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**THE ROLE OF TEACHING VOCABULARY TO IMPROVE THE
FOREIGN LANGUAGE LEARNERS' WRITTEN PRODUCTION**

**CASE STUDY: SECOND-YEAR LMD STUDENTS OF ENGLISH
AT CHADLI BENDJEDID EL-TARF UNIVERSITY**

**Dissertation Submitted to the Department of English in Partial Fulfillment for the
Requirements of Master Degree in Didactique de l'Anglais**

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Declaration

We hereby declare that the work entitled “The Role of Teaching Vocabulary to Improve Foreign Language Learners Written Production: A Case Study of Second-Year Students of English at Chadli BENDJEDID El-Tarf University “ supervised by Mrs. Sana BOURAS at Chadli BENDJEDID EL-Tarf University which we now submit for assessment of the programme of study leading to the award of **Master** in *Didactique de l'Anglais* is entirely the result of our own work. All the sources that we used (i.e., sources that are summarized, paraphrased, or quoted) have been alluded to and acknowledged by complete reference. This research is current and has not been submitted or executed heretofore at Chadli BENDJEDID El-Tarf University, particularly in the Department of English or any other institution for a degree.

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Dedication

*Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to our heart.
My humblest effort dedicates to my sweet and loving*

My Mother Aicha

A strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done with little

My Father Hadi

For earning an honest living for us and for supporting and encouraging me to believe in myself

To my Lovely sisters

Ahlem and Hakima for their incomparable sacrifices, deepest love, boundless patience, and for their greatest encouragement and for being my guardian during my career.

To my Precious Brothers

Farouk, Yassin and Khaled for their outstanding support and encouragement to go further and especially my second father Adel who stands by me when things look bleak.

A very special dedication goes to my brother and friend Brahim Douida for his help, patience and his continuous moral support.

To my loyal, truthful, caring, loving, and secretive friends Hamada and Imene with whom I shared the best memories.

To all wonderful mates of second year master 2016.

I am utterly thankful to all those who have believed in me and have provided much friendship, and encouragement to help me carry out this work.

All the people in my life who touch my heart, I gladly dedicate this work and these words.

THANK YOU

Dalet HAMDOUFI

Dedication

As always, first thanks to Allah for giving me the chance for better education.

I would like to dedicate this modest work:

*To the sun and the moon of my life; my mother **NAIMA** and my father*

***ABD EL Aziz** the most*

precious persons to my heart. May Allah blesses them.

*To my dear brothers: **Abd el Karim, Ishak** and **Yahia**.*

*To my dear sisters: **Hadjer** and **Mariem** for their unconditional support*

and encouragements to pursue my interests.

*To my dear fiance **Soufienne** who believed on me and pried for my success. To all my extended family, especially my aunt **Fifi** and all her sons*

***Islam** and **Iyad** and the many friends, who have been so supportive and encouraged in the fulfillment of this work. Especially my dearest friend,*

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ABSTRACT

The present investigation aims to study the interconnection between vocabulary teaching and its influence on the students' written production. The study supports the notion of the interconnection between the appropriate use of vocabulary and the advanced written production in which the correct selection of words affects students' level of writing. In order to check the validity of the hypothesis that stipulate if second-year students of English at Chadli BENDJEDID El-Tarf University are taught vocabulary, then their written production will be improved. To confirm this hypothesis, a descriptive study has been conducted and questionnaires were used as data gathering instruments. The questionnaires were administered to both teachers and students at the department of English at Chadli BENDJEDID El-Tarf University. The results of this investigation have confirmed that students are in need to taught vocabulary in order to improve their writing competence because they face obstacles with appropriate use of vocabulary. As a result of this, writing in second or foreign language seems as a difficult task for second-year students to learn. This leads us to confirm that if teachers are aware of the advantages of the vocabulary teaching as stated in the hypothesis, students may overcome some of their difficulties while writing.

