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Proficiency and Vocabulary Levels of Saudi EFL Teachers: Using a Vocabulary Levels Test

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Dedication

II

I dedicated this valuable work for my roots of success, for my parents,

My father, Ali Al-deaj

And my mother, Bahiah Al-deaj

Without whom, my success inevitably will not grow. A special feeling of gratitude for them, for their advice, push, and encouragement, which keep ringing in my ears.

For my supportive sisters, Dr, Atheer, Maha, and Reema.

For my fascinating brothers, Mohammed and Khalid

I will never forget your motivational words

For my beloved husband, Waleed Al-humaid, whose constant support, love, advice, patience, and understanding made this journey flow smoothly.

For my little gorgeous angel, Al-Anoud, who came among such a challengeable circumstances!

Thank you all for always being aside!

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III

In the Name of Allah

First of all, I would like to thank Allah Almighty for granting me this opportunity to complete this pleasant journey smoothly. Thanks God for your kindness, blessings, and grace, which always surround me everywhere.

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Finally, I would like to acknowledge all the research participants, Saudi male and female public schools' teachers, who participated in this valuable research. Thank you for your valuable participation.

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This study investigated the amount of vocabulary that Saudi EFL teachers have in Saudi Arabia. The participants included 75 Saudi EFL males' teachers and 121 Saudi EFL females' teachers, who were chosen randomly from various Saudi public schools. Moreover, the study utilized a Vocabulary Levels Test VLT, which was constructed by Webb, Sasao, and Ballance (2017) as a tool for the current research. The objectives of the study are to examine the amount of vocabulary that Saudi EFL teachers have in accordance with Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017). Additionally, the study aimed to investigate Saudi EFL teachers' proficiency in accordance with the word frequency level attained in the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017). The current study utilized a statistical software, Statistical Package for Social Sciences (SPSS, version 25). The findings indicated that the performance of both genders, males and females EFL teachers, is approximately the same except in the fourth word frequency level. The results interpreted that the performance of the EFL Saudi males' teachers in the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017) is better than females in the fourth word frequency level. Accordingly, the Saudi EFL males' teachers in public schools are proficient than females' public schools teachers in accordance to the level attained in the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017).

Keywords: Vocabulary, Saudi EFL teachers, Vocabulary size test, proficiency

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Chapter One:

Introduction

1.1. Introduction and Background of the Study

Teachers' vocabulary knowledge is very essential to be considered in the learning process. With no doubt, having a rich vocabulary amount might help second and foreign language teachers to teach English. Teachers who have wealthy amount of vocabulary might be able to implement a new vocabulary instruction to help students learn new words in the classroom (Bromley, 2007: 528). For instance, teachers might implement vocabulary memorization instruction and vocabulary quizzes in the class to enhance students' learning process (Bromley, 2007: 528). Therefore, teachers' knowledge of vocabulary might affect students' learning process remarkably.

Measuring the amount of vocabulary that second and foreign language teachers have is very crucial. Such vocabulary measurement might indicate teachers' proficiency level. Bromley (2007: 528) asserted that vocabulary is an indicator of one's fluency of a language. If the amount of vocabulary that one's know is increased, the proficiency level will be elevated accordingly (Milton, Wade, & Hopkins, 2010: 1). Consequently, teachers with good proficiency level might be able to interact with students in the classroom effectively. For instance, proficient teachers might encourage students to ask for further explanation of the meaning of such word (Bromley, 2007: 529). Eventually, it might be concluded that vocabulary is a fundamental element of a language to communicate with others in such an understandable way. Akbari (2008: 54) asserted that speakers might not be able to convey meaning and communicate with others in such language without vocabulary. Likewise, Dakhi and Fitria (2019: 16) affirmed that vocabulary is a fundamental element to communicate with others, and without it, nothing can be done. Therefore, vocabulary is an important trigger for teachers to be more effective, fluent, and communicative in the classroom.

According to the background of the study, it might be great to mention that all studies have been conducted merely on students, specifically in Saudi Arabia. Therefore, a study on teachers, especially Saudi EFL teachers is needed, to measure the amount of vocabulary that teachers have and to investigate whether it promotes language teaching. Bromley (2007: 528) suggested that teaching vocabulary very well might promote language teaching effectively. However, as all studies conducted on students solely, a huge gap in the literature review has been created. Hence,

this study will be conducted on Saudi EFL teachers, in Saudi Arabia, to close the gap somehow. The study is very essential to be addressed to the literature review for numerous reasons. The first reason is that the current study is the only study that took a new path to be conducted on EFL teachers, which might add significant results in respect to English vocabulary studies. The second reason, however, is that all teachers play a very crucial role in students' learning process (Yang, 1998: 133). Moreover, teachers are considered as the most effective resource that might affect students' learning process (Yang, 1998: 133). With no doubt, teachers are students' guidance and assessors, who assess their learning process (Adie, 2013: 102). Accordingly, for this reason teachers' vocabulary amount or size might be important. Furthermore, the third reason is that teachers play a very significant role in producing better educational outcomes. Sometimes, students might prefer to study and focus on English vocabulary depending on teachers who teach them. Thus, EFL teachers' vocabulary size might affect students' learning process either negatively or positively. Consequently, this study might be a great tool to investigate the amount of English vocabulary that Saudi EFL teachers have.

1.2. Statement of the Problem

Teaching English as a foreign language in the Saudi context is a book-based that merely depends on the curriculum. With no doubt, teachers play a very influential role in enhancing the learning process. Therefore, it might be beneficial to investigate the amount of vocabulary that Saudi EFL teachers have. It is worth mentioning that all the previous studies in this regard were conducted solely on students. Thus, the current study will focus on Saudi EFL teachers in respect to measuring teachers' proficiency and vocabulary levels, by utilizing a Vocabulary Levels Test. The Vocabulary Levels Test will help in determining the proficiency level of the EFL teachers in accordance to the word frequency level accomplished in the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017).

1.3. Research Objectives

The current study aims to examining the amount of vocabulary that Saudi EFL teachers have in accordance with the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017). It also aims to investigate Saudi EFL teachers' proficiency in accordance with the word frequency level attained.

1.3.1. Research Questions

This research is an attempt to tackle an answer to the main questions of the study:

1/ What is the Saudi EFL teachers' vocabulary level in accordance to the Vocabulary Levels Test of Webb, Sasao, and Ballance?

2/ What is the Saudi EFL teachers' proficiency level in accordance to the level attained in the Vocabulary Levels Test of Webb, Sasao, and Ballance?

1.4. Significance of the Study

This study is very important, as it is the first study that will be conducted on Saudi EFL teachers in Saudi public schools, utilizing a Vocabulary Levels Test. As all studies were conducted merely on students, this current study might add significant results in the literature review in the field of vocabulary.

Chapter 2:

Review of the Literature

In this chapter, there will be a review of the related studies. The first section highlights the theoretical background of teaching vocabulary, in addition to the importance of teaching vocabulary and its importance in language learning. The second section demonstrates the possible strategies of teaching second or foreign language vocabulary. The third section, however, sheds lights on the history of vocabulary levels tests. Further, the last section provides several empirical studies on the use of vocabulary levels tests. It clarifies the gap in the literature review and the lack of studies in respect to measuring proficiency and the amount of EFL teachers' vocabulary, using a vocabulary size test.

