



## A Study on Vocabulary Deficiency and Its Impact on Students' Academic Performance

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دراسة حول ضعف المفردات وأثره على الأداء الأكاديمي للطلاب

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### Abstract

This study examines the impact of vocabulary deficits on the performance of aspiring academics, by highlighting their ability to understand academic texts, to engage in discussions and to express themselves. To assess this issue, a survey carried out among 32 third year English students at the Qarabulli College of Education. The survey included 20 girls and 12 boys who learned vocabulary and its importance for their studies and academic achievements. As a result, many students suffer from negative vocabulary deficits, which severely hamper their academic performance, lead to academic drift and ultimately to academic failure. The study stresses that vocabulary acquisition should be achieved through effective teaching, a good learning environment, extensive reading and self-directed learning. It concluded that the introduction of vocabulary building techniques in the curriculum, the introduction of modern innovations and the encouragement of the development of the vocabulary can make a significant difference in the overall performance of graduates.

**Keywords:** Academic Performance, Deficiency Acquisition, vocabulary, effective, strategies, Performance.

### المخلص:

تستكشف هذه الدراسة آثار نقص المفردات على أداء الأكاديميين الطموحين، مسلطة الضوء على قدرتهم على فهم النصوص الأكاديمية، والمشاركة في المناقشات، والتعبير عن أفكارهم. لتقييم هذه المشكلة، أجري استطلاع رأي على 32 طالباً وطالبة في السنة الثالثة بقسم اللغة الإنجليزية بكلية التربية، القره بولي. شمل الاستطلاع 20 طالبة و12 طالباً ممن تعلموا المفردات وأهميتها في دراستهم وأدائهم الأكاديمي. نتيجة لذلك

يعاني العديد من الطلاب من نقص سلبي في المفردات، مما يعيق أدائهم الأكاديمي بشكل كبير، ويؤدي إلى عدم الانخراط الأكاديمي، ويؤثر سلبًا على تحصيلهم الدراسي. تؤكد الدراسة على ضرورة اكتساب المفردات من خلال التدريس الفعال، وبيئة تعليمية جيدة، والقراءة المكثفة، وأساليب التعلم الذاتي. وتخلص إلى أن دمج تقنيات بناء المفردات في المنهج الدراسي، وإدخال الابتكارات الحديثة، وتشجيع التطوير الذاتي للمفردات يمكن أن يحقق تقدمًا ملحوظًا في الأداء العام للخريجين.

**الكلمات الدالة:** الأداء الأكاديمي، اكتساب العجز، المفردات، الاستراتيجيات الفعالة، الأداء.

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### **1.1: Background of the Study**

Study Vocabulary is a key aspect of language learning and plays a key role in effective communication understanding and academic achievement. Context a solid vocabulary base enables students to express their thoughts clearly, to engage in meaningful discussions and to master complex written material. In the field of English language learning, vocabulary skills are particularly important, as they influence progress in reading, writing, speaking and listening. Despite this importance, a significant number of English learners, especially those in their third year, face difficulties due to limited vocabulary, which has a significant impact on their overall academic performance.

### **1.2: Significance of the Study**

This study is important because it provides insight into the problems of vocabulary deficit in third year English learners and its direct impact on their academic performance. By examining the causes and consequences of limited vocabulary, this research seeks to provide valuable insights that can contribute to improving language learning methods, curricula and student learning strategies. A solid vocabulary base is essential to write well-structured essays, understand advanced texts and participate effectively in discussions. Vocabulary skills are also a key factor in career development, especially in areas related to the study of English such as teaching, translation and content creation. Addressing this issue will therefore not only improve the academic achievement of students, but also prepare them for future professional activities.

### **1.3: The primary objectives of this study are:**

1. Clarifying, the main causes of vocabulary deficiency among third-year English language students.
2. Reconnoitering the effects of limited vocabulary on their academic performance.

### **1.4: Research Questions:**

The purpose of this study is to explore and provide answers to the following key questions:

1. What are the primary causes of vocabulary deficiency among third-year English language students? How does vocabulary deficiency in influence their academic performance? 2.
3. What strategies implemented to overcome vocabulary challenges and enhance language proficiency?

### **1.5: Methodology of the Study:**

A mixed-methods approach will be utilize din this research to a comprehensively explore the issue of vocabulary deficiency and its effect on students' academic performance Participants: The study will target third-year English language students at the university level. Included 20 females and 12 males Data Collection: Both quantitative and qualitative approaches employed. Quantitative data will be collected through surveys designed to assess students' vocabulary levels and their to correlation academic performance.

Data Analysis: Quantitative data will be processed using statistical tools to identify patterns and correlations. Evaluate qualitative data through thematic analysis to uncover recurring themes and viewpoints, providing a comprehensive understanding offering a more of the issue. Add to

inadequate academic performance, heightened frustration, and diminishment in overall language proficiency

### **1.6: Scope and Limitations of the Study**

This study specifically focuses on third-year English language students and examines vocabulary-related challenges in academic settings. While the findings may provide yield insightful information, the research does not encompass learners at diverse proficiency level or those pursuing additional language acquisitions. Additionally, the study employs self-reported data from surveys and interviews, which influenced by participants' subjective perceptions. Despite these limitations, the study aims to offers a comprehensive understanding of vocabulary deficiency and its academic implications. The findings will contribute to the development of more enhanced language acquisition strategies that utilized in diverse educational contexts. Vocabulary is a critical component of language proficiency, yet many English language students struggle with address vocabulary deficiencies, which adversely affects their academic performance. By identifying the causes of this issue, analyzing its impact and, this study aims to enhance vocabulary acquisition strategies. Presenting practical solutions.

The findings of this study will provide educators, curriculum developers, and students with valuable recommendations to enhance vocabulary learning, ultimately leading to enhanced academic and professional outcomes. Addressing vocabulary crucial, essential for ensuring that students can successfully navigate their academic journey and prepare for future opportunities that necessitate proficient language proficiency

### **Literature Review:**

On Vocabulary Acquisition and Its Essential Role in Language Learning and Academic Success.

#### **1. Introduction:**

The Crucial Importance of Vocabulary Acquisition as a Fundamental Element in Language Mastery and Academic achievement. Expanding one's vocabulary is essential for successful language learning and academic success... It is widely recognized that a strong vocabulary base facilitates reading comprehension, writing skills, and overall communication proficiency. Many scholars, including Charles A. MacArthur Steve Graham, Jill Fitzgerald (2017), argue that Building vocabulary is an essential part of mastering a language and achieving academic success. However, vocabulary deficiency remains a significant barrier to academic achievement, particularly for non-native English speakers and students from disadvantaged educational background. The ability to acquire and retain vocabulary influenced by various factors, including cognitive abilities, exposure to language, teaching methodologies, and individual motivation... Researchers have explored multiple approaches to vocabulary learning, highlighting the importance of context, repetition, and active engagement. This study reviews the existing literature on vocabulary learning, the role of teachers in vocabulary development, and the impact of vocabulary on academic writing skills. Additionally, it explores the various strategies proposed by researchers to enhance vocabulary acquisition among students.

#### **2. The Role of Vocabulary Learning in Language Acquisition:**

It is important for the student to have a substantial number of vocabulary. In order to express himself herself and enter into academic conversations with his colleagues or his educational supervisor in order for there to be communication between him and the others and for him to have a robust vocabulary that helps him in acquiring the language and other skills such as writing. So deep Impacts on Receptive and Productive Skills in Language Learning and Its Academic Applications. It is widely recognized that learning vocabulary is the foundation for language acquisition. .Without an extensive vocabulary, students struggle with understanding

texts, expressing themselves clearly, and engaging in academic discourse. According to Schmitt (2000), vocabulary knowledge is essential for both receptive and productive language skills. Receptive skills involve understanding words while Joan Sedita , In (2005 ), it was suggested that students need to acquire around 2,000 to 3,000 new words annually—roughly six to eight words per day—to Preparing a basic level of language requirements in the areas of reading and listening, where skills include the ability to use words accurately in proofreading. Also, the methods used in language acquisition and vocabulary understanding may not help the student increase his comprehension of vocabulary and the ability to memorize it in an easy and smooth way. Laufer and Nation (1995) argue that traditional rote memorization methods are ineffective in long-term vocabulary retention. Instead, meaning-focused learning, where students engage with words in various contexts, proves to be a more effective approach. Extensive reading, listening to spoken language, and engaging in conversations provide opportunities for natural vocabulary acquisition. Additionally, scholars emphasize that vocabulary should not be learned in isolation; rather, it should be linked to prior knowledge and real-world experiences to enhance retention and application.