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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
GTM	Grammar Translation Method
L1	First Language
L2	Second Language
LMD	License, Master and Doctorate
N	Numbers
%	Percentage
Q	Question
TL	Target Language
VSS	Vocabulary Self-Collection Strategy

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**General
Introduction**

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GENERAL INTRODUCTION

As a crucial part of a language, vocabulary plays an important role in the language learning process. The importance of teaching vocabulary has not been recognized until the 1970's and early 1980's because specialists have given much importance to grammar and phonology at the expense of vocabulary. Vocabulary used to be a neglected aspect of language teaching during that period. Vocabulary is a main component for any language proficiency. Thus, to learn a language without its lexis would be impossible whether the language is first, second or foreign one. To learn a language, it is necessary to improve the four fundamental skills, which are listening, speaking, reading and writing. Writing as a complex skill needs vocabulary knowledge to facilitate learners' abilities to write properly. Writing in a foreign language is more challenging because writing as one of the four skills is considered by teachers as a problematic skill that learners face difficulties in. The aim of the present investigation is to focus on the role of teaching vocabulary to improve English Foreign Language (EFL) learners written production.

1.Statement of the Problem

The students' vocabulary background has a crucial impact upon their written production. However, the insufficient vocabulary background is a major concern in the foreign language learning. The reason behind learners' humble vocabulary is due to the poor teaching of it. Second-year students of English at Chadli BENDJEDID University face many obstacles while writing; they cannot express their ideas because of their vocabulary shortage. Students also encounter considerable difficulty with vocabulary storing even when they are at a more advanced level i.e.; the university.

2. Aims of the Study

The aim of this present research is to investigate whether the teaching of vocabulary improves second-year students written production or not and also to find what positive effects do this research yields on the students' vocabulary learning development. Thus, this would help students to foster their academic achievement in the written production.

Words are the building blocks that make up a language. By learning the lexical items, we start to develop knowledge of the target language in order to increase the memorization of the new words.

Meanwhile, language teachers are also responsible to motivate students for promoting their knowledge of vocabulary by enabling students to understand the appropriate meaning of words, explain the meaning and freely use vocabulary when needed. Therefore, vocabulary should be at the core of language teaching in order to enable learners to use their background knowledge in active use.

3. Research Questions

In order to know the role of teaching vocabulary in improving EFL learners written production. The current study tries to find answers to the following questions:

- ✚ What is the relationship between vocabulary and writing production?
- ✚ What are the best techniques and methods that teachers must use with second year students to learn vocabulary?
- ✚ What are the most sources of difficulties that EFL learners face when dealing with writing?
- ✚ To what extent can vocabulary help in enhancing writing?

4. Hypothesis

As a first attempt to answer the preceding questions, we hypothesize that if EFL learners have been taught vocabulary, then their written production will be improved.

5. Research Methodology

In order to check the validity of the hypothesis, we relied on the descriptive method in order to scrutinize the relationship between the teaching of vocabulary and writing competence's improvement.

6. Population

Since this study is about the problems that may be encountered by EFL under graduate students who are beginners in studying English, we have decided to choose second - year LMD students as a population (25 students) at the Division of English at Chadli

BENDJIDID El-Tarf University who are randomly selected. Also a sample of (five) written expression teachers will be chosen.

7. Data Gathering Tools

A far as data collection is concerned, we would administer two main questionnaires, one to second year LMD students at the English division of Chadli BENDJIDID University and another for the teachers. The students' questionnaire, directed for second-year LMD students, this study is an attempt to know how much students are aware of the importance of vocabulary knowledge in their written production. The purpose behind the teachers' questionnaire is determine the role of vocabulary teaching to improve the learners written production, how teachers teach vocabulary and how they teach students to use suitable vocabulary to reach the writing proficiency level.

8. Structure of the Study

The research has been divided into two main parts; a descriptive part which includes two main chapters about our subject that we are dealing with, and the empirical part which includes the state analysis of the questionnaires of both teachers and students.