2.1. Theoretical Background of Teaching Vocabulary

2.1.1. The Importance of Teaching Vocabulary

Vocabulary is a correlated component of a language. It exists in all language skills. Dakhi and Fitria (2019: 23) affirmed that vocabulary is the base of communication. Therefore, it has a significant role in language learning (Dakhi & Fitria, 2019: 23). Nevertheless, vocabulary acquisition in the mother language differs from the second or foreign language (Siyanova-Chanturia & Webb, 2016: 227). In the mother language, learners who communicate with others using their native tongue will acquire new vocabulary spontaneously in a rapid process (Siyanova-Chanturia & Webb, 2016: 227). While second or foreign language learners, who communicate with others using the second language, will acquire new vocabulary incidentally in a slower process (Siyanova-Chanturia & Webb, 2016: 227). For instance, they might acquire new vocabulary in either classrooms, stories, movies, or songs (Siyanova-Chanturia & Webb, 2016: 227). Consequently, teaching vocabulary as an independent subject is very crucial, yet it is challengeable (Siyanova-Chanturia & Webb, 2016: 227). However, Siyanova-Chanturia and Webb (2016: 227) asserted that teaching vocabulary is challenging in foreign language contexts, yet it is an important element of a language to be taught. In addition, EFL teachers might pay more attention to other language skills and areas rather than vocabulary (Ghanbari, Esmaili, & Shamsaddini, 2015: 2460). Therefore, vocabulary is a very essential component of a language to be taught independently (Siyanova-Chanturia & Webb, 2016: 227).

Much of literature review paid little attention to second language vocabulary teaching and learning. Ghanbari, Esmaili, and Shamsaddini (2015: 2460) asserted that although vocabulary played a significant role in a language, it has been ignored in some language learning programs. Likewise, Coady (1997: 274) pointed out that teaching vocabulary is neglected somehow for numerous reasons. The first reason is that teachers might have the assumption that grammar is the core of a language, and vocabulary might be learnt naturally (Coady, 1997: 274). Therefore, grammar is worth to have a full attention than vocabulary (Coady, 1997: 274). Consequently, vocabulary has been neglected somehow because of such wrong assumptions (Coady, 1997: 274). The second reason is the wrong belief among teachers and learners that language proficiency might be achieved without a high amount of vocabulary (Milton, 2009: 1). Milton (2009: 1) claimed that the belief among teachers, learners, and educational administrators led them to have a high possibility to be proficient in such a second or foreign language, even with limited vocabulary. This wrong belief, however, led teachers and learners to ignore language vocabulary (Milton, 2009: 1). Moreover, such language proficiency cannot be achieved with a limited vocabulary (Milton, 2009: 1). The third and the last reason of being neglecting this valuable component is that teachers might suppose that teaching vocabulary has a low-level of intellectuality (Coady, 1997: 274). In the same way, Harmer (2007: 229) proposed that teaching vocabulary is teachers' art. Teachers should have the ability to explain the meaning of such vocabulary and its appropriate usage in such foreign context (Harmer, 2007: 229).

Teaching English might be restricted in the Saudi context. The English language is taught as a foreign language EFL (Altalhab, 2016: 69). For Saudi learners, English is taught in private schools from the Kindergarten, in addition to the French language (Altalhab, 2016: 69). While in public schools, learners are exposed to the English language from the intermediate level (Altalhab, 2016: 69). Hence, such difference might be noticed among private and public schools' teachers in addition to students (Altalhab, 2016: 69). Nonetheless, it might be great to mention that Saudi English classes are a textbook-based and teachers rely merely on producing in-class activities (Altalhab, 2016: 69). Thus, learners might have a limited daily life English practice, as they solely utilize the English language in class (Altalhab, 2016: 69). Since the teaching practice depends on text-books in classrooms, it might be advisable for Saudi EFL teachers to use the suitable teaching method in teaching vocabulary (Altalhab, 2016: 69). For example, Tang (2012: 1476) proposed that teachers might implement the dictation method while teaching vocabulary, where learners have to dictate a set of vocabulary.

2.1.1.2. Strategies for Teaching Vocabulary

As teachers might have a remarkable impact on facilitating students' learning process, they might use different strategies to teach vocabulary in class. Teaching vocabulary using games is one of the crucial strategies that teachers might use in classrooms (Taheri, 2014: 548). It might guarantee learners' motivation, social interaction with peers, self-esteem, and recalling vocabulary (Taheri, 2014: 548). In addition, Ghanbari, Esmaili, and Shamsaddini (2015: 2460) declared that utilizing authentic materials might help stakeholders to teach vocabulary effectively. Moreover, such authentic material might increase students' achievement, improvement, and motivation toward language learning (Ghanbari, et al. 2015: 2460). For instance, teachers might use pictures, flashcards, and articles in newspapers or magazines (Sundana, 2017: 81).

2.1.1.3. History of Vocabulary Levels Tests

Second language speakers' level might be revealed through a Vocabulary Levels Test VLT. If speakers have a good vocabulary level in a language, their level will be enhanced in other language skills (Stæhr, 2008: 139). Vocabulary Levels Test is a test that aims to measure the vocabulary size of second language learners (Schmitt, Schmitt, & Clapham, 2001: 55). The Vocabulary size test was originally designed by Paul Nation in (1983) as a diagnostic vocabulary test (Schmitt, et al. 2001: 55). It might be used by teachers for pedagogical purposes (Schmitt, et al. 2001: 56). However, it has distinctive word frequency levels, which indicate the estimated learners' vocabulary level (Schmitt, et al. 2001: 56). Nation's test, however, has been updated by Schmitt, Schmitt, and Clapham (Schmitt, et al. 2001: 57). According to that update, Webb and Sasao (2013: 265) declared that it comprised two limitations. The first was in the test's items (Webb & Sasao, 2013: 265). They were derived from old texts that faded away nowadays (Webb & Sasao, 2013: 265). Therefore, the test might not reveal learners' current vocabulary level (Webb & Sasao, 2013: 265). The second limitation was in the test itself (Webb & Sasao, 2013: 265). It did not include the knowledge of 1000 English word level (Webb & Sasao, 2013: 265). Accordingly, Webb, Sasao, and Ballance (2017: 34) created a new Vocabulary Levels Test VLT form to overcome such limitations, which will be utilized in this current study.

Webb, Sasao, and Ballance (2017: 33) pointed out that the new Vocabulary Levels Test VLT has a great value in identifying and determining the words that test takers have to focus on, depending on the word frequency level attained. The Vocabulary Levels Test VLT has five word frequency levels (1000, 2000, 3000, 4000, 5000) (Webb, Sasao, & Ballance, 2017: 33).

Essentially, the level of 1000 represents the initial level for beginners in the English language vocabulary (Webb, et al. 2017: 33). While the 5000 word frequency level represents the highest level of test takers in the test (Webb, et al. 2017: 33). Moreover, the word frequency level of 4000 and 5000 are very essential, because they have the most important words for learners (Webb, et al. 2017: 36). Furthermore, there are thirty questions per level, 1 point for each (Webb, et al. 2017: 33). Therefore, the maximum score for each level is thirty (Webb, et al. 2017: 33). The score of each level is very essential, because it indicates the vocabulary of the examinees that should be focused on (Webb, et al. 2017: 33). The test takers' job, however, is to choose the item that has the correct meaning and corresponding to the word's definition (Webb, et al. 2017: 33).