### **3. The Teacher's Role in Vocabulary Development:**

The teacher plays a crucial role in developing and improving students' vocabulary acquisition. He or she is responsible for utilizing modern teaching methods and approaches to help students acquire vocabulary and become academically competent and communicative. Njma Salem Agila found that all teachers identified linguistic competence as central to their professional identities. Additionally, they described their roles as articulating moral principles to students and highlighted gaining prestige within the family, cultural and social experience, and continuous self-improvement as crucial elements of their identities. Reading words in texts, whether in books, articles, conversations, or magazines, allows students to acquire new words and learn the meanings of words they have not previously studied. Reading also helps students absorb these words by repeating words you already know, helping them remember and retain them better. This is in addition to discovering advanced words you might not have known before. Listening also helps students' master words and differentiate them from others, as many words have similar letters and pronunciations. This is where the teacher's role comes in: creating modern teaching methods. Effective instructional strategies and innovative Approaches. That Contribute to Enhanced Vocabulary Learning and Academic Progress. The importance of teacher's roles on students' vocabulary acquisition cannot be underestimated. Raghad Khalaf Ulayw (2023) emphasize that reducing the vocabulary gap between low- and high-performing students requires deliberate and structured vocabulary instruction. Teachers play a critical role in shaping students' linguistic abilities by employing innovative and engaging teaching methods. Research suggests that explicit vocabulary instruction, where teachers directly introduce and explain new words, leads to better vocabulary retention compared to incidental learning, where students pick up words through exposure without focused instruction. Stahl and Fairbanks (1986) found that students who receive direct vocabulary instruction perform better in reading comprehension and writing tasks than those who rely solely on incidental learning. Moreover, the teaching approach influences students' motivation and interest in vocabulary learning. Interactive teaching strategies, such as storytelling, role-playing, and group discussions, encourage active participation and engagement. Teachers who provide opportunities for meaningful interactions in the classroom create a rich linguistic environment that fosters vocabulary growth.

### **4. The Impact of Vocabulary on the Acquisition of Writing Skills for Academic Students.**

Writing helps students document and develop their thinking, critical thinking, and evaluation skills. Through it, students can communicate with their teachers and benefit from each other's through their diverse knowledge, experiences, and contributions, as well as their knowledge,

skills, and attitudes. Writing is very important skill to acquiring language. Through it, students' progress, knowledge, and attainment evaluated and their progress toward the desired educational goals achieved. Nevertheless, all these things will not happen if the student is poor of words. To consider a diverse view on this topic. For example, researcher Folse states, —Having more words helps you write better.‖ He explains, —This point of view is that a rich vocabulary enables writers to express themselves more accurately and effectively‖ (Folse, 2004, p. 27). He emphasizes the importance of knowing more words for writing, as a large vocabulary allows writers to express their opinions and convey their culture and ideas. In other words, learning vocabulary enables students to communicate with others. However, not everyone agrees that vocabulary is the most important element in writing. Steven Pinker argues, —Grammar and style are also important.‖ He believes that vocabulary diversity alone does not guarantee good writing; a writer must also have a background in grammatical and linguistic skills (Pinker, 2015, p. 112). In other words, while vocabulary is important, it is not the sole factor in determining good writing. In addition to vocabulary, other elements such as coherence, organization, and critical thinking play crucial roles in academic writing. Research suggests that students who develop strong organizational skills and the ability to structure their arguments logically produce higher-quality writing (Hyland, 2003). Furthermore, academic writing requires students to engage in critical analysis and present well-supported arguments, which go beyond just having an extensive vocabulary (Swales & Feak, 2012). Therefore, while vocabulary remains an essential component of writing proficiency, a solid understanding of grammar, structure, and rhetorical strategies to achieve academic success must complement it. Moreover, it is impossible to overlook the significance of feedback in the development of writing. Studies indicate that students who receive constructive feedback on their writing—whether from teachers, peers, or automated systems—demonstrate significant improvements in their ability to refine their vocabulary use, enhance coherence, and strengthen argumentation (Ferris, 2011). Effective feedback helps writers identify weaknesses in their writing, including word choice, sentence structure, and logical flow, which ultimately contributes to their overall writing proficiency. Additionally, extensive reading is shown to support writing development by exposing students to diverse vocabulary, sentence structures, and academic discourse conventions (Krashen, 2004). When students engage with well-written texts, they internalize effective writing techniques, which are reflected in their own compositions. Therefore, developing strong writing skills is not solely about vocabulary acquisition but also about engaging in continuous practice, receiving feedback, and immersing oneself in academic reading materials.

### **5. The Importance of Vocabulary in Academic Achievement.**

Words are very important for academic achievement. The teacher can notice the differences or gaps between students who have vocabulary and those who lack it. This is evident in the four skills: listening, speaking, reading, and writing. Therefore, Vocabulary is a critical factor in academic success, as it influences both receptive language skills (listening and reading comprehension) and productive language skills (speaking and writing). According to Snow (2010), vocabulary knowledge directly correlates with academic achievement, particularly in subjects like reading, writing, and even mathematics, where understanding of terminology is essential. The research by Beck, McKeown, and Kucan (2013) further supports this claim, emphasizing that students with a larger vocabulary are more likely to excel in their studies, as they can understand and express complex concepts more effectively. I agree with this view. A student with a rich vocabulary does not face difficulty in achieving success, unlike a student who suffers from a deficiency in vocabulary. A student with an extensive vocabulary can succeed,

excel, and stand out in academic stages. This allows you to understand and grasp concepts from the simplest to the most complex.

#### **6. Impact of Vocabulary Deficiency on Academic Performance.**

Lack of vocabulary is a very important factor, especially in evaluating students. There are many students, and as researcher, I have witnessed many of them, who have the ability to converse and have dialogues, but when writing and evaluating, they find themselves in a predicament due to their lack of memorization of vocabulary, especially academic vocabulary. Therefore, the student is required to struggle to make himself rich in vocabulary through which he can express himself, write, read, etcetera. Students with a deficiency in vocabulary face challenges in several academic areas. For instance, vocabulary gaps hinder reading comprehension, which is essential for understanding textbooks, instructions, and test questions. According to Reem Imsallim & others, confirm all students improved regardless of their vocabulary knowledge before the lessons. The results attained from this study highlight the effectiveness of using the 5E teaching model and sociocultural principles in teaching English to younger learners. This study concludes that using story-based teaching, social interaction among learners and active learning leads to vocabulary recall in younger language learners. In a study by Snow (2010), it found that students who struggled with vocabulary were unable to grasp key concepts in their readings, which led to difficulties in both oral and written assessments. This challenge is particularly evident in standardized testing, where the level of vocabulary is often a determining factor in students' overall scores (Perfetti, Landi, & Oakhill, 2005). Moreover, vocabulary deficiency contributes to writing difficulties. Students with limited vocabulary often struggle to express their ideas clearly and may resort to simpler language, which can influence the quality and depth of their writing. Research by Chall and Jacobs (2003) highlights that students with a weaker vocabulary tend to produce shorter, less complex written responses, which may negatively affect their academic evaluations. As researchers have pointed out, vocabulary deficiency negatively affects academic fields, hindering students' performance and engagement during their learning process. It affects reading when a student is unable to understand or read a word, which leads them to stop reading. It also affects their ability to innovate or expand on ideas and limits their willingness to explore and experiment, as they tend to focus on reading and writing simpler and less complex texts. This, in turn, affects their academic evaluations.

#### **7. Factors Contributing to Vocabulary Deficiency.**

There are factors that contribute to the emergence and clarity of learning difficulties. These include vocabulary, poor attention span, and poor language comprehension, which linked to poor reading and spelling. There may also be psychological, economic, or social factors. There are many other factors, including auditory and verbal skills, reading comprehension, letter and word recognition, and vocabulary meanings. Several factors contribute to students' vocabulary deficits. One major factor is socioeconomic status. Low-income children exposed to fewer words than their higher-income counterparts are; claim Hart and Risley (1995). This disparity in exposure significantly affects vocabulary development, as children who frequently exposed to a wide variety of words are less likely to acquire new vocabulary and retain it. Additionally, limited access to reading materials, as discussed by Snow (2010), can also contribute to vocabulary gaps. Students who do not engage in regular reading are less likely to encounter and learn new words, which can hinder their vocabulary development over time. Furthermore, students with learning disabilities or language disorders, such as dyslexia, are often at risk of having vocabulary deficiencies that impede their academic performance (Nation, 2001). Several factors affect vocabulary deficiency, and some factors help address this issue. One of the factors that contribute to vocabulary deficiency is social factors. As Hart and Risley pointed out, children from low-income families often suffer from vocabulary deficiency due to a lack of direct exposure to

society and limited awareness of societal norms and culture. This negatively affects their vocabulary and leads to difficulties in academic achievement. On the other hand, factors that help address this issue, as Snow pointed out (and I agree with him); include students who have a large vocabulary due to certain factors, one of which is regular daily reading. This practice helps students develop their vocabulary quickly and consistently.

