed that the breath of vocabulary knowledge facilitated understanding the words' meaning. And I agree with Teng, F (2014) that he probed in his study that the size for academic listening comprehension is at a level of 5,000-word families, and the level of 3,000-word families was not sufficient for academic listening comprehension.

Meanwhile, depth vocabulary knowledge is much more essential as breadth one. It is considered the understanding level of various aspects of a given the word. Qian (as cited in Wolf, 2007) defined depth vocabulary knowledge as knowledge measuring how well a learner knows a word. This vocabulary knowledge covers higher-frequency, pronunciation, spelling, register, frequency, morphological, syntactic, and collocational properties (Wolf, 2007). Teng, F (2016) discussed that vocabulary knowledge depth is a stronger predictor of listening comprehension success. He also believes that depth vocabulary knowledge plays an essential role in successful EFL listening comprehension.

In contrast with breadth vocabulary knowledge Wise, (2007) discussed that "The breadth of vocabulary knowledge facilitated the understanding of the meaning of the words, while the depth of the vocabulary provided a better predictive power for understanding the in-depth meaning of the materials and making it easier for learners to associate the meaning of words with background knowledge, which might provide a helpful prediction of listening comprehension". (p.50). Depth vocabulary knowledge also helps in listening comprehension improvement. As vocabulary size is needed for listening comprehension, the quality of knowing a word is vital, providing more facilitated power in listening comprehension. Henceforth, Teng F (2014) claimed that effective instruction on learning depth of vocabulary knowledge should include educating learners' word consciousness, identifying morphological and semantic interconnectedness between words, and enhancing learners' sensitivity to words with multiple meanings.

Based on the articles answering the research question, I have found that vocabulary instruction and effective vocabulary teaching positively affect reading and listening. The authors agreed that vocabulary instruction help students in improving reading. They said that there is positive correlation between vocabulary instruction and reading. For example, Nagy (as cited in Kuleli & Sen, 2015) agreed that vocabulary is important to understand of various texts and that vocabulary teaching should be an integral part of language education. And of course, most of the researchers agreed that explicit and implicit vocabulary instruction is more helpful in teaching reading and listening. Cynthia (as cited in Kusumawati and Widiati, 2017) stated that explicit vocabulary instruction is useful for students' ability levels. And Nagy (as cited in Kusumawati & Widiati, 2017) believes that implicit vocabulary instruction helps students to improve their comprehension rather than to memorize the entire words.

Moreover, the authors agreed that vocabulary instruction help students improve listening. They stated that accurate vocabulary instruction helps students improve listening, while appropriate pronunciation of the words makes students independent on listening. The researchers believe that Depth and Breadth of vocabulary knowledge and appropriate instruction are beneficial for listening comprehension. And vocabulary knowledge is a significant predictor of a learner's language proficiency, especially listening. For instance, Teng, F (2016) discussed that vocabulary knowledge depth is a stronger predictor of listening comprehension success. He also believes that depth vocabulary knowledge plays an essential role in successful EFL listening comprehension. However, the size of vocabulary knowledge or breadth of vocabulary knowledge is crucial. I have found that vocabulary size and listening comprehension positively correlate with each other. It is also essential to determine the vocabulary size required for suitable listening comprehension. Zelend (as cited in Wise, 2007) suggest a much smaller size 2000-3000 words families, especially for everyday social situation.

Additionally, I have found that vocabulary instruction and vocabulary teaching help EFL students in improving receptive (reading and listening) skills. Specially in Afghan context that students did not taking appropriate instruction of vocabulary. Hence, I believe

that in Afghan context it is applicable to improve students reading and listening through vocabulary instruction and teaching. Vocabulary teaching will positively impact the first students will read appropriately, accurately and fluently. Second, the students will have better pronunciation through vocabulary instruction so they will easily catch and understand native speaker speech.

Language teachers need to give importance to growing learners' vocabulary knowledge to contribute to higher listening comprehension levels in L2 and learner's reading comprehension. It suggests that a broader and more comprehensive way of teaching vocabulary needs to be developed to expand learners' vocabulary knowledge.

