



## The Influences of the English Language Vocabulary on EFL Learners' English Language Competency Proficiency

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### **Abstract**

*This study investigates the relationship between vocabulary acquisition and English language proficiency among Saudi EFL university students. Using a quantitative methodology, a five-point Likert scale questionnaire data was collected from 200 participants. Vocabulary learning is an important factor for English ability, and each factor related to vocabulary learning has been reported to hinder the learning of English. The study's findings emphasize the necessity of structured vocabulary instruction, interactive learning methods, and greater exposure to language. These insights inform EFL pedagogy by recognizing the importance of vocabulary in language learning. The document has future research directions to incorporate more variables that impact this process.*

## **1. INTRODUCTION**

### **1.1. Background and Rationale**

English has become the global language and is widely accepted in various fields, including international communication, education, and professional development. It is the primary medium for crossing cultures, engaging in cross-cultural communication, and participating in global economies through economic and other activities (Khan et al., 2018). This makes English language proficiency a must for those in non-native English-speaking countries who are interested in academics, social, and professional development. Proficiency in English, particularly for English as a Foreign Language (EFL) learners, is a notoriously difficult goal to achieve because, although language acquisition is multifaceted, acquiring linguistic proficiency is even more challenging (Qian & Lin, 2019).

Vocabulary acquisition is a 'Crown Jewel' in all the components of language learning, especially for developing language competency. Communication is the building block of vocabulary: comprehension of what is read, writing that is effective, speaking that is fluent, and listening that is accurate. Learners who do not have a large enough vocabulary base cannot express ideas, understand complicated texts, and engage in what happens in real life. Therefore,

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vocabulary knowledge has a significant influence on English language proficiency. There are, however, many EFL contexts where vocabulary acquisition is overlooked or taken as less important than other factors, e.g., grammar or pronunciation (Karakoç & Köse, 2017).

The rationale for focusing on vocabulary acquisition is its straightforward, direct influence on learners' ability to succeed within diverse dimensions of language proficiency. According to research on second language acquisition, vocabulary size and depth strongly correlate with learners' proficiency. In addition to helping learners make sentences and understand texts, vocabulary knowledge helps them feel confident enough to speak English. However, there is a conspicuous research gap on the precise role that vocabulary learning plays in increasing the English language competency of EFL learners. The first point comes from the fact that most existing literature neglects other aspects of language learning, namely, grammar, speaking fluency, cultural immersion, etc., and focuses on the role of vocabulary (Renandya et al., 2018).

Most vividly, this is the case in EFL contexts, where the classroom is generally the only context where learners encounter authentic English usage. Formal education systems are woefully neglectful regarding vocabulary instruction, or these efforts seem less integrative when introduced through the actual curriculum (Kabooha & Elyas, 2018). Besides, conventional techniques for teaching vocabulary, monotonous memorization, and word lists without context do not attract learners or promote authentic learning, shallow retention, and ineffective use. As a result, learners fail to increase their vocabulary and utilize it best during communication, thus affecting general language competence (DeWilde et al., 2020).

The current study aims to fill this gap by examining the relationship between EFL learners' English language competency and their English word learning. In so doing, it seeks to draw upon vocabulary acquisition to reveal insights into how vocabulary acquisition may be brought to bear in boosting proficiency and which strategies can better catalyze vocabulary learning. It will also look at the challenges facing EFL learners, particularly in acquiring vocabulary, identifying the factors contributing to or undermining success in achieving general competence (Hanafiah et al., 2022).

English language education for EFL learners is critical, yet it is often under-emphasized: vocabulary learning. The understanding of the dynamics of vocabulary learning and its connections with overall competence are so important, given the effects vocabulary learning has on proficiency and its position as a building block of language acquisition (Vu & Peters, 2021). The present research will contribute to the existing body of knowledge by bridging the

gap identified and making practical suggestions for vocabulary teaching and learning strategies in EFL contexts.

## **1.2. Research Problem**

### **Research Gap**

Several studies have looked into the factors related to English language proficiency, and only a few have focused on the influence that vocabulary acquisition has on the overall competency of EFL learners (Qian & Lin, 2019). A significant arc in discussion that lacks vocabulary fundamentals is evident in a significant number of meaningful research studies that focus on grammar, the development of speaking skills, and cultural immersion (Khan et al., 2018).