Chapter one of part one is a review of literature which deals with vocabulary teaching. In this chapter, we will start with vocabulary definitions and its importance, then, dealing with the types of vocabulary. We will also look at certain effective methods and strategies for teaching vocabulary. As well as to see what are the main aspects of vocabulary in addition to the steps of teaching vocabulary. As the last point, we will highlight on the relation between writing and vocabulary.

Chapter two is about the writing skill. This chapter starts by definition of writing its nature in addition to its aspects. It also includes the basic rules of writing. Besides, it highlights the relationship between writing and reading as these skills integrate with one another. Indeed, this chapter outlines the many approaches to teaching writing appropriately, with more focus on the process approach as this new trend brought significant changes in the field of teaching writing that deals with the different stages of writing development which the learner has supposed to go through.

The practical side has been divided into two parts. The first part is devoted to the presentation and the analysis of the findings. This chapter is designed for our case study which aims at exploring the extent to which the Foreign Language Learners' level is and to make second-year students aware of the importance of vocabulary knowledge in improving their writing competence. This part tends to collect and analyze the results of the questionnaires of both students and teachers. The data collected will be tabulated and analyzed.

The second part is devoted to the pedagogical implications that could help teachers to teach the vocabulary effectively and could help the students to benefit from these vocabulary teaching strategies to improve their written production.



CHAPTER ONE
VOCABULARY TEACHING

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Introduction

By the appearance of the communicative approach in the 1970s, we have noted a re-think of the role of vocabulary in language teaching. Subsequently, it is mostly accepted that vocabulary should have been at the core of language teaching and taught in a well-structured and regular foundation. So, recently vocabulary has been the concern of numerous researchers and teachers in order to investigate how it could be best taught. Hence, in this chapter, we will cast the light on vocabulary definitions and its importance. Then, we must distinguish between the two types of vocabulary. We will also look at certain effective methods and strategies for teaching vocabulary which are useful for improving the foreign language learners' vocabulary bank. We will deal with the main aspects of vocabulary in addition to the steps of teaching vocabulary. Finally, we will shed light on the relation between writing and vocabulary.

1.1. Definition of Vocabulary

Learning a new language cannot be parted from the vocabulary, meaning that in learning a new language individuals have to master its vocabulary. Vocabulary could be defined in several ways. Specialists have suggested some definitions about vocabulary. According to Richards and Rodgers (1986, p. 255), "vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write". Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often do not accomplish their potential and might be downcast from making use of language learning opportunities around them, for instance: listening to the native speaker, using language in different context, reading or watching television.

In addition, Nation and Newton (1997, p. 241) state that "knowing a word meaning knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features".

Vocabulary is crucial in second language (L2) acquisition. As McCarthy (1990, p. 140) states "without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way". Also, Schmitt (2000, p. 5) proposes:

a list of the different kinds of knowledge that a person must master in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.

Built on those statements, it could be presumed that vocabulary is a list of words as a basic constituent of language proficiency which has a form or expression and comprises of different features, like meaning, use of the word, form (pronunciation and spelling).

1.2. The Importance of Vocabulary Knowledge

Vocabulary is the biggest component that makes up a language, since words are the basic building block of language, so it is impossible to learn a language without its vocabulary. Pickett (1978, as cited in Hedge, 2002, p. 110- 111) has shed light on the role that vocabulary learning plays in any language: “this brings me to the subject of vocabulary learning, which to me always seems the key to any language. I am quite happy to pronounce badly and make grammatical mistakes but there is no escape from learning words”.

It is also clear that vocabulary is relatively an important element in the English Foreign Language (EFL) learners since they are always in need to absorb, enlarge, and use their vocabulary knowledge in order to carry a meaning. This is supported by Wilkins (1972, as cited in Thornbury, 2002, p. 13) Who claims that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

Furthermore, Read (2000, p. 1-2) has argued that vocabulary has been at the central of language teaching, demanding tests to check the student’s improvement in vocabulary Learning.