6. Conclusion

The effect of teaching vocabulary on reading and listening was the purpose of this study. Three findings were obtained in the present study. First, vocabulary instruction positively affects the reading comprehension of EFL learners. Marulis (as cited in Moody et al., 2018) reported that explicit vocabulary instruction surrounded with meaningful texts and combined with multiple opportunities to practice results in significant vocabulary gains for risk students. However, Nagy (as cited in Kusumawati & Widiati, 2017) discussed that implicit vocabulary instruction improves students' comprehension and takes place naturally and simply without a conscious process.

The second finding was that vocabulary knowledge affects learners' reading comprehension. Graves (as cited in Yildirim, Yildiz & Ates, 2011) contended that a lack of vocabulary is one reason for school failure. Bintz (as cited in Kusumawati & Widiati, 2017) believe that a lack of vocabulary can explain a failure in developing effective reading abilities. And Curtis (as cited in Ibrahim et al, 2016) agree that students' ability to acquire new knowledge could be affected if they have low vocabulary knowledge. Thus, researchers agreed that it is vital for EFL learners to understand from 2000-3000 words to understand reading and spoken discourses. And while higher vocabulary knowledge truly affects reading comprehension.

The third finding was that there is a strong relationship between vocabulary and listening comprehension. The discussion has proved that the breadth and depth of vocabulary knowledge correlate with EFL learners' listening comprehension. Staher (as cited in Wise, 2017) found a moderate relationship between vocabulary knowledge and listening comprehension for low-level EFL learners, but the relationship is vital for advanced EFL learners. Teng, F (2016) discussed that vocabulary knowledge depth is a stronger predictor of listening comprehension success. He also believes that depth vocabulary knowledge plays a vital role in successful EFL listening comprehension.

Nevertheless, the size of vocabulary knowledge or breadth of vocabulary knowledge is crucial. I have found that vocabulary size and listening comprehension positively correlate with each other. It is essential to determine the vocabulary size required for suitable listening comprehension. Zelend (as cited in Wise, 2007) suggest a much smaller size 2000-3000 words families, especially for everyday social situation.

References
[1] Ibrahim, E. H. E., Sarudin, I., & Muhamad, A. J. (2016) The relationship between vocabulary size and reading comprehension of ESL learners. *English Language Teaching, 9,* 116-123.
[2] Karakoc, D., & Kose, G. D. (2017) The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners. *Journal of Language and Linguistic Studies, 13*(1), 352-378.
[3] Kusumawati, E., & Widiati, U. (2017) The effect of vocabulary instruction on student's reading comprehension across cognitive styles in ESP. *Journal of Education and Practice, 8*(2*).* 175-184.
[4] Moody, S., Hu, X., Kuo, L., Jouhar, M., Xu, Z., & Lee, S. (2018). Vocabulary instruction: A critical analysis of theories, research, and practice. Education science, 8. 2-22.
[5] Mukoroli, J. (2011). Effective vocabulary teaching strategies for the English for academic purposes Esl classrooms. SIT graduate institute.
[6] Rosado, N., & Caro, K. G. (2018) The relationship between Lexis and Reading comprehension: A review. *English Language Teaching, 11*(11). 136-147.
[7] Teng, F. (2016). An In-depth investigation into the relationship between vocabulary knowledge and academic listening comprehension. Th*e electronic journal for English as a second language*, 20, 1-17.
[8] Teng, F. (2014). Assessing the depth and breadth of vocabulary knowledge with listening comprehension. PASAA, 48, 29-56.

[9] Wise, J. C., Sevcik, R. A., Lovett, M. W., & Wolf, M. (2007). The relationship among receptive and expressive vocabulary, listening comprehension, Pre-reading skills, word identification skills, and reading comprehension by Children with reading disabilities. *Journal of speech, Language, and Hearing Research*, 504,1093-1109.
[10] Yildirim, K., Yildiz, M., & Ates, S. (2011) Is vocabulary a strong variable predicting reading comprehension and does the prediction degree of vocabulary vary according to text types. *Educational Science: Theory & Practice, 11*(3). 1541-1547.