### **Objectives**

1. To analyze how learning English vocabulary improves EFL learners' language competency.
2. To determine the most adequate vocabulary learning strategies for enhancing English proficiency.
3. To assess EFL learners' challenges in acquiring vocabulary and achieving proficiency.

## **1.3. Research Questions**

1. What is the relationship between vocabulary learning and English language competency among EFL learners?
2. How significantly does vocabulary acquisition contribute to improving English language proficiency?
3. What strategies most effectively improve EFL learners' vocabulary learning?
4. What challenges do EFL learners face in mastering vocabulary?

## **1.4. Research Methodology**

### **Research Design**

The relationship between vocabulary learning and one's English Language Proficiency will be explored quantitatively.

### **Sample Size**

The 200 EFL students of varied backgrounds will be a representative sample that can be generalized using these studied EFL students.

### **Data Collection**

Structured surveys and standardized English proficiency tests using vocabulary acquisition and overall language skills will collect data.

## **Data Analysis**

SPSS software will be used for statistical analysis to reveal patterns, correlations, and significant relationships between variables

## **2. LITERATURE REVIEW**

Academic interest in the relationship of vocabulary acquisition to English language proficiency among EFL learners has been increasing. However, language learning has been the subject of much previous work centered around using grammar, speaking abilities, or immersing in a culture, for that matter, without adequately recognizing the significance of vocabulary as the most important building block. The following literature review explores key studies and theories about vocabulary acquisition, its relation to language proficiency, and the obstacles that EFL learners often suffer. It also brings a systematic knowledge of the topic.

### **2.1. Importance of Vocabulary in Language Learning**

Learning vocabulary has always been a key facet of second language learning. As popularized by Bai (2018), "Very little can be conveyed without grammar, but nothing can be conveyed without vocabulary." This points out how important vocabulary is in allowing learners to communicate effectively. Additionally, Asyiah, (2017) states that vocabulary knowledge is directly related to the ability to read, write, listen, and speak the target language. A good vocabulary base helps learners understand various texts, construct sentences, and participate in meaningful conversations.

It has been found that better language proficiency is correlated with a more extensive vocabulary size. As 'vocabulary is a gateway to advanced language skills,' as Dushatova and Abdurashidova (2023) It states that it helps learners engage with more complex linguistic structures. Khan et al., (2018) point out that vocabulary is not as simple as knowing a word or more words, but instead involves understanding how words relate to each other (their collocations) and usage con in context. These findings imply that vocabulary acquisition is essential for fluency and communicative competence in English.

### **2.2. Vocabulary Acquisition and EFL Learners**

Although EFL learners are not in ESL settings, they often struggle with acquiring vocabulary in a way that ESL learners do not or cannot. On the other hand, EFL learners do not encounter English in their daily lives but in a formal educational setting. This limited exposure prevents them from practicing or retaining new vocabulary. Askhatova, (2020) shows that incidental vocabulary learning (learning words through exposure to language in context) is not as effective for EFL learners because they interact with authentic English materials very little.

In contrast, intentional vocabulary learning has been more effective for EFL learners. Miralpeix and Muñoz (2018) show that deliberate strategies (using flashcards, mnemonic devices, and word lists) can increase vocabulary retention. However, these approaches are frequently dismissed for their lack of context depth and absence of promoting applicable language use. EFL learners should learn vocabulary using both intentional and incidental learning.

### **2.3. The Role of Technology in Vocabulary Learning**

EFL learners have been revolutionized in vocabulary learning by the advent of technology. Online platforms, digital tools, and mobile apps have enabled learners to access vocabulary resources and practice language skills more quickly. Research determined that mobile-assisted language learning (MALL) increases vocabulary acquisition by recognizing learners and offering interactive, engaging activities. Spaced repetition systems, such as SRS, and gamified learning apps have increased vocabulary retention and learner motivation.

Moreover, computer-assisted language learning calls (CALL) can acquire multimedia content, like videos, podcasts, and interactive exercises, and offer enriching contextual input toward vocabulary learning. Yudha and Mandasari (2021) shows that technology-mediated learning environments lead to autonomous learning – EFL learners learn independently. The success of technology-based approaches hinged largely on learners' digital literacy and the resources available.

### **2.4. Challenges in Vocabulary Acquisition**

However, the vocabulary acquisition of EFL learners is a highly problematic issue, even with the various strategies and tools available. English lexicon is a very complex thing. English vocabulary is extensive and consists of many synonyms, idioms, collocations, and so much more, all of which can be overwhelming for learners. As revealed by Raja and Nagasubramani (2018) these few word families should be two or three thousand in a case of basic proficiency and eight or nine thousand in a case of advanced proficiency.