1.3. Types of Vocabulary

Some specialists divide vocabulary into two types: active and passive vocabulary. Harmer (1991, as cited in Gruneberg & Sykes ,1991, p. 60-62) differentiates between these two essential types of vocabulary. The first type of vocabulary refers to the one that the students taught and that they are predictable being able to use. Provisionally, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft (1998, in Hatch & Brown 1995), specify two kinds of vocabulary, entitled receptive and productive vocabulary.

1.3.1. Receptive Vocabulary

Receptive vocabulary is words that learners identify and comprehend when they have used in context, but which they cannot produce. It is vocabulary that learners identify when they perceive or encounter in a reading text but do not use it in speaking and writing. (Webb, 2009)

1.3.2. Productive Vocabulary

Productive vocabulary is the words that the learners recognize and can articulate correctly and use beneficially in speaking and writing. It includes what is needed for receptive vocabulary plus the ability to speak or write at the right time. Therefore, the productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. (Webb, 2005)

1.4. The Status of Vocabulary in the Major Teaching Methods

The persistence of this general overview is to get a full understanding of the place of vocabulary within the curriculum over the years in the different teaching methods and approaches. In other words, we are looking for how vocabulary teaching has viewed and what techniques have been used to teach vocabulary in these language teaching trends; the Grammar Translation Method, the Direct Method, the Reading Method, the Audio-Lingual Method, the Communicative Approach, and finally the Lexical Approach. So, the importance

given to vocabulary and the manner it has been taught within each of the following approaches are briefly discussed hereafter:

1.4.1. The Grammar Translation Method

The Grammar Translation Method (GTM) is an extension of the approach used to teach classical languages, Greek and Latin. Krashen (1987, p.128) says

It can only be claimed that grammar translation provides scraps of comprehensible input. The model sentences are usually comprehensible, but the focus is on the form and not meaning. Students are forced to read word by word, and consequently rarely focus completely on the message.

According to him, the exercises used in that method have designed to provide a conscious control of structure through the practice of grammar and vocabulary of the lesson.

As far as vocabulary is concerned, in GTM, great stories set by the learning of many foreign language words. Lessons typically consisted of a reading selection, two or three long columns of new vocabulary items with innate language equivalents, and tests. It should also be noted that the vocabulary learned from one unit is not identical in other units, and as a result, students quickly forget a great number of it. Additionally, vocabulary teaching in the GTM does not allow the learners to get the meaning of words simply at all because they are not put in any context.

1.4.2. The Direct Method

In the early years of the twentieth century, the Direct Method, the best known of several “natural” methods which focus, in fact, on the active involvement of the learner in listening and speaking to the foreign language daily situations.

In the Direct Method, concrete vocabulary has explained with labeled pictures and demonstration, while abstract vocabulary has been taught over the connecting of ideas. In other words, the method emphasis on the learning of daily vocabulary. The words students learn are not joined with first language equivalents but with pictures, or actions. This combination relies on the exclusive use of the target language.

1.4.3. The Reading Method

The 1920's and the 1930s saw the birth of the Reading Method in the United States and along with Situational Language Teaching in Great Britain. The standard underlying behind this method is the development of reading skills. Similarly, in Great Britain, West (1930, p.514) stresses that "the need to facilitate reading skill is by improving vocabulary skills". He also criticizes the direct methodologies that stressing the importance of speech without providing guidelines for selecting content.

The primary thing in learning a language is the acquisition of vocabulary, and practice in using it. The problem is what vocabulary; and none of these modern textbooks in common use in English schools have attempted to solve the problem. (West, 1930, p.514)

The method objective is developing an intensive reading for the purpose of understanding, vocabulary acquisition, grammatical rules and also encourage learners read on their own.

1.4.4. The Audio-Lingual Method

From the 1950's and as a reaction to the traditional methods i.e., the Grammar Translation Method, the Direct method, and the Reading method, which were judged to be ineffective. the Audio-lingual method was developed by American structural linguists during World War II. This approach advocates that the problems which have experienced by foreign language learners are concerned as the struggle of different structural systems.