### **8. Interventions to Address Vocabulary Deficiency.**

There are many ways to help students acquire vocabulary, understand it, and even write it. Training students to use new words as much as possible. Because in order to retain information for a long time, students must repeat it, both in writing and speaking. Using technology through the internet, applications, and various media such as integrating images, videos, and others. Therefore, Addressing vocabulary deficiency requires targeted interventions that focus on improving both vocabulary acquisition and usage. According to Beck et al. (2013), direct vocabulary instruction is essential for enhancing students' word knowledge. This instruction can involve explicit teaching of new words, providing context for these words, and engaging students in activities that promote word learning. Furthermore, subscriptions can include reading activities that encourage reading as well as help students acquire vocabulary in context. Report written by Nagy and Anderson (1984) shows that incidental vocabulary learning through reading can be a powerful tool in vocabulary development. The more students read, the more words they encounter and understand, thus enhancing their overall vocabulary. Another effective intervention is the use of technology in vocabulary instruction. Tools such as vocabulary apps and online platforms can provide personalized learning experiences that meet individuals' needs and learning pace. Intesar Othman Elwerfalli confirm that both instructors and students confirmed that the factor of anxiety in the classroom can be reduced through several solutions, including the use of appropriate strategies and the need to make the learning environment more positive and encouraging for students. With regard to challenges, teachers face difficulties represented by the lack of sufficient time, limitations of curriculums that focused on grades rather than anxiety, and the desire for training on how to help students who suffer from anxiety. Both instructors and students agree on the need to provide courses and resources that help overcome learning anxiety. This can include workshops and online resources. Studies by Kamil et al. (2005) have shown that technology-based vocabulary instruction can significantly improve students' word knowledge and academic performance. Such interventions help improve students' vocabulary and provide them with better learning opportunities. These interventions encourage students to continue developing their vocabulary without boredom or effort, helping them learn positively and ultimately overcome vocabulary deficiency, thereby improving their academic performance.

### **Material and methods:**

This study investigates the impact of vocabulary deficiencies on students' academic performance. A quantitative research method adopted to collect and analyze patterns and trends in the data. The primary data collection tool was a structured questionnaire administered to a sample of 32 respondents (12 males and 20 females) in their third year in the Department of English at the Faculty of Education, Al-Qarabulli.

3 1: The questionnaire-included inquiries regarding the amount of time students spend learning English, the challenges they face, and how they address these difficulties.

3 .2: Data Collection: -Data were collected through a structured questionnaire consisting of 12 questions divided into three categories: - one open-ended questions to capture participants' opinions and comments. -Two true/false questions to assess basic understanding. -Nine multiple-choice questions to evaluate various aspects of vocabulary knowledge. -The questionnaires distributed in person to ensure clarity and accuracy of responses.

3.3: Survey Process for Students: -The questionnaire distributed to the respondents with a detailed explanation prior to answering. Assure participants that their answers are confidential.

3.4: Questionnaire Results: -The researcher analyzed the students' responses using frequency and percentage distributions and charts.

3.4: Questionnaire Results: -The researcher employing frequency and percentage distributions and charts.

3.5: Data Analysis: Data examined using descriptive techniques. To summarize the responses, frequencies and proportions determined. Patterns and trends identified to highlight-to-highlight the relationship between vocabulary knowledge and academic performance.

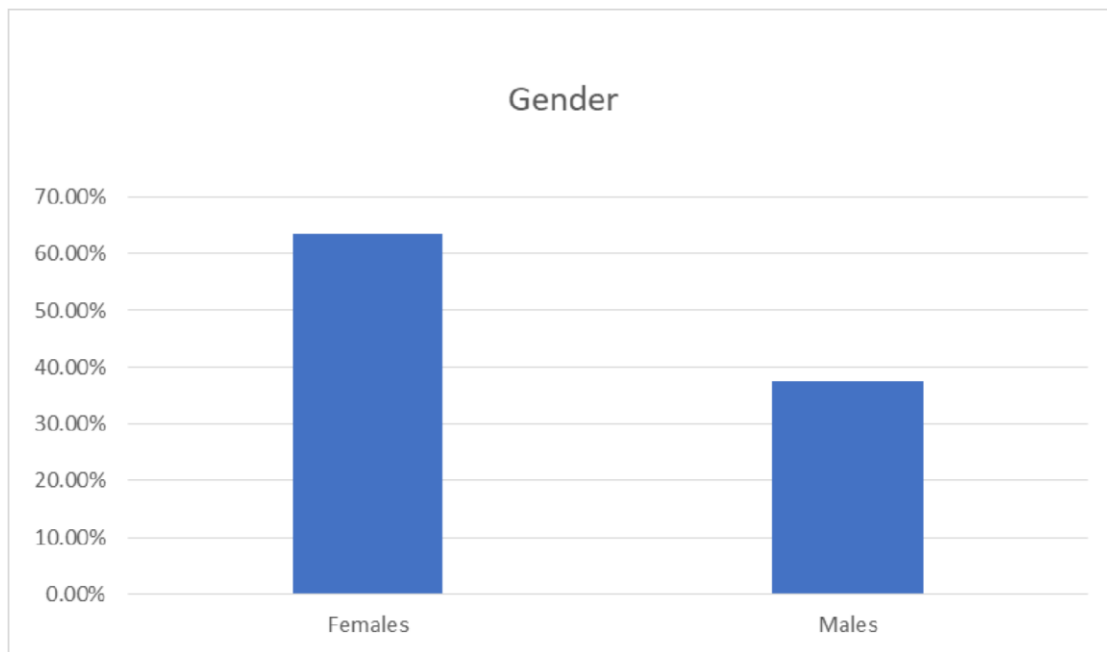
Demonstrate the correlation between vocabulary knowledge and academic performance.

**The distribution of the sample based on gender is as follows:**

**Table (1): Gender**

Sex	Repetition	The Ratio
Females:	20	62.5 %
Males:	12	37.5%

When expanding the survey to include samples, as previously observed that, the number of girls was higher than that of boys. This may be due to boys' love and passion for learning a new language, or to girls forced to learn it in order to find a respectable profession that will help them build a prosperous life and future. Some also believe that learning English is a time-consuming endeavor and is unattainable in their nation.



**Figure (1): Gender**

## **Statement 2**

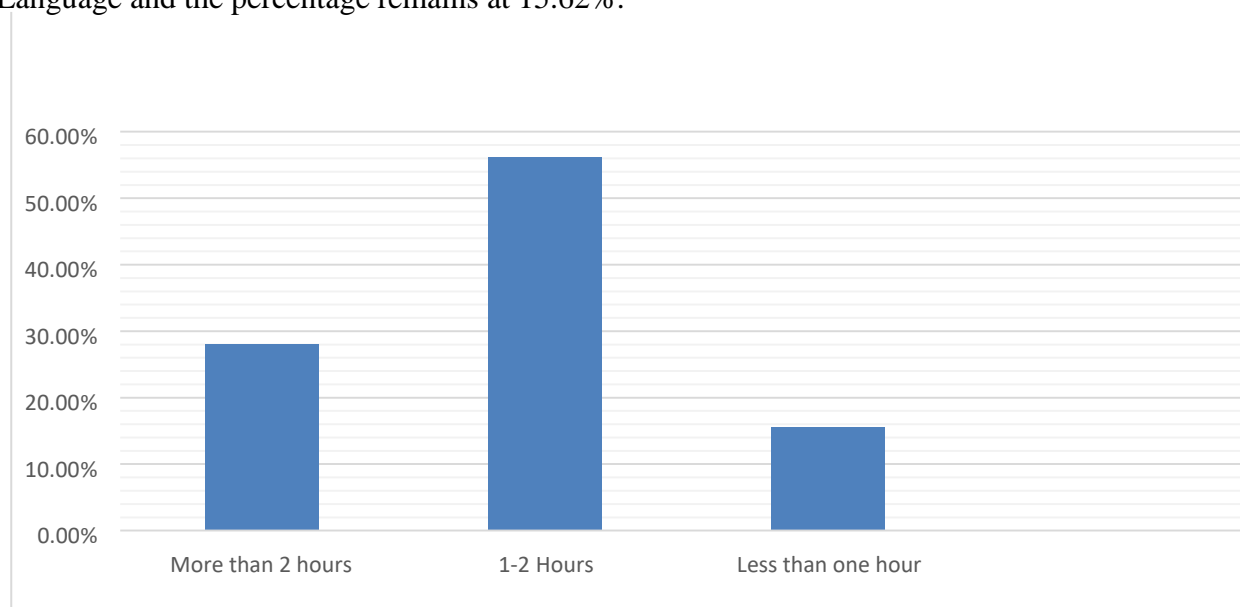


The number of hours respondents spend learning English daily distributed as follows:

**Table (2): The number of hours respondents spend learning English daily.**

Paragraph 1:	Repetition	The Ratio
Less than one hour	5	15.62%
1–2 hours	18	56.25%
More than two hours	9	28.12%

Note here that more than half of the students, 56.25%, spend enjoying one to two hours of English instruction, including vocabulary acquisition. This indicates that half of the learners necessitate additional time and concentration because it includes four skills. If we divided these skills into two hours, meaning each skill necessitates half an hour. While 28.12% of them need more than two hours, and this is due to additional factors such as lack of concentration and not using technology in acquiring the language, as some of them do not acquire the language, except by using the mother tongue as a translation in order to comprehend the language, it is vocabulary, its grammar. A small number of students only necessitate an hour or less .as above noticed that , this is something that is relatively uncommon and is due to a social background as a student who was founded in private schools or lived and listened to and spoke with native speakers of the Language and the percentage remains at 15.62%.