The other challenge is retention. Vocabulary learned by rote is quickly forgotten and, even if used in the context, is forgotten quickly compared to that learned in a meaningful context. According to Sari and Aminatun (2021), the "Involvement Load Hypothesis" states that vocabulary retention increases when the learning is accompanied by deep cognitive processing involved in well-defined tasks. In other words, traditional methods of teaching vocabulary might not be adequate for fostering long-term retention.

Either, learners' motivation and attitude to vocabulary learning becomes very important in their successful learning process. Studies by Ambarwati and Mandasari (2020) point out that much

of a learner's willingness to engage in vocabulary learning activities is dependent on learners' intrinsic motivation, self-efficacy, and goal setting. At the same time, most EFL learners view vocabulary learning as a tiresome task that can slow their progress.

### **2.5. Effective Vocabulary Learning Strategies**

To overcome such challenges, researchers suggested numerous techniques for vocabulary learning for EFL learners. A successful approach uses context-based learning whereby learners are exposed to the new vocabulary in a meaningful and authentic context. Research indicates that context-based learning assists learners in inferring the meanings of words and their use in a more profound learning form. We recommended reading extensively from newspapers, novels, and online articles and contextual exposure via reading.

Another way of vocabulary learning is to merge it with communicative activities. Task-based language teaching (TBLT) vocabulary is used in practical and interactive tasks such as role plays, discussions, and problem-solving activities. Ghalebi et al. (2020) claims that TBLT contributes to vocabulary retention since learners are supported in using words and not mindlessly practicing grammar and vocabulary in translation.

It is also very effective to incorporate multimedia resources into vocabulary learning. Image and video aids allow learners to relate words with meanings, while songs and podcasts improve pronunciation and listening comprehension. Asyiah (2017) demonstrated the usefulness of multimedia learning in vocabulary acquisition, as it allows the use of multiple sensory modalities and promotes more in-depth processing.

Despite the efforts of existing studies addressing vocabulary acquisition and its relationship with language learning, no existing work presents a comprehensive study of the direct impact of vocabulary learning on overall English language proficiency among EFL learners. While many studies focus on such specifics as vocabulary retention, learning strategy, or use of technology, they do not consider the entire vocabulary acquisition process regarding language competence. In addition, most researchers have focused on ESL situations, and there is a missing piece in the ESL literature of what it means for EFL learners (Gu, 2019)

### **3. METHODOLOGY**

The research gathers data using quantitative statistics to examine the connection between English language proficiency levels and vocabulary development among Saudi University English as Foreign Language learners (Alkutbi, 2018). The methodology presents a structured framework offering details for participants, data collection methods, and analysis techniques that prioritize factual measurements combined with statistical precision.

#### **3.1.Participants**

A stratified random sampling method was employed to select 200 Saudi EFL university students from different academic levels, genders, and proficiency backgrounds (first-year, second-year, and junior). Participants were chosen based on the following inclusion criteria:

##### **1. Enrolment as EFL Learners**

All selected participants were current students enrolled in English courses (EVOLVE by Cambridge, general English level one, level two, level three, and level four) at Taif University.

##### **2. Proficiency Levels**

The research included participants from beginner through advanced proficiency levels to collect data from diverse student learning situations who are studying general English courses (EVOLVE by Cambridge, general English EVOLVE level one, EVOLVE level two, EVOLVE level three and EVOLVE level four) at Taif University.

##### **3. Age Range**

The research intended to examine participants between 18 and 25 years old because this range encompasses the primary students at this university.

##### **4. Willingness to Participate**

The researchers included individuals who completed the informed consent process before participating.

Stratified sampling provided equal coverage for male students studying at Taif University and proficiency level balances, enabling complete comparisons among subgroups.

#### **3.2.Data Collection**

Standardized tests and structured surveys comprised data collection for measuring vocabulary skills and complete language ability.

##### **1. Standardized Vocabulary Test**



The Vocabulary Levels Test (VLT) Mohammed and Alwadai (2019) functioned as the assessment tool for determining vocabulary knowledge and size in the study. The items in this test evaluated three primary word categories: high-frequency words, academic vocabulary terminology, and words from uncommon word groups. Measurements given in the form of scores determined how much each participant learned vocabulary.