2.1.1.4. Empirical Studies on the Vocabulary Levels Tests VLT

Vocabulary size might be strongly related to other language skills. Learners might notice their progress in language learning according to the amount of vocabulary they know (Laufer, 1998: 265). Stæhr (2008: 139) investigated the relationship between vocabulary size and the skills of listening, reading, and writing in English as a foreign language EFL. The study conducted among 88 Danish learners from lower secondary education (Stæhr, 2008: 139). Stæhr (2008: 139) found that vocabulary size is associated with learners' writing, reading, and listening abilities. Thus, the study emphasized the importance of vocabulary size for language proficiency and the effectiveness of vocabulary on other language skills (Stæhr, 2008: 139). Furthermore, Stæhr (2008: 139) found that the majority of learners did not know the most frequent 2000 words in English. The findings indicated that 2000 vocabulary level is an essential goal for EFL low-level learners (Stæhr, 2008: 139). Similarly, Laufer (1998: 256) asserted that vocabulary is associated with learners' fluency. Likewise, Milton, Wade, and Hopkins (2010: 1) affirmed that the more vocabulary EFL learners know the better proficiency will be attained. The proficiency and the language level might be shown through a vocabulary size test (Milton, Wade, & Hopkins, 2010: 1). Such vocabulary test might not indicate learners' proficiency in a language solely, but also might show learners' morphological awareness (Kieffer & Lesaux, 2012: 3).

Another study was conducted by Khodadoust, Aliasin, and Khosravi (2013: 62) to reveal learners' morphological awareness. Khodadoust, Aliasin, and Khosravi (2013: 62) conducted a study to investigate the relationship between English morphological awareness and receptive vocabulary knowledge of 86 undergraduate Iranian university students, studying English Translation. Morphological awareness is learners' awareness of words' rules and formation

(Kieffer & Lesaux, 2012: 3). Learners' morphological awareness is demonstrated when learners' derived words and differentiate between words' meaning and forms to produce a new derivations of known words (Kieffer & Lesaux, 2012: 3). The researchers, however, utilized numerous tests such as vocabulary size test to measure the participants' vocabulary size (Khodadoust, Aliasin, & Khosravi, 2013: 62). Additionally, the researchers use a Morphological Awareness Test by McBride-Chang, Tardif, Cho, Shu, Fletcher, Stokes, and Leung (2008) to measure their morphological awareness (Khodadoust, et al. 2013: 63). Khodadoust, Aliasin, and Khosravi (2013: 63) found a significant relationship between students' performance on vocabulary knowledge and morphological awareness. The researchers recommended various pedagogical recommendations such as the use of morphological analysis in EFL classes to enhance learners' vocabulary learning (Khodadoust, et al. 2013: 66). Likewise, Rabadi (2019: 45) declared that EFL teachers should involve the morphological awareness aspects in their classes to increase their learners' vocabulary knowledge and to enhance students' performance.

Measuring students' performance and level in a foreign language might be revealed through a vocabulary levels test. Mohammed and Alwadai (2019: 487) conducted a study to evaluate Saudi EFL secondary school students' performance based on Paul Nation's standardized Vocabulary Levels Test VLT. The study also examined the amount of vocabulary that students had at Asir district (Mohammed & Alwadai, 2019: 487). The scholars utilized Paul Nation's Vocabulary Levels Test VLT in addition to a questionnaire as a research tools for collecting data (Mohammed & Alwadai, 2019: 487). The participants were selected from a secondary school at Abha, in Saudi Arabia (Mohammed & Alwadai 2019: 487). The participants included 80 students and 20 English teachers who taught English for more than five years (Mohammed & Alwadai, 2019: 487). For students, the scholars used Nation's Vocabulary Levels test VLT to measure their word level size (Mohammed & Alwadai, 2019: 487). For teachers, however, the scholars used a Teacher Vocabulary Learning Strategies Questionnaire (Mohammed & Alwadai, 2019: 487). The questionnaire was adapted to teachers' experience to collect English teachers' opinions on vocabulary learning (Mohammed & Alwadai, 2019: 487). Mohammed and Alwadai (2019: 487) found that Saudi EFL secondary school students' VLT falls within 1000 frequency level, which indicated that students were unable to understand an average text. Furthermore, the scholars asserted that the more words Saudi EFL secondary student knows in Nation's VLT test, the better score will be obtained in other language skills (Mohammed & Alwadai, 2019: 487). According to EFL secondary school teachers and students, the scholars declared that the focus of teaching and

learning English is mainly on grammar (Mohammed & Alwadai, 2019: 487). Therefore, the researchers concluded that vocabulary is essential to language learners and without it, communication would be impossible even with language grammatical knowledge (Mohammed & Alwadai, 2019: 487). Likewise, Milton, Wade, and Hopkins (2010: 15) asserted on the effect of vocabulary knowledge and all language skills, particularly writing skills, and overall language performance.

In the same manner, Alqarni (2019: 111) conducted a study on Saudi university students to measure the receptive vocabulary knowledge they have (Alqarni, 2019: 111). The participants included 71 Saudi male and female students (Alqarni, 2019: 111). Alqarni (2019: 111) implemented Nation's Vocabulary Levels Test VLT to assess students' receptive knowledge of word meaning at different word frequency levels. The results showed different participants' performance at different word levels of the test (Alqarni, 2019: 111). However, Alqarni (2019: 111) asserted on the importance of vocabulary learning. The researcher concluded that Saudi English language and translation university graduates are in need for more focus in respect to vocabulary learning (Alqarni, 2019: 111). Although the graduates might achieve a high frequency word level of a vocabulary levels test, they are still below the level of the desired vocabulary competency as EFL students (Alqarni, 2019: 111). Accordingly, a more concertation on language vocabulary is needed (Alqarni, 2019: 111).

In the same way, Al-Nujaidi (2003: 78) conducted a study to investigate the relationship between vocabulary size, reading strategies, and reading comprehension of Saudi EFL learners. The researcher attempted to assess the learners' vocabulary size and reading comprehension ability (Al-Nujaidi, 2003: 78). The participants of the study were 226 male and female EFL Saudi first-year university students (Al-Nujaidi, 2003: 78). The researcher utilized a reading strategies survey to examine the learners' awareness of reading strategies and their frequency of use (Al-Nujaidi, 2003: 78). In addition, Al-Nujaidi (2003: 78) constructed a reading comprehension test to assess the learners' reading comprehension ability. Moreover, the last instrument that the researcher implemented is a vocabulary size test to assess the participants' English vocabulary knowledge, at three different word frequency levels (Al-Nujaidi, 2003: 78). Al-Nujaidi (2003: 128) found that Saudi EFL learners are aware of the reading strategies examined in the study itself, and their frequency used of such strategy. In addition, Al-Nujaidi (2003: 128) found a set of strategies used at a low frequency, such as summarizing such reading text. The Saudi EFL reading comprehension level, however, was found to be low (Al-Nujaidi, 2003: 129). Moreover, the vocabulary size test

of Saudi EFL learners shows that learners have a small amount of vocabulary (Al-Nujaidi, 2003: 128). Accordingly, Al-Nujaidi (2003: 129) concluded that reading comprehension ability is strongly associated with the vocabulary size a learner has, in addition to the impact of vocabulary knowledge on using reading strategies. Furthermore, EFL Saudi learners consider vocabulary as the most essential factor of language learning (Al-Nujaidi, 2003: 128).

Vocabulary is a precious tool that guarantee communication. Communication is a valuable aspect, which should be available in EFL learners to communicate successfully with others. Altalhab (2019: 55) affirmed that vocabulary learning is essential for a successful communication. Altalhab (2019: 55) conducted a study to examine Saudi students' vocabulary knowledge in respect to their ability of communication in English. The participants were 120 male Saudi tertiary students, who had just enrolled at King Saud University (Altalhab, 2019: 59). Altalhab (2019: 55) utilized Nation and Beglar's (2007) vocabulary test as a research tool. The scholar found that the mean vocabulary size of the majority of Saudi EFL tertiary students was roughly 3000 words (Altalhab, 2019: 55). Most of students obtained low scores in the vocabulary low and mid frequency levels (Altalhab, 2019: 55). The results indicated that students might be able to read simplified texts, manage basic communication, and comprehend listening materials (Altalhab, 2019: 55). The researcher proposed that students might struggle with reading such authentic texts, producing high quality composition, and watching English TV programs (Altalhab, 2019: 55). Therefore, Altalhab (2019: 62) asserted on paying more attention on vocabulary learning in Saudi schools and universities.