**Figure (2): The number of hours respondents spend learning English daily.**

### **Statement 3**

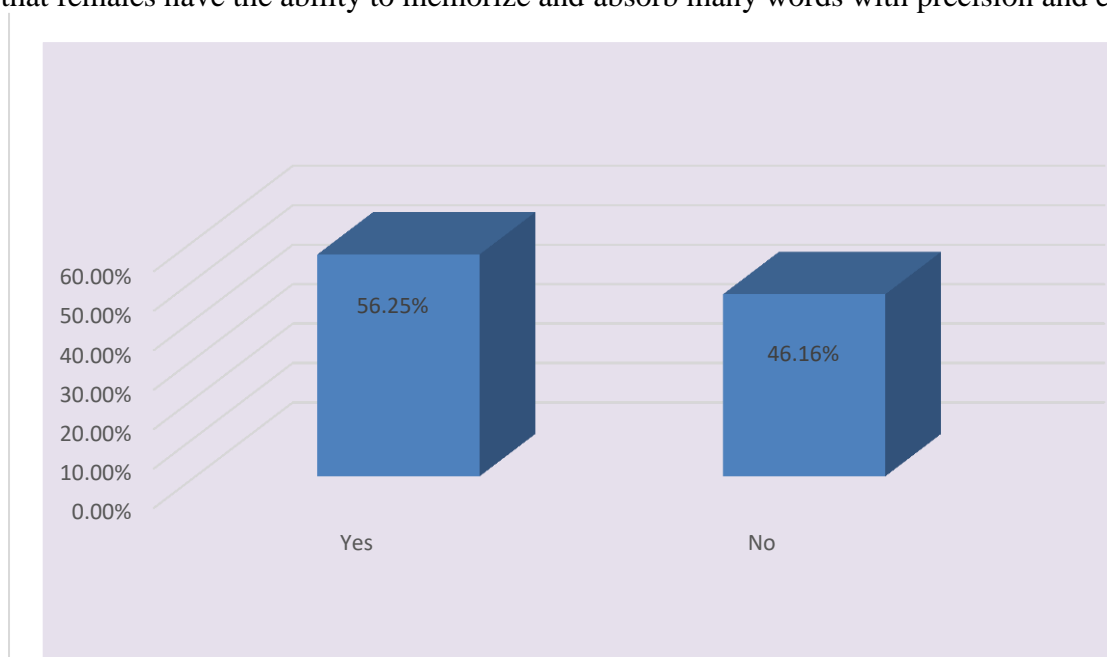
Do you perceive a lack of vocabulary relative to your peers?

**Table (3): do you perceive a lack of vocabulary relative to your peers**

Paragraph 2:	Repetition	The Ratio
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<b>Yes</b>	<b>18</b>	<b>56.25%</b>
<b>No</b>	<b>14</b>	<b>46.16%</b>

The majority selected "Yes," indicating that most respondent's challenges in identifying vocabulary deficiencies, likely due to environmental factors, lack of qualified teachers, or additional conditions. Therefore, the majority answered "yes," indicating a discrepancy in vocabulary instruction. There are numerous factors contributing to this disparity, some social, some economic, and some psychological... economic, for example, the lack of technology that helps students facilitates the rapid acquisition of vocabulary, removing the necessity of traditional methodologies. Furthermore, most of those who answered "no" were male, which highlights the Fact that females have the ability to memorize and absorb many words with precision and ease



**Figure (3): do you perceive a lack of vocabulary relative to your peers.**

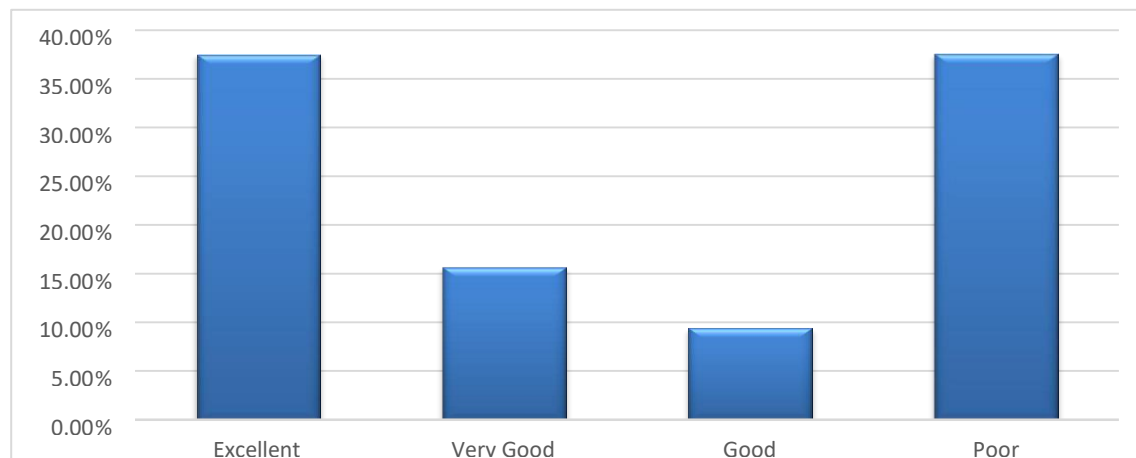
#### **Statement 4**

How do you rate your vocabulary level in English?

**Table (4): How do you rate your vocabulary level in English?**

<b>Paragraph 3:</b>	<b>Repetition</b>	<b>The Ratio</b>
<b>Excellent:</b>	<b>12</b>	<b>37.5%</b>
<b>Very Good:</b>	<b>5</b>	<b>15.62%</b>
<b>Good:</b>	<b>3</b>	<b>9.37%</b>
<b>Poor</b>	<b>12</b>	<b>37.5%</b>

This score reflects a disparity between those with a rich vocabulary and those with a deficit. The mean was 37.5% Vocabulary levels influenced by language practice and daily use, the quality of teaching and teaching methods and the availability of enhanced learning environments. It is also essential to provide students with technology such as smart boards. While 15.62% of students rated themselves as very good highly proficient in vocabulary acquisition, 9.37% demonstrated satisfactory vocabulary achievement.



**Figure (4): How do you rate your vocabulary level in English?**

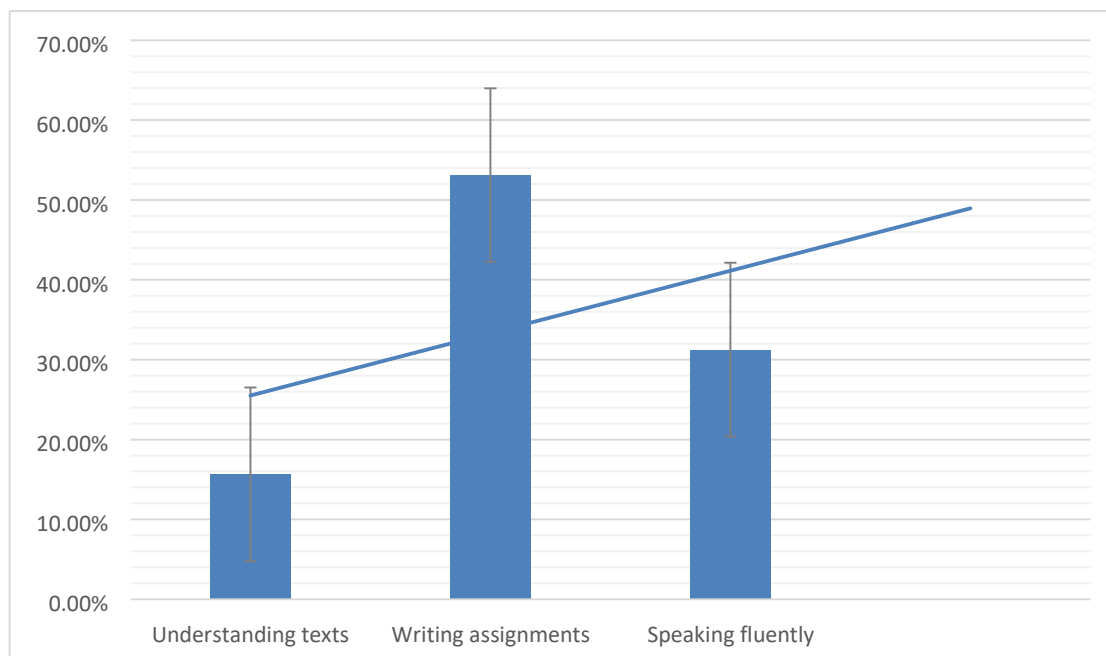
#### **Statement 5**

What challenges do you face in learning vocabulary?