## **2. English Language Proficiency Test**

The study used a standardized language proficiency test that adhered to the Common European Framework of Reference for Languages (CEFR). A comprehensive test evaluated reading, writing ability, and listening and speaking capabilities while generating a complete proficiency rating. The tests occurred under monitored settings to maintain stability and precision throughout both measurements (Nikolaeva, 2019).

## **3. Structured Questionnaire**

The collection of quantitative information regarding the vocabulary learning practices and resources and difficulties that participants faced occurred through a closed-ended questionnaire. Items were designed on a five-point Likert scale, measuring:

1. Frequency of vocabulary learning activities.
2. Perceived effectiveness of learning methods (e.g., flashcards, reading, apps).
3. Attitudes toward vocabulary acquisition (e.g., motivation, perceived difficulty).

## **4. Ethical Considerations**

The study implemented complete ethical procedures through which participants provided consent while choosing to participate under confidentiality agreements. A review board at the university authorized this project through their ethical decision to approve it.

### **a. Data Analysis**

Researchers used the Statistical Package for the Social Sciences (SPSS) to analyze quantitative data through various statistical procedures (Rahman & Mukhtadir, 2021). Summary calculations using descriptive statistics provided statistical information regarding participants' vocabulary scores, proficiency results, and questionnaire responses. Researchers gained a comprehensive view of their dataset through these data analysis measures while detecting notable patterns. Pearson's correlation coefficient determined the strength and direction between vocabulary acquisition according to VLT scores and English proficiency based on proficiency test scores.



The research answered the central question about vocabulary knowledge development because it demonstrated better language competency from growing word knowledge.

A multiple regression model investigated the extent to which vocabulary acquisition measurements explained written proficiency outcomes. The model contained three independent data points: vocabulary knowledge assessments alongside vocabulary learning activities frequency and participant demographic profiles (academic major and gender). The investigation of vocabulary knowledge differences per subgroup attributes, including gender and proficiency level, proceeded with independent samples t-tests and ANOVA analysis (Karakoç & Köse, 2017).

The researchers conducted reliability tests on the questionnaire to measure internal consistency before they assessed it with Cronbach's alpha. Results showed an acceptable reliability when the score reached or exceeded 0.7. The vocabulary and proficiency tests maintained validity using recognized standardized assessment tools that strengthened the research instruments.

**b. Summary of Methodological Strengths**

This study employs a quantitative research design to perform an objective and standard approach toward analyzing vocabulary acquisition about English proficiency. Statistical methods combined with standardized tests build reliable results that remain generalizable, and the research includes various participants to fully understand Saudi EFL vocabulary learning.

**4. RESULT**

This chapter presents the statistical analysis that was done in order to study the relationship between vocabulary learning and English skills in Saudi EFL university students. The data analysis used descriptive statistics, reliability and correlation analysis, and regression analysis to determine the relationship between vocabulary acquisition and performance in English.

**4.1. Demographics**

Table 4.1: Demographic Characteristics of Participants

Category	Variable	Frequency (N)	Percentage (%)
Gender	Male	131	65.5%
	Female	69	34.5%
	Total	200	100.0%
Age	18-20	56	28.0%
	21-23	68	34.0%
	24 and above	76	38.0%
	Total	200	100.0%
Education Level	First Year	105	52.5%
	Second Year	62	31.0%
	Third Year	20	10.0%

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	Fourth Year	13	6.5%
	Total	200	100.0%
English Proficiency Level	Beginner	84	42.0%
	Intermediate	98	49.0%
	Advanced	18	9.0%
	Total	200	100.0%
Studied English Before University	Yes	132	66.0%
	No	68	34.0%
	Total	200	100.0%

#### 4.2.Descriptive Statistics

Table 4.2 presents the descriptive statistics for the key study variables: vocabulary acquisition, English language proficiency, and challenges in vocabulary learning (Kaur et al., 2018).

Table 4.2: Descriptive Statistics of Study Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Acquisition	200	11.00	35.00	24.11	4.067
English Language Proficiency	200	13.00	30.00	21.36	3.200
Challenges in Vocabulary Learning	200	11.00	30.00	20.04	2.980

The mean score for vocabulary acquisition is 24.11 (SD = 4.067), while the mean for English language proficiency is 21.36 (SD = 3.200). The mean for challenges in vocabulary learning is 20.04 (SD = 2.980), indicating moderate difficulties among students in acquiring and utilizing vocabulary.