Vocabulary Levels Tests might be a great indicator of EFL learners' language proficiency (Mohd Nasir, Ab Manan & Azizan, 2017: 15). Mohd Nasir, Ab Manan, and Azizan (2017: 15) scrutinized the relationship between English language proficiency and the knowledge of receptive and productive vocabulary. The subjects of the study were 136 students from Architecture, Planning and Surveying departments (Mohd Nasir, et al. 2017: 15). The researchers utilized Nation's Vocabulary Levels Test VLT at three different frequency levels (2000, 3000, and 5000) word levels (Mohd Nasir, et al. 2017: 15). The productive vocabulary knowledge was also measured by using Laufer and Nation (1995) Lexical Frequency Profile (Mohd Nasir, et al. 2017: 15). The researchers concluded that learners' performance in a vocabulary size test might be an indicator of language proficiency level (Mohd Nasir, et al. 2017: 15).

On the other hand, Milton and Hopkins (2006: 130) claimed that vocabulary size is not a successful mean of measuring foreign language learners' performance. Vocabulary size tests might offer a prediction of learners' scores of all language skills, yet it might not predict their fluency in English (Milton & Hopkins, 2006: 131). Moreover, vocabulary size tests show the written forms of words that examinees have to recognize and remember in further (Milton & Hopkins, 2006: 131). Therefore, such tests do not give learners the opportunity to explain and reveal what they really know about the presented words in a test (Milton & Hopkins, 2006: 131). In addition, the vocabulary tests rely merely on testing the written form of words (Milton & Hopkins, 2006: 130). Milton and Hopkins (2006: 130) pointed out that the written and the phonological forms of words are strongly linked together. Therefore, Milton and Hopkins (2006: 130) argued that such test might test the learner's orthographic form of word rather than the phonological forms. The learners might inevitably have a written recognition rather than a phonological recognition of words (Milton & Hopkins, 2006: 130). Thus, vocabulary size tests might underestimate the vocabulary knowledge of EFL learners (Milton & Hopkins, 2006: 145). In the same way, Milton, Wade, and Hopkins (2010: 16) argued that there is a difference between the phonological recognition of words and the orthographic vocabulary knowledge. If an EFL learner is able to recognize the spelling or the written form of a word, the phonological recognition might not be recognized (Milton, Wade, & Hopkins, 2010: 16).

Vocabulary is a very essential component that might affect different language areas such as language proficiency and comprehension. Webb and Paribakht (2015: 36) argued that vocabulary might have such effect on EFL learners' reading comprehension passages. Learners with high vocabulary size might not face such difficulty to comprehend such a reading passage (Webb & Paribakht, 2015: 36). While learners with a low vocabulary size might experience such comprehension obstacles, due to a lexical demands (Webb & Paribakht, 2015: 42). Therefore, it is the EFL teachers' role to emphasize their students on the importance of vocabulary learning and teaching (Webb & Paribakht, 2015: 42). In addition, it is the learners' role to enhance their knowledge to read and write in English (Milton, et al. 2010: 16). If learners failed in developing such knowledge, communication and performance of the foreign language might be strongly influenced (Milton, et al. 2010: 16).

As noticed, all the mentioned studies above were conducted merely on students. Therefore, a huge gape is created in the literature review. Additionally, there is a lack of studies on EFL teachers

using a vocabulary size tests. Therefore, this study will be conducted on EFL Saudi teachers to close the gap somehow in the literature review.

Chapter 3: Methodology

In this section, a clarification of the methodology that is utilized for the current study will be provided. The section will offer a detailed description of the context of the study, method, participants, research instrument, and, ultimately, the data analysis that is occupied in the current study.

3.1. The Context of the Study

Saudi Arabia has a unique educational system. With no doubt, the Saudi government pay more attention to the importance of teaching and learning English, as it is the international language (Altalhab, 2016: 69). What makes the Saudi educational system special is the gender segregation in schools and universities (Baki, 2004: 3). Male and female students and teachers are working and studying separately (Baki, 2004: 3). The educational programs provided for both, males and females, however, reflect the religious beliefs that exist in the society (Baki, 2004: 3). Moreover, the Saudi Ministry of Education set various objectives of teaching English in Saudi Arabia (ur Rahman & Alhaisoni, 2013: 114). Such objectives imply the importance of religious and cultural values (Altalhab, 2016: 69). For instance, the objectives include developing students' linguistic competence to be able to present and explain Islamic concepts, issues, and participate in spreading Islam (ur Rahman & Alhaisoni, 2013: 114). Additionally, such objectives aim to enable students linguistically to present the Saudi culture and civilization (ur Rahman & Alhaisoni, 2013: 114). These objectives, however, set for both public and private schools (ur Rahman & Alhaisoni, 2013: 114).

Saudi educational system has both, public and private schools (Prokop, 2003: 82). Both schools expose learners to the English language differently, as the curriculum might be different (Altalhab, 2016: 69). Therefore, such differences exist among public and private schools students and teachers (Prokop, 2003: 82). Despite the differences between schools in the curriculum, all schools are seeking to achieve the educational goals of the Kingdom's vision 2030, which are developing "all components of the education and training system, including teachers, trainers, faculty members, governance, evaluation systems, quality, curricula, educational and vocational paths, and training environment for all stages of education" (Saudi Vision, 2030).

3.1.1. Research Participants

The research sample for the current study is chosen randomly. It consists of 75 male and 121 female EFL Saudi teachers. Both genders, males and females are solely from different public schools in Saudi Arabia. Moreover, it might be great to mention that the participants are teaching different students' age and grade in various Saudi public schools. Therefore, the researcher does not consider certain students' age and grade for the research objectives.

3.2. Research Method

The research method of the presented study is a quantitative method. The method focuses on collecting data to be analyzed numerically (Goertzen, 2017: 12). It aims to build an accurate and reliable measurements that allow for statistical analysis (Goertzen, 2017: 12). However, the quantitative method is chosen for this research to deliver a radical overview of the study.

3.2.1. Research Instrument

The current study utilized a standard Vocabulary Levels Test of Webb, Sasao, and Ballance (2017) version B. This Vocabulary Levels Test is used as a research instrument to measure the study subjects' vocabulary size at different levels. Due to Covid 19, Corona Virus, the instrument is distributed to the participants of the presented study electronically.

3.2.1.1. The Vocabulary Levels Test VLT

The test comprised five frequency levels (1000, 2000, 3000, 4000, 5000) (Webb, Sasao, & Ballance, 2017: 57). Each level has 30 items, scored 1 for each corrected word (Webb, et al. 2017: 34). In total, the test has 150 English words (Webb, et al. 2017: 34). However, level 1000 presented the beginners' level that best shows one's understanding of English (Webb, et al. 2017: 57). While 5000 level shows the advanced level (Webb, et al. 2017: 57). It is worth mentioning that test takers might experience such difficulty gradually in each level (Webb, et al. 2017: 57). The test measures the receptive vocabulary knowledge that test takers encounter in written texts (Webb, et al. 2017: 57). Nevertheless, the test does not measure the productive vocabulary knowledge, where test takers can produce a second language words (Webb, et al. 2017: 57).