**Table (5): What challenges do you face in learning vocabulary?**

<b>Paragraph 4:</b>	<b>Repetition</b>	<b>The Ratio</b>
<b>Understanding texts:</b>	<b>5</b>	<b>15.62%</b>
<b>Writing assignments:</b>	<b>17</b>	<b>53.12%</b>
<b>Speaking fluently:</b>	<b>10</b>	<b>31.25%</b>

The highest percentage was for writing assignments, which attributed to vocabulary deficiencies that impede writing. Poor of words is a critical factor, especially in writing assignment students. There are many students, and as researcher, I have witnessed many of them, who exhibit communication and dialogue abilities, but when writing and evaluating, they find themselves in a predicament due to their lack of memorization of vocabulary, especially academic vocabulary. This poverty in vocabulary impedes their capacity to organize their writing even if they have the formula for the idea. Without the vocabulary to rely on in their writing, they not found. For this reason, 53.12% of students have challenge task writing. While 31.25% of students have experience difficulties, speaking. .Fluently and 15.62 of them have experience difficulties in understanding text.



**Figure (5): What challenges do you face in learning vocabulary?**

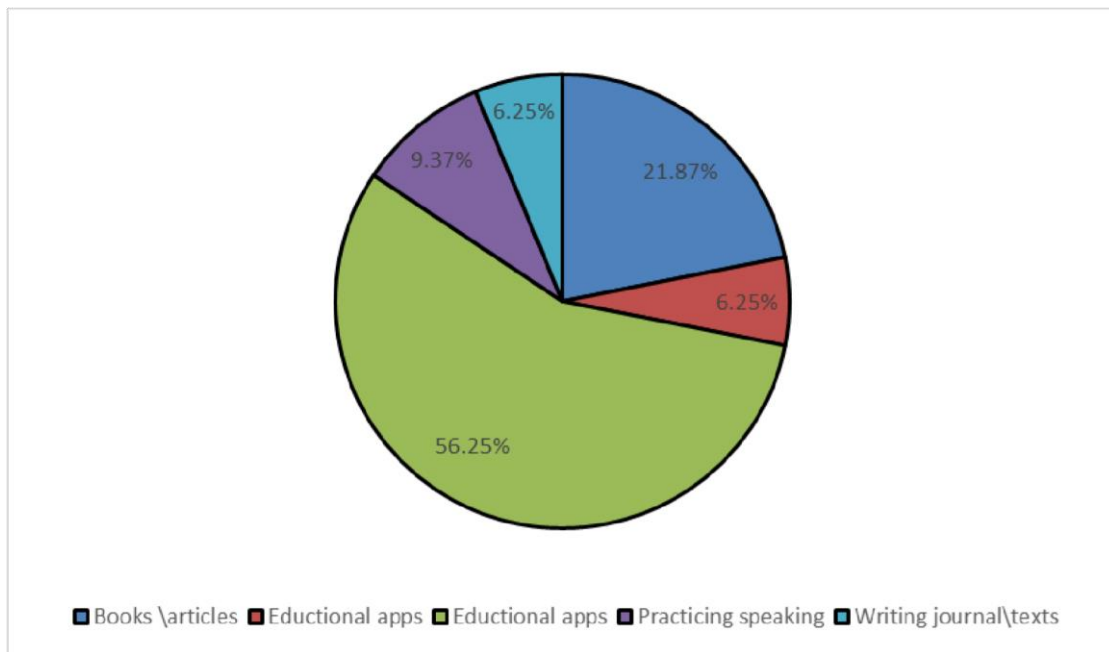
**Statement 6**

How do you enhance your vocabulary?

**Table (6): How do you enhance your vocabulary?**

Paragraph 5:	Repetition	The Ratio
Reading books/articles:	7	21.87%
Using educational apps:	2	6.25%
Watching educational videos:	18	56.25%
Practicing speaking:	3	9.37%
Writing journals/texts	2	6.25%

The choices on this question were highly appropriate for our current time in the use of technology and the excitement of technology in education language acquisition in general and its specific vocabulary. The choices identify individual preferences, utilizing varying methodologies influenced by individual learning preferences. The choices in this question were highly pertinent to our current era of technology use in education. How it contributes to language acquisition in general and vocabulary acquisition in specifically. The choices reflect individual preferences, and the learning methods applied varying depending on individual learning preferences each person acquire knowledge. In addition, retain vocabulary Traditional learning is crucial, such as visiting the library and reading a magazine.



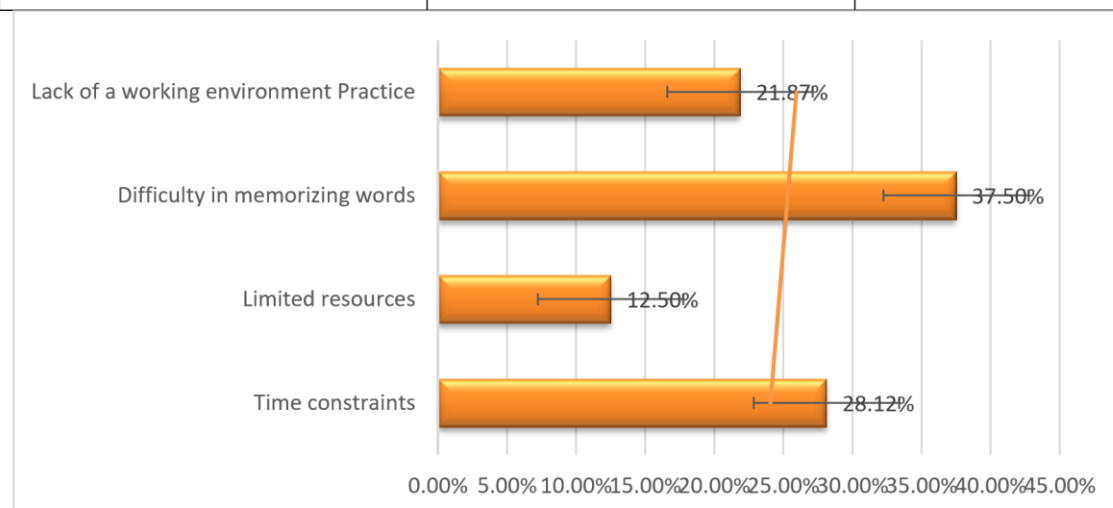
**Figure (6): How do you enhance your vocabulary?**

### **Statement 7**

What are impede the advancement of language development?

**Table (7): What are impede the advancement of language development?**

Paragraph 6:	Repetition	The Ratio
Time constraints	9	28.12%
Limited resources	4	12.5%
Difficulty in memorizing words	12	37.5%
Lack of a working environment Practice	7	21.87%



**Figure (7): What impede the advancement of language development?**

Based on the figure above, English language learners, and students in particular, face numerous obstacles that prevent them from acquiring the language effectively and swiftly. These include their inability to impede self-development and a lack of a conducive environment for selfmotivation, as time and the right environment are among the essential elements of acquiring any language. They may also face challenging to locate useful resources. One of the worst things a language learner can experience is remains erratic and imprecise in memory retrieval. The results of the survey anticipated, as the largest number of students had exhibited challenges memorizing words, at a rate of 37.5%. The lowest percentage was 12.5% due to temporal constraints.