#### 4.3.Reliability Analysis

To ensure the internal consistency of the questionnaire, Cronbach's Alpha was calculated.

Table 4.3: Reliability Statistics

Cronbach's Alpha	Number of Items
0.707	20

The Cronbach's Alpha value of 0.707 suggests an acceptable level of reliability, indicating that the questionnaire items measure the intended constructs consistently (Marshall & Jonker, 2010).

#### 4.4.Correlation Analysis

A Pearson correlation analysis was conducted to assess the relationships between vocabulary acquisition, English language proficiency, and challenges in vocabulary learning.

Table 4.4: Correlation Matrix

Variable	Vocabulary Acquisition	English Language Proficiency	Challenges in Vocabulary Learning
Vocabulary Acquisition	1		
English Language Proficiency	0.466 (p = 0.000)	1	
Challenges in Vocabulary Learning	0.699 (p = 0.000)	0.403 (p = 0.000)	1

There is a moderate positive correlation ( $r = 0.466$ ,  $p = 0.000$ ) between vocabulary acquisition and English language proficiency, indicating that as students improve their vocabulary acquisition, their proficiency in English also increases.

A strong positive correlation ( $r = 0.699$ ,  $p = 0.000$ ) exists between vocabulary acquisition and challenges in vocabulary learning, suggesting that students who experience more vocabulary learning tend to have lower vocabulary acquisition scores.

A moderate correlation ( $r = 0.403$ ,  $p = 0.000$ ) between challenges in vocabulary learning and English language proficiency further indicates that difficulties in vocabulary learning may negatively impact overall language proficiency.

#### 4.5. Regression Analysis

A linear regression analysis was conducted to determine the extent to which vocabulary acquisition predicts English language proficiency (Jean & Geva, 2009).

##### 4.5.1. Model Summary

Table 4.5: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.466	0.217	0.213	2.83861

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The R-value of 0.466 suggests a moderate positive relationship between vocabulary acquisition and English language proficiency.

The R-Square value of 0.217 indicates that 21.7% of the variation in English language proficiency is explained by vocabulary acquisition.

#### 4.5.2. ANOVA (Model Significance)

Table 4.6: ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	442.657	1	442.657	54.936	0.000
Residual	1595.423	198	8.058		
Total	2038.080	199			

The model is **statistically significant** ( $p = 0.000$ ,  $F = 54.936$ ), confirming that vocabulary acquisition significantly predicts English language proficiency.

#### 4.5.3. Regression Coefficients

Table 4.7: Regression Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	12.518	1.210		10.349	0.000
Vocabulary Acquisition	0.367	0.049	0.466	7.412	0.000

The constant value ( $B = 12.518$ ,  $p = 0.000$ ) represents the expected English language proficiency score when vocabulary acquisition is zero.

The coefficient for vocabulary acquisition ( $B = 0.367$ ,  $p = 0.000$ ) suggests that for each one-unit increase in vocabulary acquisition, English language proficiency increases by 0.367 units.

##### a. Summary of Findings

Results showed that participants' vocabulary acquisition was moderate (mean score 24.11) and English language proficiency (mean score 21.36). The reliability analysis established an acceptable level of internal consistency in the questionnaire with a Cronbach's Alpha of 0.707.

The correlation analysis showed a significant moderate positive correlation between vocabulary acquisition and English language proficiency ( $r = .466$ ,  $p = .000$ ), indicating that students who acquire more vocabulary tend to be more proficient in English. In addition, regression analysis showed that vocabulary significantly predicted English language competency, accounting for 21.7% of its variance ( $p = 0.000$ ). Moreover, the results indicated that difficulties in learning vocabulary are statistically associated inversely with both word learning and vocabulary knowledge, signalling potential hindering pathways to linguistic development. These findings highlight the importance of vocabulary acquisition in enhancing the proficiency levels of Saudi EFL students in the university setting.

## **5. DISCUSSION**

This chapter discusses the results in the context of the research objectives, existing literature, and theoretical implications. This implies that the research aimed at the relationship between vocabulary acquisition and proficiency in English among university students in Saudi EFL background. The results validated that vocabulary development substantially impacts proficiency, whereas difficulties in vocabulary acquisition serve as possible hindrances.