3.2.1.2. The Pilot Study

The pilot study was conducted on three EFL Saudi public schools' teachers. This sample is separated from the actual sample of the current study. The reason of such separation is to implement the same instrument on similar participants, who have the same context and under similar circumstances. Nonetheless, the participants provide a valuable feedback in respect to the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017), which was used as a research instrument for the study. Such feedback, however, reflects a very essential points in respect to the test itself. For instance, numerous participants agreed that the test is easy. On the other hand, one participant claimed that the test was long and difficult, especially the last level (5000 word frequency level). The subject supposed that the words' items in this level are very academic. However, although test takers were able to do the test, it was expected to have such claim on the 5000 word frequency level. It is worth mentioning that the word frequency level of 5000 is the most difficult level in Webb, Sasao, and Ballance Vocabulary Levels Test VLT.

3.2.1.3. Validity and Reliability

Validity is defined as the concern of research component meaningfulness (Drost, 2011: 114). It exists when researchers measure what they intended to measure (Drost, 2011: 114). While reliability is defined as the extent to which measurements are able to be repeated (Drost, 2011: 106). When different participants perform the measurements in different occasions and under different conditions, the same results will be obtained (Drost, 2011: 106). Based on this, Webb, Sasao, & Ballance argued that the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017) is a valid and reliable test (2017: 54-55).

3.3. Research Questions

This research is an attempt to tackle an answer to the main questions of the study:

- 1/ What is the Saudi EFL teachers' vocabulary level in accordance to the Vocabulary Levels Test of Webb, Sasao, and Ballance?
- 2/ What is the Saudi EFL teachers' proficiency level in accordance to the level attained in the Vocabulary Levels Test of Webb, Sasao, and Ballance?

3.4. Data Analysis

The collected data from the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017) will be statistically analyzed, using the Statistical Package for Social Sciences (SPSS) software. The statistical analysis is used to measure the differences between Saudi EFL male and female public schools' teachers. In addition, determining the proficiency level in accordance to the level attained in the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017).

Chapter 4: Research Findings

This chapter illustrates the research findings through deep descriptive details. Such details will reflect the results obtained from the current study.

4.1. Number of Female and Male Participants Who Were Able to Do the Test:

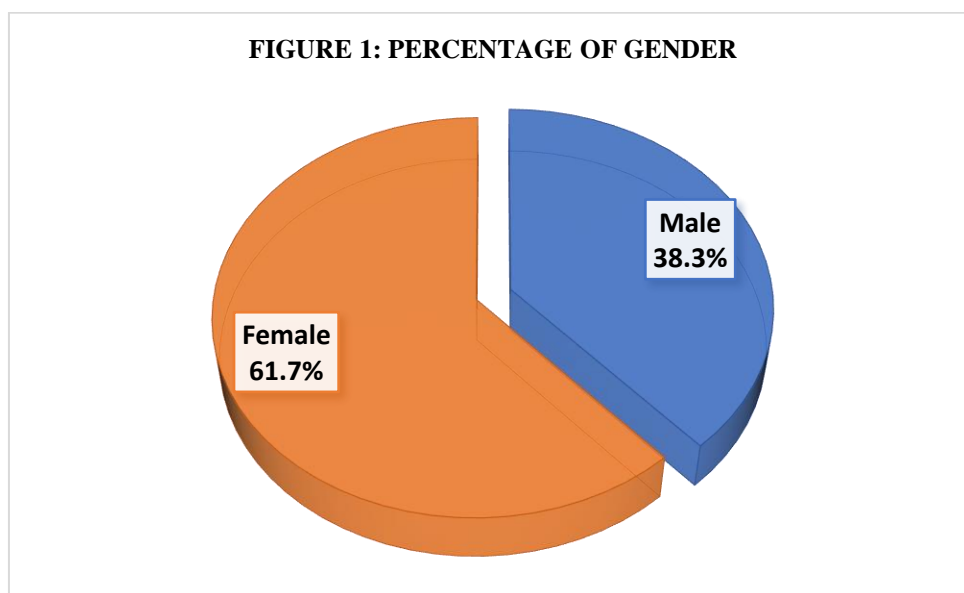
A statistical software, Statistical Package for Social Sciences (SPSS, version 25) was used in this current study. The statistical methods utilized in this study include descriptive statistics (Frequencies, Percentages, Mean, Standard deviation, and Figures (Pie and Bar chart)). In addition, an independent sample T-tset is implemented to signify the differences between the mean of the responses of the study sample in respect to (Gender).

Table 1: Frequency and Percentage of Gender (N=196)

Gender	Frequency	Percentage
Male	75	38.3%
Female	121	61.7%
Total	196	100%

Figure 1:

Apparently, (61.7%) of the study sample are females, and (38.3%) of them are males.



4.2. Number of Participants Who Were Able to Answer the Test Correctly Based on Each Word Frequency Level:

Table 2: Frequency and Percentage of Levels (N=196)

Level	No of items	Frequency	Percentage
1,000 Word Level	30	5,809	98.8%
2,000 Word Level	30	5,438	92.5%
3,000 Word Level	30	4,725	80.4%
4,000 Word Level	30	4,553	77.4%
5,000 Word Level	30	4,310	73.3%
Overall	150	24,835	84.5%

As shown above, the overall percentage was (84.5%). The percentage presented the participants who were able to answer the vocabulary size test correctly in the all items '150'. The highest percentage was for the first level (1,000 Word Level) where it reached (98.8%), while the lowest percentage was for the fifth Level (5,000 Word Level) where it reached (73.3%).

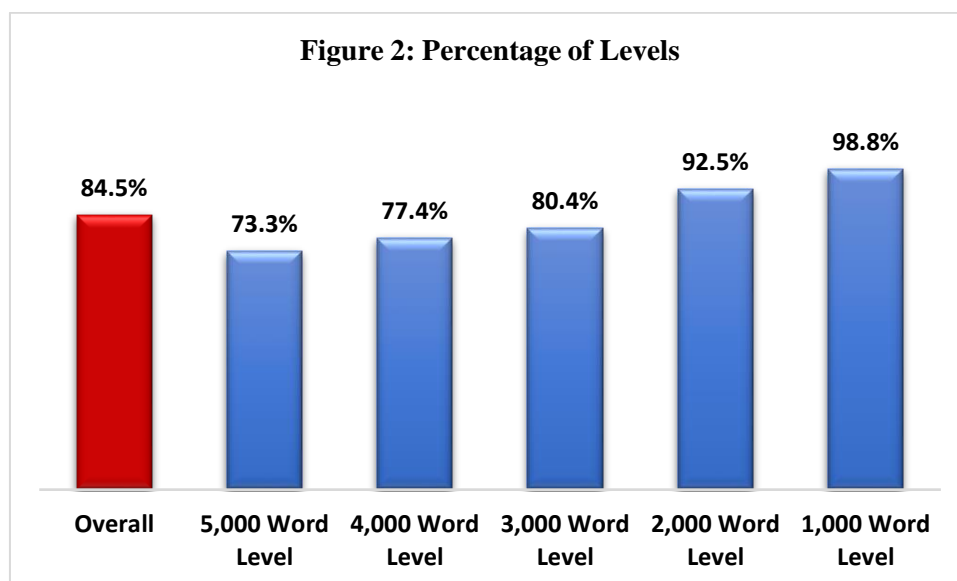


Table 3: Frequency and Percentage of Level One (1,000 Word Level) (N=196)

No	Item	Frequency	Percentage
Overall		5809	98.8%
1	cost	194	99.0%
2	picture	196	100.0%
3	place where things grow outside	196	100.0%
4	body part that sees	196	100.0%
5	parent who is a man	196	100.0%