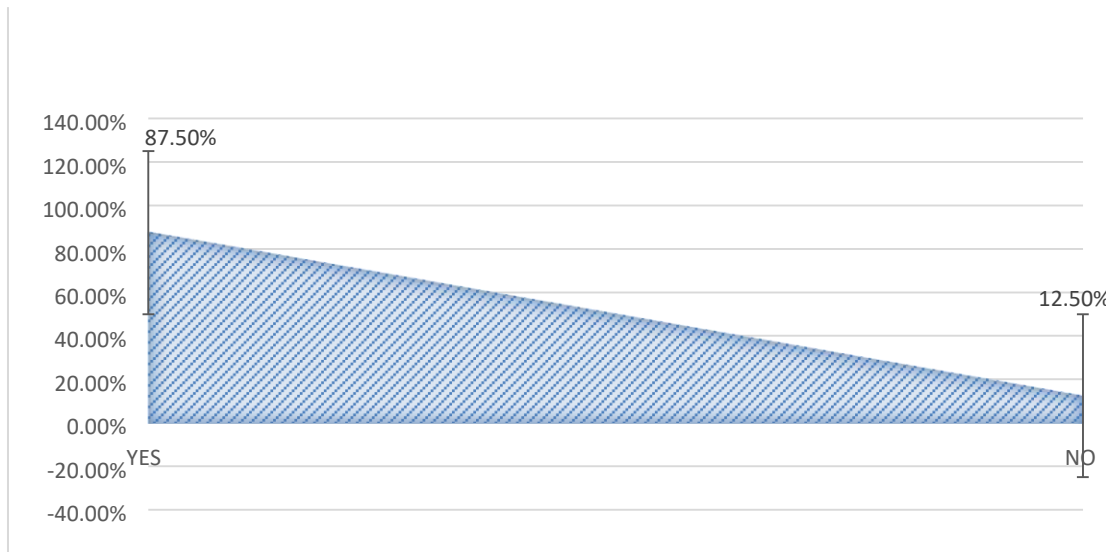
#### **Statement 8**

Do you think that lack of vocabulary diminishes academic performance?

**Table (8): Do you think that lack of vocabulary diminishes academic performance?**

<b>Most of them chose yes:</b>	<b>Repetition ,28</b>	<b>With a percentage of (87.5%).</b>
<b>chose no:</b>	<b>Repetition ,4</b>	<b>With a percentage of (12.5%).</b>

The highest percentage (87.5%) was yes, actually, an insufficient vocabulary could impede academic achievement. A robust vocabulary is essential for comprehending clarification Texts, articulating concepts clearly, and participating effectively in scholarly conversations. Lacking an adequate vocabulary, students might face challenges in comprehending, find it challenging to articulate their concepts, and consequently achieve subpar performance across. While 12.5% answered was no, lack of vocabulary does not negatively influence their academic performance's.



**Figure (8): Do you think that lack of vocabulary diminishes academic performance?**

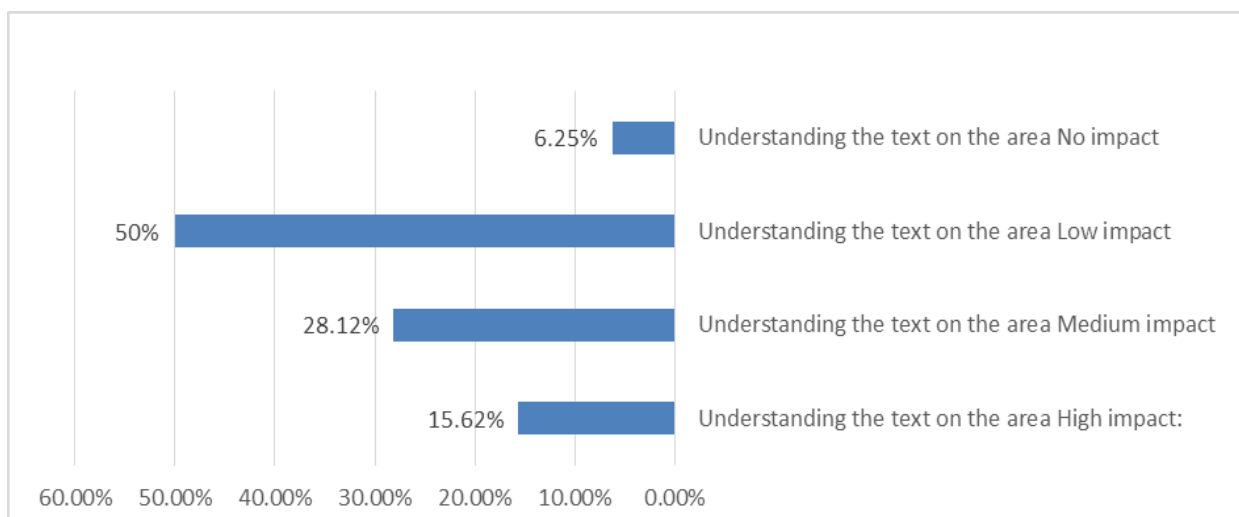
### **Statement 9**

To what extent does the lack of vocabulary influence the region you follow?

**Table (9): A) to what extent does the lack of vocabulary influence the region you follow?**

<b>First Paragraph:</b>	<b>Repetition</b>	<b>The Ratio</b>
<b>Understanding the text on the area High impact:</b>	<b>5</b>	<b>15.62%</b>
<b>Understanding the text on the area Medium impact:</b>	<b>9</b>	<b>28.12%</b>
<b>Understanding the text on the area Low impact:</b>	<b>16</b>	<b>50%</b>
<b>Understanding the text on the area No impact:</b>	<b>2</b>	<b>6.25%</b>

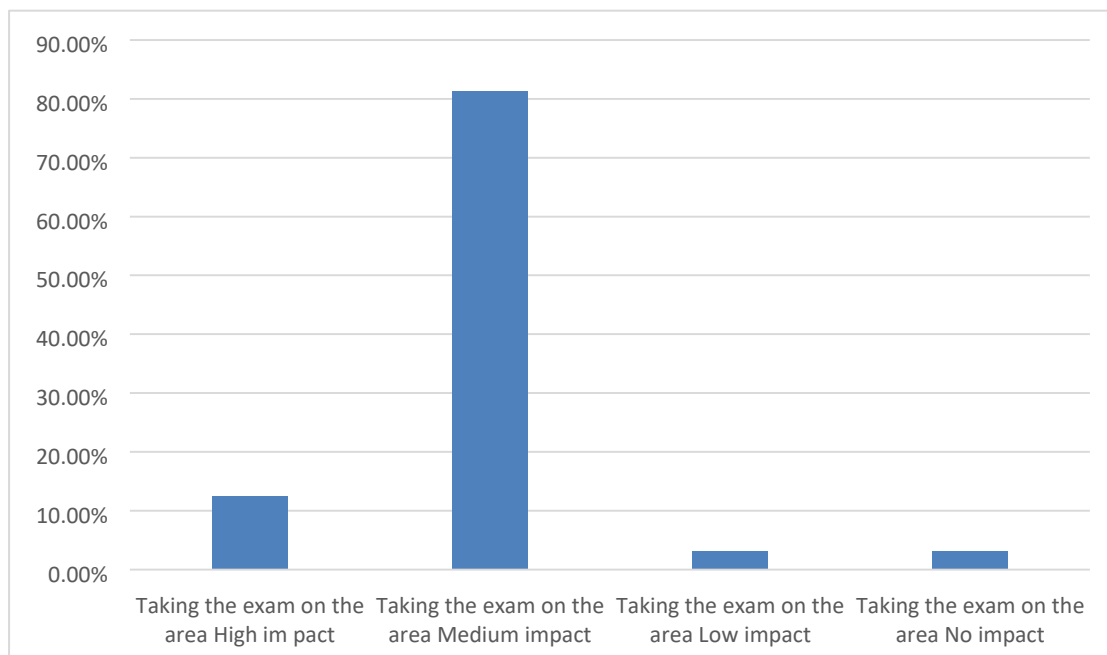
The highest percentage of text comprehension in the low-impact area was 50%. Therefore, students of the College of Education in Qarabulli believe that their low text comprehension exhibit a slight influence by the lack of vocabulary and not a primary reason. This indicates identifies additional factors outlined previously, such as environment, teaching methods, use of technology, etc. While 28.12% of students reported that vocabulary deficiency had exhibited a moderate impact on text comprehension, 15.62% reported that vocabulary deficiency had exhibited a significant impact on text comprehension. One reason may be that students suffer exhibit a significant vocabulary deficit and lack the language and structure required to comprehend the text. Furthermore, 6.25% of students stated that demonstrated no influence on text comprehension even if they lacked necessary vocabulary for expression and writing.