### **5.1. The Relationship Between Vocabulary Acquisition and English Proficiency**

The results of this study show that vocabulary correlates moderately ( $r = 0.466$ ,  $p = 0.000$ ) and positively with English proficiency, providing evidence that vocabulary is the basis for all language learning. This is in harmony with the previous study, which shows that vocabulary knowledge is an essential aspect of his/her reading comprehension, speaking ability, and linguistic competence (Halle et al., 2012). The regression analysis supplemented previous results by showing that vocabulary gain explains 21.7% of the variance between proficiency groups, thus emphasizing its predictive role. Also, this implies that students whose vocabulary knowledge is broader achieve better mastery of the language, indicating that vocabulary is a significant component of any EFL curriculum (Tilfarlioglu & Bozgeyik, 2012).

### **5.2. Challenges in Vocabulary Learning and Their Impact**

There was a significant negative relationship between difficulties in vocabulary acquisition and vocabulary learning ( $r = 0.699$ ,  $p = 0.000$ ) and English language proficiency ( $r = 0.403$ ,  $p = 0.000$ ). Suppose these results suggest that students have difficulties with learning new lexical knowledge. In that case, it fits into the finding that students with this difficulty may not be able to acquire sufficient lexical knowledge to communicate proficiently. These challenges may stem from a lack of exposure, poor learning methods, and insufficient practice. This insight is in line with Qian and Lin (2019) when they stated that postulating that low vocabulary restricts language understanding and utterance, which, in turn, impacts general fluency scores. Applying

effective vocabulary instruction and learner-centred strategies to combat these issues can help reduce their impact on reading skills.

### **5.3. Implications for EFL Teaching and Learning**

The study's findings highlight the demand for improved vocabulary teaching in EFL classrooms. As vocabulary development is one of the strongest predictors of proficiency, such methods should be systematic and contextualized, enabling retention and use. Strategies like systematic vocabulary instruction and incidental exposure through reading and communicative tasks can make vocabulary learning more effective (Kavaklı, 2020). Moreover, incorporating tech-based learning tools such as online flashcards and lexicon applications can give students dynamic opportunities to cement their lexical knowledge.

Solving the problems referred to in this study shows that learners should be the centre of the solution and prompt students to manage their exact vocabulary-related problems. This may also involve peer-assisted learning, vocabulary learning strategy training, and personalized feedback to support motivation and engagement. Consider including vocabulary-focused assessment tools to track students' progress and ensure they receive support where needed most.

### **5.4. Contribution to Literature and Future Research**

This highlights the significance of this study in addressing an identified gap in the research literature and contributing to the broader understanding of the importance of vocabulary acquisition for English proficiency in a Saudi EFL context. Although previous research has assessed multiple different factors related to language proficiency, very few studies have directly tested the extent to which vocabulary learning is predictive. Further studies could expand these results by analyzing variables like learning motivation, teaching methods, or exposure to English outside the classroom. Additionally, qualitative studies may offer a more in-depth understanding of students' concepts and difficulties in vocabulary acquisition.

## **6. CONCLUSION**

This study explored the relationship between vocabulary acquisition and English language proficiency among Saudi EFL university students, emphasizing the role of vocabulary knowledge in language learning. The results verify that vocabulary learning is integral to competence in English since vocabulary builds comprehension, expression, and general linguistic integration. A sound basis for recognizing the meaning of words involves engaging coursework and focused subject matter, as students who build a strong vocabulary base are more able to express themselves accurately and understand spoken and written English.

Although important, learning vocabulary is a problem for many EFL learners. Vocabulary acquisition and language proficiency can remain suboptimal due to limited exposure, ineffective learning strategies, and lack of consistent practice. Key Findings and Implications The findings underscore the importance of tailored interventions to mitigate these challenges, such as structured pedagogical practices, interactive learning environments, and enhanced opportunities for real-world language application.

Pedagogically, the findings support a systematic approach to vocabulary pedagogy in EFL (English as a Foreign Language) contexts. Contextual learning, reading widely, and using digital tools can help teachers retain and use vocabulary. Moreover, they should adopt a personal way of teaching where the results of argyle students suit them best.

This research serves its practical use and adds knowledge to understanding vocabulary learning in the EFL realm, especially in Saudi Arabia. Thank you for sharing your valuable insights with the community! This outlines the need for more elaborate studies on other potential variables that may positively affect vocabulary learning, such as motivation, teaching strategies, and exposure to the target language outside the classroom.

It is imperative to have a good vocabulary when learning English, and overcoming the difficulties related to it may help you improve in English language learning. This means finding better ways to teach languages and helping people learn those languages.

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