6	part of the day with no sun	196	100.0%
7	brother of your mother or father	196	100.0%
8	middle	195	99.5%
9	short piece of writing	192	98.0%
10	family member	195	99.5%
11	sixty minutes	195	99.5%
12	way of doing things	195	99.5%
13	green leaves that cover the ground	195	99.5%
14	place to wash	196	100.0%
15	top end of your arm	196	100.0%
16	get ready	195	99.5%
17	make a happy sound	196	100.0%
18	not remember	195	99.5%
19	do things to get money	195	99.5%
20	go back again	196	100.0%
21	make sure	195	99.5%
22	say or write an answer to somebody	193	98.5%
23	carry to another place	195	99.5%
24	look at for a long time	176	89.8%
25	most important	196	100.0%
26	not good	196	100.0%
27	not hot	196	100.0%
28	certain	189	96.4%
29	usual	178	90.8%
30	very bad	189	96.4%

The overall percentage in (1,000 Word Level) was (98.8%). The highest percentage was in items (picture, place where things grow outside, body part that sees, parent who is a man, part of the day with no sun, brother of your mother or father, place to wash, top end of your arm, make a happy sound, go back again, most important, not good, not hot) where it reached (100%). The lowest percentage was in item (look at for a long time) where it reached (89.8%).

Table 4: Frequency and Percentage of Level Two (2,000 Word Level) (N=196)

No	Item	Frequency	Percentage
1	important part of something	173	88.3%
2	person who trains members of sports teams	195	99.5%
3	unwanted plant	192	98.0%
4	food grown in gardens	196	100.0%
5	information which a person has	196	100.0%
6	middle number	195	99.5%
7	round shape	196	100.0%
8	something used to cut food	196	100.0%
9	using laws fairly	194	99.0%
10	part	190	96.9%
11	place	174	88.8%
12	something to cover a bed	167	85.2%

13	cover for letters	196	100.0%
14	kind of hat	195	99.5%
15	place to live inside a tall building	196	100.0%
16	cover tightly and completely	164	83.7%
17	give to	124	63.3%
18	look for	181	92.3%
19	have something inside	191	97.4%
20	look for	194	99.0%
21	try not to do	187	95.4%
22	get something	181	92.3%
23	hit gently	148	75.5%
24	have as part of something	167	85.2%
25	feeling good about what you have done	192	98.0%
26	great	188	95.9%
27	happening all the time	125	63.8%
28	bad	180	91.8%
29	not rough	174	88.8%
30	younger in position	191	97.4%
Overall		5438	92.5%

As presented, the overall percentage in (2,000 Word Level) was (92.5%). The highest percentage was in items (food grown in gardens, information which a person has, round shape, something used to cut food, cover for letters, and place to live inside a tall building) where it reached (100%). The lowest percentage, however, was in items (give to, and happening all the time) where it reached (63.3%).

Table 5: Frequency and Percentage of Level Three (3,000 Word Level) (N=196)

No	Item	Frequency	Percentage
1	actions	182	92.9%
2	happy occasion	194	99.0%
3	statement saying you are sorry	193	98.5%
4	combination of words	187	95.4%
5	guidance	144	73.5%
6	large amount of money	194	99.0%
7	farming	186	94.9%
8	government	123	62.8%
9	person who helps without payment	193	98.5%
10	having little money	183	93.4%
11	history	184	93.9%
12	useful thing	133	67.9%
13	ability to learn	184	93.9%
14	deep place	88	44.9%
15	people who watch and listen	195	99.5%
16	agree	133	67.9%
17	say clearly	143	73.0%
18	show in public	168	85.7%

19	catch	178	90.8%
20	go on	165	84.2%
21	talk about what is correct	119	60.7%
22	continue to happen	130	66.3%
23	goes beyond the limit	141	71.9%
24	take in	122	62.2%
25	almost exact	167	85.2%
26	earlier	161	82.1%
27	happening often	170	86.7%
28	not changing	120	61.2%
29	occurring earlier in time	124	63.3%
30	shared	121	61.7%
Overall		4725	80.4%

The overall percentage in (3,000 Word Level) was (80.4%). The highest percentage was in item (people who watch and listen) where it reached (99.5%), while the lowest percentage was in the item (deep place) where it reached (44.9%).

Table 6: Frequency and Percentage of Level Four (4,000 Word Level) (N=196)

No	Item	Frequency	Percentage
1	healthy supplement	182	92.9%
2	opening in the ground or in the side of a hill	193	98.5%
3	situation	147	75.0%
4	something used for cleaning	193	98.5%
5	teacher	183	93.4%
6	valuable stone	194	99.0%
7	group of people who play music	188	95.9%
8	long, thin opening	111	56.6%
9	small unwanted piece	99	50.5%
10	hard outside part	137	69.9%
11	judgment	89	45.4%
12	place	154	78.6%
13	government building	186	94.9%
14	plant that is smoked in cigarettes	189	96.4%
15	small street between buildings	167	85.2%
16	do not allow	188	95.9%
17	make smaller	142	72.4%
18	throw	154	78.6%
19	cry	173	88.3%
20	tell	81	41.3%
21	turn on	142	72.4%
22	break into pieces violently	135	68.9%
23	get smaller	124	63.3%
24	move something to another place	173	88.3%
25	beside	119	60.7%
26	not crazy	121	61.7%
27	quick	117	59.7%
28	believable	140	71.4%

29	oily	161	82.1%
30	unusual	171	87.2%
Overall		4553	77.4%

As shown, the overall percentage in (4,000 Word Level) was (77.4%). The highest percentage was in the item (valuable stone) where it reached (99.0%), while the lowest percentage, however, was in the item (tell) where it reached (41.3%).

Table 7: Frequency and Percentage of Level Five (5,000 Word Level) (N=196)

No	Item	Frequency	Percentage
1	hair on your upper lip	191	97.4%
2	perfect place	186	94.9%
3	small baked food	185	94.4%
4	container for cut flowers	181	92.3%
5	group of musical notes that are played at the same time	145	74.0%
6	shape with two long and two short sides	178	90.8%
7	green fruit	171	87.2%
8	low, constant sound	111	56.6%
9	meat from pigs	138	70.4%
10	liquid that is made to smell nice	188	95.9%
11	man who has magical powers	134	68.4%
12	safe place	111	56.6%
13	height	98	50.0%
14	kind of clothing	144	73.5%
15	person who attacks ships	157	80.1%
16	announce	165	84.2%
17	enter without permission	143	73.0%
18	remove	181	92.3%
19	cut or tear into small pieces	132	67.3%
20	end	179	91.3%
21	think deeply	118	60.2%
22	catch fire	103	52.6%
23	exchange	98	50.0%
24	go into or through something	56	28.6%
25	calm and quiet	98	50.0%
26	having no hair	179	91.3%
27	slightly wet	152	77.6%
28	not dangerous	196	100.0%
29	required	119	60.7%
30	using good judgment	73	37.2%
Overall		4310	73.3%

The overall percentage in (5,000 Word Level) was (73.3%). The percentage was increased in the item (not dangerous) where it reached (100%), while the percentage was decreased in the item (go into or through something) where it reached (28.6%).