**Figure (9): A) to what extent does the lack of vocabulary influence the region, you follow?**

**Table (9): B) to what extent does lack of vocabulary influence the region you follow?**

Second Paragraph:	Repetition	The Ratio
Taking the exam on the area High impact:	4	12.5%
Taking the exam on the area Medium impact:	26	81.25%
Taking the exam on the area Low impact:	1	3.12%
Taking the exam on the area No impact:	1	3.12%



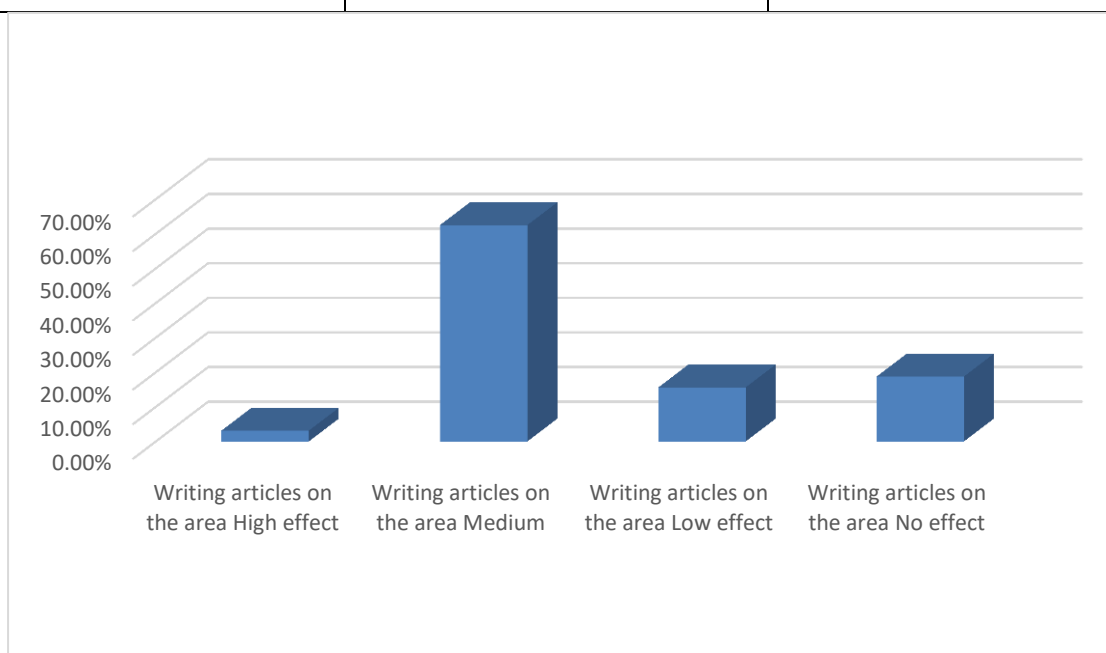
**Figure (9) :B) to what does the lack of vocabulary influence the region, you follow.**

Based on the figure above, more than half of the sample reported that vocabulary exhibited a moderate impact on the assessment and exam process. The percentage was 81.25%. This may be unexpected; the reality is that if a student has more vocabulary, they can achieve a favorable assessment and exhibit enhanced expression. However, 12.5% of them reported that vocabulary had demonstrated significant impact. Here we see that some students study and retain vocabulary for assessment, and may exhibit limited memory, meaning only for assessment. 3.12% were divided into no impact and minimal impact.



**Table (9): C) To what extent does the lack of vocabulary influence the region you follow.**

<b>Third Paragraph:</b>	<b>Repetition</b>	<b>The Ratio</b>
<b>Writing articles on the area High effect:</b>	1	3.12%
<b>Writing articles on the area Medium:</b>	20	62.5%
<b>Writing articles on the area Low effect:</b>	5	15.62%
<b>Writing articles on the area No effect:</b>	6	18.75%



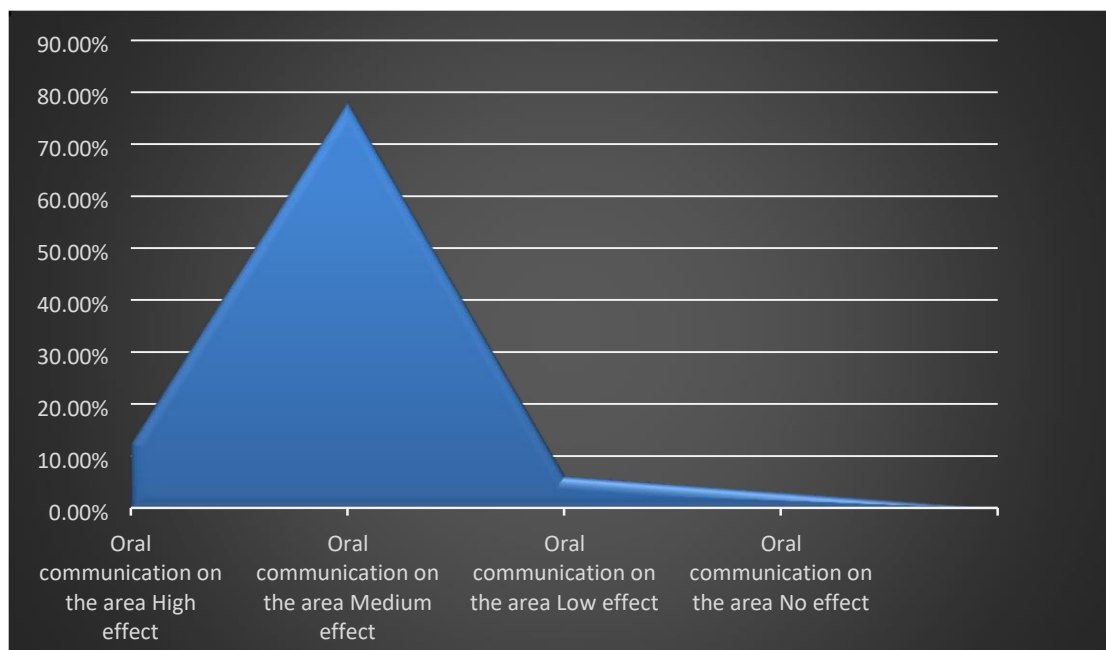
**Figure (9) :C) to what extent does the lack of vocabulary influence the region, you follow.**

Based on the figure above, 3.12% of students reported that writing articles on high had a significant impact on word shortages, while the majority reported that writing articles on Medium had the highest impact, at 62.5%. Remain in percentage divided into 15.62% with no impact and 18.75% with minimal impact. This show demonstrates the significance of writing in the absence of vocabulary. Those who memorize more words are proficient in writing and expression, and this enhances their academic performance.

**Table (9): D) to what extent does the lack of vocabulary influence the region you follow.**

<b>Fourth Paragraph:</b>	<b>Repetition</b>	<b>The Ratio</b>
<b>Oral communication on the area High effect:</b>	4	12.5%

<b>Oral communication on the area Medium effect:</b>	<b>25</b>	<b>78.12%</b>
<b>Oral communication on the area Low effect:</b>	<b>2</b>	<b>6.25%</b>
<b>Oral communication on the area No effect:</b>	<b>1</b>	<b>3.12%</b>



**Figure (9) :D) to what extent does the lack of vocabulary influence the region, you follow.**

Based on the figure above, 12.5% of students reported that high-level verbal communication had a significant influence on their vocabulary shortage, while the majority reported that verbal communication on Medium had significant influence at 78.12%. The remaining 3.12% exhibited no impact, and 6.25% had exhibited minimal impact. This demonstrates the significance of verbal communication in the context of a limited vocabulary. Students who memorize more words are more proficient in expressing themselves, which enhances their academic performance. When students have a rich vocabulary and expressions, they can communicate, engage in dialogue, and respond more effectively and rapidly.

#### **Statement 10**

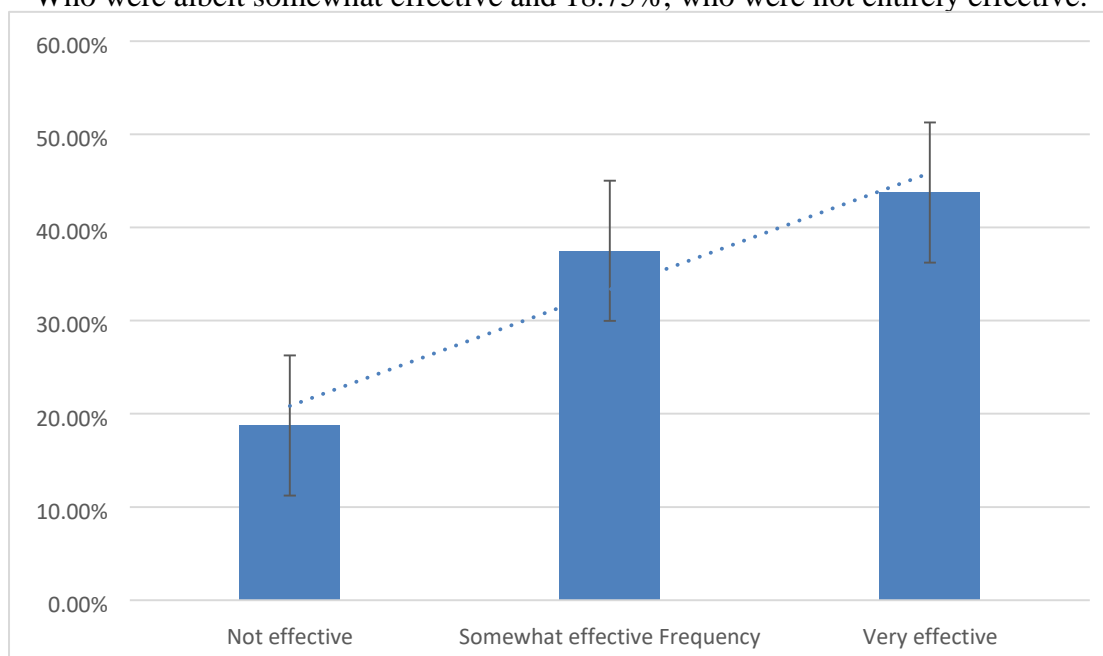
What role do you think teachers or curricula play in enhancing students' vocabulary?