Table 8: Results of Independent Sample T-Test to Significant Difference Between Responses of the Sample of the Study, According to (Gender)

Variable	Dimension	Category	N	Mean	Std. Deviation	T-Test	DF	P-Value
Gender	1,000 Word Level	Male	75	29.52	0.76	-1.79	194	0.07
		Female	121	29.71	0.70			
	2,000 Word Level	Male	75	27.39	3.22	-1.48	194	0.14
		Female	121	27.97	2.28			
	3,000 Word Level	Male	75	24.64	4.92	1.18	194	0.24
		Female	121	23.78	5.00			
	4,000 Word Level	Male	75	24.12	5.30	2.22*	194	0.04
		Female	121	22.68	5.01			
	5,000 Word Level	Male	75	22.79	5.76	1.56	194	0.12
		Female	121	21.50	5.56			
	Overall	Male	75	128.45	17.71	1.14	194	0.26
		Female	121	125.63	16.28			

As shown in Table 8, there are statistically significant differences at the level of significance (0.05) or less in dimension (4,000 Word Level) according to gender, in favor of males. There are no statistically significant differences at the level of significance (0.05) or less in dimension (1,000 Word Level, 2,000 Word Level, 3,000 Word Level, 5,000 Word Level, and overall) according to gender.

In conclusion, the quantitative data revealed that the vocabulary size of both genders, Saudi males and females, public schools' teachers are approximately the same in all word frequency levels except the word frequency level of four. Significantly, males' performance is increased in the fourth word frequency level over females.

Chapter 5: Discussion, Limitations, Conclusion

This chapter will address the main findings related to the amount of English vocabulary that Saudi EFL public schools' teachers have in respect to both genders, males and females. In addition, the chapter will convey the essential part of the current study. It will include three parts, which are discussion, limitations, and a conclusion of the study. The discussion part will scrutinize the meaning of the results and will endeavour to explain them. The second part, however, will introduce the limitations of the study. It will include the factors that impact the implementation of the current study. Finally, the last part will include the conclusion part that summarize the study, and introduce the researcher's recommendations for further research in the future.

5.1. Discussion

The research findings in the previous chapter show the vocabulary size of the EFL Saudi teachers of public schools at five word frequency levels. Although the females' sample is higher than males, it seems that males' performance is better than females in such levels, such as the fourth word frequency level. Nonetheless, the performance in each level of both genders, males and females, seems to be approximately the same except in the word frequency level of four. This difference among genders, however, might indicate and assure the validity and the reliability of the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017).

5.1.1. The Vocabulary Level of Saudi EFL Teachers in Accordance to the Vocabulary Levels Test of Webb, Sasao, and Ballance

Apparently, the findings revealed the distinction of the vocabulary size between both genders, males and females. The research findings indicated that public schools' male teachers have better vocabulary size or amount than public schools' female teachers do. As shown in the previous chapter, the Saudi EFL male teachers attained the 4000 word frequency level in Webb, Sasao, and Ballance Vocabulary Levels Test VLT (2017). Accordingly, it allows the researcher to evaluate the progression of vocabulary learning and lexical development of both genders, Saudi EFL male and female public schools' teachers, as what Webb, Sasao, and Ballance aimed to by creating this new Vocabulary Levels Test VLT (Webb, Sasao, & Ballance, 2017: 36). Nonetheless, this finding clearly answer the first research question "What is the Saudi EFL teachers' vocabulary level in accordance to the Vocabulary Levels Test of Webb, Sasao, and Ballance (2017)?". The findings

indicated the vocabulary size that Saudi EFL teachers have in each word frequency level of Webb, Sasao, and Ballance Vocabulary Levels Test VLT.

5.2. The Proficiency Level of Saudi EFL Teachers in Accordance to the Level Attained in the Vocabulary Levels Test of Webb, Sasao, and Ballance

Proficiency might be revealed through a vocabulary size test. The performance in such test might reflect one's proficiency and fluency level (Shao, Janse, Visser, & Meyer, 2014: 7). Therefore, such vocabulary levels or size distinctions between both genders in the current study might be because of one's distinctive proficiency level. From the research findings, it is clear that Saudi EFL male teachers in public schools are proficient than females in respect to the level attained. Therefore, the findings answered the second research question "What is the Saudi EFL teachers' proficiency level in accordance to the level attained in the Vocabulary Levels Test of Webb, Sasao, and Ballance (2017)?". Finally, males' public schools teachers have higher proficiency level than females in accordance to the significant statistical analysis and the level attained in the previous chapter. The results, however, reflect the relationship between vocabulary and language proficiency.

In the same way, Webb (2019: 68) is a proponent who asserted on the relationship between vocabulary and language proficiency. The vocabulary size tests that measure one's vocabulary knowledge is corresponded to the scores attained in such proficiency tests (Webb, 2019: 68). For instance, the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL) (Webb, 2019: 68). Likewise, Shao, Janse, Visser, and Meyer (2014: 7) claimed that good vocabulary knowledge has a strong impact to cause a good performance. Therefore, a good lexical knowledge might be revealed through a good performance (Shao, et al. 2014: 7). However, the results of the current study speculate the proficiency level of the test takers.

The most important words in a language are those that are most frequently used (Mohammed & Alwadai, 2019: 488). It is very crucial to mention that the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017) identifies precisely the most important frequent words that test takers should focused on, in respect to the individuals' level obtained. In addition, the morphological awareness of both genders in the presented study has been revealed. The participants' ability to differentiate between words' meanings has shown. For Instance, most of the participants were able to distinguish between the word's meanings of the word "Look for" in the word frequency level of 2000, as shown in table 4. According to table four, the participants' word

knowledge and awareness of the English language have been explicated. For more illustration, the results have shown that Saudi male public schools' teachers have better word knowledge than Saudi female public schools' teachers do in accordance to the research findings.

In addition to one's word knowledge, it is very essential to consider the morphological awareness of the participants. Most of the participants did not have the ability to distinguish between words' meanings and formations. For example, most of the participants did not get the meaning of the item "Look at for a long time" in the word frequency level of 1000 as presented in table three. As shown in table three previously, the item "Look at for a long time" has the lowest percentage where it reached 89%. Although 1000 frequency level represents beginners, a confusion occurred among the participants. As shown in the previous chapter, the participants got confused between the item "Look for" in the word frequency level of 2000 and the item "Look at" in the word frequency level of 1000. Accordingly, it is very essential to consider such confusion among the participants, as it reflects their morphological awareness of the language.

In light of the research results, the receptive knowledge of the research participants is revealed through the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017). Accordingly, it is worth mentioning that the researcher is able to know the receptive knowledge of both genders, males and females. In addition, making such differentiation between both samples. As the Vocabulary Levels Test VLT measures the receptive vocabulary knowledge, it shows the participants' understanding of words' meanings that might be encountered in written texts solely (Webb, Sasao, & Ballance, 2017: 57). Therefore, the participants' productive vocabulary knowledge was unknown. The test does not measure the productive vocabulary knowledge to show how the participants produce the second language words (Webb, et al. 2017: 57). It does not indicate one's ability to use words at various frequency levels (Webb, et al. 2017: 57). Additionally, the Vocabulary Levels Test VLT does not reflect the participants' knowledge of other vocabulary aspects such as collocations and word parts (Webb, et al. 2017: 57). However, the more vocabulary one's have the better proficiency will be achieved.

On the other hand, the test revealed the receptive knowledge of test takers. This Vocabulary Levels Test VLT indicated the test takers' receptive knowledge. It showed the extent in which they are able to understand the meaning of the written texts in respect to the level attained in the Vocabulary Levels Test VLT (Webb, et al. 2017: 57). Moreover, the findings of the current study, however, show that one's proficiency level is distinctive in addition to the amount of vocabulary

that individual has. The reason behind this distinction might be one's different language learning background. With no doubt, the participants of the current study have different background. Most of teachers might have been taught in Saudi private or international schools, where English language is considered as the most essential subject in such school unlike the public schools. The findings, however, corroborates Altalhab conclusion on the necessity and a consideration for an intensive vocabulary learning (Altalhab, 2019: 62).

As discussed in the previous chapter, it is clear that both samples, males and females, have achieved approximately the same scores except one level. Nonetheless, it seems that the amount of vocabulary that males have is higher than females. This result, however, contradicts with the estimate of the vocabulary size found in Altalhab's (2019) study, despite the difference of the vocabulary size utilized, which was the vocabulary test that constructed by Nation and Beglar (2007) (Altalhab, 2019: 55). In addition to the difference in the sample of that study which included Saudi tertiary male students, enrolled at King Saud University, in Riyadh (Altalhab, 2019: 55). The participants achieved roughly 3000 words in Altalhab's study (Altalhab, 2019: 55). Most of the participants had low scores in the vocabulary low frequency levels (Altalhab, 2019: 55). However, the current study presented significant results in respect to Saudi males' public schools' teachers over females.

Nonetheless, the findings of the presented study fits well with Alqarni's conclusion (Alqarni, 2019: 111). The researcher implemented the study on both genders, males and females, to measure the receptive vocabulary knowledge that students have (Alqarni, 2019: 111). Alqarni (2019: 111) found that males' performance is greater than females in the Vocabulary Levels Test, adopted from Nation (2008) (Alqarni, 2019: 111). The researcher concluded that Saudi English language and Translation university graduates are in need for more concentration on vocabulary learning (Alqarni, 2019: 111). Alqarni (2019: 111) asserted on the importance of vocabulary learning for university students. Meanwhile, it is worth to mention that although this study utilized different vocabulary size test, it has approximately the same results, in favor of males (Alqarni, 2019: 111). The current study interpreted the significant differences among both genders, Saudi male and female public schools' teachers, statistically at the level of significance (0.05) or less in dimension (4,000 Word Level) according to gender, in favor of males. This valuable difference is shown in table eight in the previous chapter explicitly. However, this is a surprised finding that males know more vocabulary than females. The researcher did not expect such finding, because there were numerous studies reflected the opposite in respect to gender. For instance, Kobayashi (2002: 181)

declared that females are superior in language learning over males. In addition, Kobayashi (2002: 188) demonstrated that Mathematics is a masculine domain. However, females avoid Mathematics as they assume that it is a masculine area and might lead them to lose their femininity (Kobayashi, 2002: 188). Therefore, the findings of the current study should be put in consideration.

5.3. Conclusion

Teaching vocabulary has been neglected in the foreign language context (Coady, 1997: 274). However, the findings of the presented study drew the attention to the importance of vocabulary. In this regard, the current study concentrated on the amount of vocabulary that Saudi EFL teachers have in public schools. It is essential to pay more attention to vocabulary teaching and learning, as it might affect all other language areas. Apparently, all studies in the literature review conducted on students solely. Consequently, the current study attempted to measure the amount of vocabulary that Saudi EFL public schools' teachers have, for both genders males and females.

Eventually, the findings of the presented study are remarkable. Surprisingly, it shows that Saudi public schools' male teachers have more vocabulary than female teachers do. Although the concept of language learning is a feminine domain (Kobayashi, 2002: 181), Saudi males public schools' teachers performed well in the current study. It seems that Saudi public schools' male teachers are superior in the vocabulary field of the English language over Saudi public schools' female teachers. As shown in the research findings, it appeared that both genders Saudi males and females public schools' teachers' performance in the test was approximately the same. However, the word frequency level of 4000 revealed the gender differences of the English language vocabulary between both genders; Saudi males and females. This valuable finding unexpectedly contradicts the stereotype and the previous studies in this field that females are superior in language learning than males.

With no doubt, teachers play a very pertinent role in the learning process. Hence, it is very crucial to measure the EFL teachers' amount of vocabulary. EFL teachers might affect their students' language learning either positively or negatively. The more vocabulary EFL teachers know the more proficient they will be. Therefore, proficiency and communication rely on the amount of vocabulary that one's have. Thus, it would be better for teachers to have a sophisticated amount of vocabulary to teach, assess, and interact with the students effectively. Ultimately, having good lexical knowledge might be reflected in such vocabulary size test in addition to all language skills. Therefore, it might be great to summarize that vocabulary is an essential element

of a language, which is related to all language skills such as reading, speaking, and writing skills. Vocabulary is an important element of the English language and without it, nobody will succeed in language learning.

In light of the current study, an essential conclusions have been drawn. The study asserted on the importance of vocabulary knowledge for EFL teachers to have good proficiency. With no doubt, having good amount of vocabulary will help teachers to teach the English language effectively. For instance, EFL teachers will be able to set and implement various techniques and strategies in the classroom to teach their students new vocabulary. Certainly, EFL teachers' lexical knowledge will promote language teaching. Accordingly, it is very crucial to measure EFL teachers' amount of English vocabulary by utilizing a vocabulary size test. Through such vocabulary size test, teachers' level and amount of vocabulary will be shown inevitably. For more illustration, the vocabulary size test will help in determining one's level knowledge of English vocabulary.

Apparently, the Vocabulary Levels Test of Webb, Sasao, and Ballance (2017) specified the research participants' level of the English language vocabulary. It is true that the participants were able to do the test, yet they assumed that the test was gradually difficult for them. In addition, the participants assumed that the test was long and academic somehow. These assumptions, however, should be put in consideration. Despite those assumptions, gender differences appeared obviously through the results obtained in each test's level.

To sum up, vocabulary is the foundation that all language areas and skills rely on. Therefore, it might be great if the EFL teachers develop their amount of vocabulary to teach the English vocabulary extensively. Vocabulary will lead EFL teachers to exchange their knowledge with students and eventually be more proficient and interactive with the students. Accordingly, it is very crucial for EFL teachers to choose the right teaching method in a way that guarantee students' language learning. Moreover, measuring EFL teachers' amount of vocabulary is very important to enhance the students' learning process effectively and to promote language learning.

5.4. Limitations of the Study

- The current study was intended to be conducted by observing teachers in public schools while doing the Vocabulary Levels Test VLT of Webb, Sasao, and Ballance (2017). For the test, it is supposed to be printed out to be distributed among the participants. However,

due to CORONA virus (COVID 19), an online form was distributed among Saudi EFL public schools' teachers. It would be better if the researcher could observe the participants while taking the test, to make sure that test takers do not use any resources while doing the test.

- The researcher intended to have an equal samples for the current study. The females' sample is higher than males. However, the researcher faced such difficulty in collecting the males' sample.
- The Vocabulary Levels Test of Webb, Sasao, and Ballance (2017) does not include all the types of vocabulary. For instance, synonyms, antonyms, acronyms, and idioms.

5.5. Research Recommendations:

- It might be interesting if the same study will be conducted on young learners either in Saudi public, private, or international schools. Researchers, however, should select the sample precisely as the educational curriculum is different somehow.
- Saudi EFL teachers should have the IELTS certificate. It will be beneficial if the Saudi Ministry of education requires Saudi EFL public schools' teachers to have a specific band or score in the IELTS test.
- It might be valuable for the Saudi Ministry of education to implement an Aptitude Test on Saudi EFL teachers, to determine teachers' success and suitability for the job role as EFL teachers.
- It might be great to implement the same study on EFL Saudi teachers in private and international schools to draw such comparison between them.
- Saudi EFL teachers have to be aware of the importance of teaching English vocabulary inside and outside the classroom, and its effect on other language areas such as proficiency and other language skills.
- Vocabulary knowledge might be highly correlated with students' academic success (Sedita, 2005: 1). As vocabulary might have such effect on all language skills and areas, Saudi EFL teachers need to be conscious of the correlation between vocabulary and one's academic success.
- It might be beneficial if the Saudi Ministry of Education separate vocabulary as an independent subject.

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