**Table (10): What role do you think teachers or curricula play in enhancing students' vocabulary?**

<b>Paragraph:</b>	<b>Repetition</b>	<b>The Ratio</b>
<b>Very effective:</b>	<b>14</b>	<b>43.75%</b>
<b>Somewhat effective Frequency:</b>	<b>12</b>	<b>37.5%</b>
<b>Not effective:</b>	<b>6</b>	<b>18.75%</b>

43.75% of participants reported that teachers or the curriculum played a significant role in improving students' vocabulary. By offer opportunities for language acquisition and feedback, exposure to a wide variety of topics, direct and indirect instruction, and the application of modern learning methods, teachers play a crucial in helping students develop their language skills. Through a variety of exercises and conversations, teachers help students enhance their vocabulary, provide examples of how illustrate their interaction, and incorporate novel terms into their discourses. When well-designed curricula yield explicit vocabulary instruction, offer a variety of engaging learning activities, and establish a favorable learning environment. The remaining students' responses divided between 37.5%

Who were albeit somewhat effective and 18.75%, who were not entirely effective.



**Figure (10): What role do you think teachers or curricula play in enhancing students' Vocabulary?**

### **Statement 11**

11- What do you should do to enhance your vocabulary in the English Department?

-Participants' responses included -Learning  
5–10 words daily.

-Practicing the language daily and utilizing resources to learn diverse vocabulary.

-Listening to videos, reading books, and writing texts.

-Engaging in enjoyable activities such as games and learning through music, promoting informal learning.

-Direct and indirect instruction.

\*Attending conferences and seminars that encourage learning and development.

- Develop a strong curriculum based on vocabulary in terms of its abundance, the definition of each word, how to use the same word with different meanings, such as the word —bank".

### **4: Discussion and Conclusions:**

Vocabulary acquisition plays a pivotal role is essential in the academic success of students, especially in language learning contexts. The deficiency in vocabulary is a significant obstacle to effective communication, comprehension, and overall academic performance. In this study, it reported a slight decrease in the number of boys compared to the number of girls present for the

questionnaire, which demonstrates the interest of girls in acquiring vocabulary in order to attain writing and all skills in general. Meredith Wightmanit, (2020) confirm that is clear that women do major in foreign languages more often than men do. It seems that men and women designed to learn languages differently. As presented by several researchers, females tend to be more effective language learners from a very young age. As if this advantage was not enough, the female learning style tends to match with the instructional methods used, which leaves males at an even greater disadvantage. It is also important to note that males and females have different goals in mind when learning a language. The few exceptions in certain languages can likely explained by the field of work that the learners choose to enter. Because of this, it is evident that languages are somewhat gendered. As this study highlights, third-year English language students frequently encounter challenges in vocabulary mastery, which impedes their ability to engage with complex academic texts, articulate their ideas clearly in both written and spoken forms, and engage meaningfully in discussions These difficulties have substantial implications, not only influencing academic grades but also influence shaping students' confidence and self-efficacy in their language abilities. The causes of vocabulary deficiency comprise multiple factors, including factors such as limited exposure to diverse linguistic input, inadequate vocabulary instruction, and insufficient practice in practical settings. There may be psychological, economic, or social factors. Moh Satryo AG<sup>1</sup> (2024). And others \*, supported there were also some factors that caused students' difficulties in learning vocabulary namely internal and external factors. The internal factors that might influence the learning of students in vocabulary ware growth, intelligence, practice, motivation, and ability to remembering. While, the external factors that can influence the students were family, facilities, learning atmosphere, learning media, and teaching variety This study emphasizes that vocabulary acquisition should not be confined to rote memorization but must be rooted in context-based learning, repeated exposure, and active engagement. Naeem Afzal, (2019) confirm —Remembering Words without Understanding Meaning.‖ Thus, PSAU students try to learn English vocabulary without understanding the meanings essential for text comprehension. However, the difficult vocabulary is an indicator of a difficult text and the readers' vocabulary knowledge is a predictor of their understating of the text. Moreover, the role of instructors is crucial in bridging the vocabulary gap, as effective teaching strategies can significantly enhance students' retention and application of vocabulary. Addressing vocabulary deficiency requires a holistic approach, combining traditional and modern teaching methodologies. The integration of digital tools, multimedia resources, and interactive learning strategies can provide students with diverse avenues to strengthen their vocabulary knowledge. Zaldy Quines (2023), confirm to enhance the vocabulary proficiency of students, language teachers should be motivated to create or develop vocabulary in contexts activities aligned with the contents in the macro skill courses Reading and Writing, Speaking and listening. To encourage the development of students' vocabulary level, teachers should emphasize the importance of vocabulary in enhancement of reading and writing proficiency. In addition, Zaldy Maglay Quines (2023), confirm to develop the vocabulary level of students, language teachers should be motivated to create or develop vocabulary in contexts activities aligned with the contents in the macro skill courses Reading and Writing, Speaking and listening. Furthermore, fostering a vocabulary-rich environment in and outside the classroom can encourage continuous learning and application of new words, ultimately enhancing students' academic writing reading comprehension, and verbal communication skills. To ensure long-term success, it is essential to implement interventions that address vocabulary challenges at an early stage and provide ongoing support throughout the academic journey. By adopting these strategies, educators can equip students with the necessary tools to succeed academically and professionally. E. Tantoun and others (2021) confirm that entertaining and accommodating environment that provides the

ability to operate describes the adequate setting for learners expand their lexical knowledge. As it argued, informal sources such as: reading, viewing TV shows and movies, listening to various material, using social media, gaming and interaction other speakers provide larger amounts of rich and comprehensible input, they are enjoyable, flexible, and suitable for various students' demands. Thus, a large sector of learners practice different activities out of the classroom daily, in order to obtain new words and keep what they have learnt. As an appealing to advantage of informal exposure, the context and frequency of input as features can promote acquiring vocabulary subconsciously. Also, support Hasna Dow Sultan (2024) The teaching strategies used by EFL teachers were: pair work, group work, the use of recorded materials, teaching with games and movements, teaching with songs and chants, teaching with stories, teaching with charts, teaching with flashcards, role-playing, discussion, demonstration, correction of mistakes, praise, teaching using the first language, punishment, teaching grammar, writing on the board, repetition, and asking students to teach for the meaning of new words at home. Some of these strategies used sparingly, while others used extensively. Furthermore, teachers appeared to be unaware of 21st-century skills. Some teachers recognized the importance of some strategies but admitted not using them. This attributed to a lack of necessary equipment and/or a lack of theoretical knowledge of teaching strategies. EFL teachers generally use all the strategies required by the current curriculum, but the extent to which these strategies applied in primary language classes is low due to several factors. A strong vocabulary foundation not only facilitates academic achievement but also prepares students for future career opportunities where effective communication is crucial. In sum, addressing vocabulary deficiency is key to unlocking students' full potential and ensuring their success in both academic and professional spheres.

#### **4. 2: Recommendations:**

1. Implement explicit Vocabulary Instruction. Incorporate direct teaching of high-frequency academic vocabulary through systematic and structured lessons. Use techniques such as word mapping, contextual usage, and morphological analysis to deepen understanding.
2. Adopt a Multimodal Learning Approach. Utilize multimedia resources (videos, podcasts, and interactive software) to reinforce vocabulary learning. Encourage the use of digital tools such as vocabulary apps (e.g., Quizlet) for independent practice.
3. Integrate Vocabulary Development into All Language Skills. \*Embed vocabulary learning across reading, writing, listening, and speaking activities. Provide students with authentic texts and real-life scenarios to promote contextual learning.
4. Enhance Student Engagement through Active Learning. Use interactive strategies such as group discussions, role-plays, and storytelling to foster active participation. Implement project-based learning to encourage students to apply new vocabulary in meaningful contexts.
5. Promote Extensive Reading and Listening. \*Encourage students to engage in extensive reading of diverse materials (e.g., academic journals, novels, and news articles). Provide access to audio resources, such as podcasts and lectures, to improve listening comprehension and vocabulary acquisition.
6. Provide Professional Development for Teachers. Offer training programs for teachers to stay updated on effective vocabulary teaching methodologies. Encourage collaborative planning and sharing of best practices in vocabulary instruction.

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