The major objective of language teaching is the acquisition of structural patterns. vocabulary items are selected according to their simplicity and familiarity and new words are introduced through the drills, but only enough words to make the drills possible.

1.4.5. The Communicative Approach

In the early 1970's, there was a widespread reaction against the methods that stressed the teaching of grammatical forms and paid little attention to the way language is used in everyday situations.

By the 1980's, came the time to assert, as Wallace (1982) detailed that If we have the basic vocabulary, it will be possible to communicate easily. Following the development of Communicative Language Teaching (CLT), many researchers such as Wallace (1982) has supported the teaching of vocabulary in relation with situations and contexts, encouraging implications and activation of learners' previous knowledge.

Thus, vocabulary that acts in the teaching of foreign languages for a long period, started to take advantage from theoretical progresses in the linguistic study of the lexicon. Nevertheless, it is not always given the attention it deserves in the teaching curriculums.

1.4.6. The Lexical Approach

After the publication of the lexical approach by Lewis (1993), there was an apparent recovery of interest in vocabulary acquisition. What this author suggests is definitely matched with the assertions of the communicative approaches. He argues that "The lexical approach is not a new all- embracing method, but a set of principles based on a new understanding of language." Lewis (1997) also suggests that most of the tasks used in the communicative approach are linked with the lexical approach. This means that teachers should assume tasks that have a clear stress on lexis. To realize this objective, Lewis (1997, p. 205) proclaims that teachers should adopt the following principles:

1. Intentionally take any opportunity to enlarge the students' phrasal lexicon.
2. Use several ways to develop learners' awareness of the value of noticing, recording and learning multi-word items.
3. Encourage lexical comparison between L1 and L2, but not a structural one.
4. Support students to listen and learn language in multi-word units.
5. Value successful language at every time, despite it is not correct in form.

1.5. The Lexical Competence

As outlined by Richard (1976, in Read, 2002, 25-27) “To find out the exact meaning of a word is not an easy task because it requires knowing different aspects of knowledge “. Whereas, the first postulation is that the native speaker’s vocabulary knowledge continues to improve adult life, in contrast to the flexibility of their grammatical one. In addition to this, Richard’s eight principles emphasize on the different aspects of knowing a word, which requests taking into consideration the following:

1. To know a word means knowing the degree of its frequency in speech or writing.
2. Also, it is worthy to know the words that can be related or associated with it.
3. Knowing the use of this word according to variation of function and situations.
4. Knowing the syntactic behavior associated with the word.
5. Knowing its basic form and the derivations that can be created from this form.
6. Knowing the network of associations between that word and other words in the Language, that may contain such associative links, for instance; synonymy, antonym.
7. Knowing its semantic value.
8. Knowing the many of the various meanings associated with words.

1.6. Teaching Vocabulary

Vocabulary is the first and foremost significant step in language acquisition, but for teaching vocabulary is not easy to do. According to Brown (2000, p.7) teaching is guiding and simplifying learning, allowing the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will control your philosophy of education, your teaching style, your approach, methods and classroom techniques. Based on this definition, teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary using our teaching style, strategy and techniques and how to use it in an everyday situation.

1.6.1. Strategies for Teaching Vocabulary

1.6.1.1. Vocabulary Self-Collection Strategy

The Vocabulary Self-Collection Strategy (VSS) is an interactive learning instructional strategy that supports word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class.

The strategy was first introduced by Haggard (1982) and since then was adapted for several grade levels and educational contexts. Students chose words from their readings that are new and interesting by using the context and other resources to determine the meaning of those words, and nominate them being learned by others in group or class. Teachers using the VSS *(1) model the process of collecting words, (2) provide guided practice within reading groups and other instructional contexts, and (3) offer consistent encouragement to students to use VSS during independent reading.* The key benefits of using VSS are that students engage in their own learning, discover how to identify unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious.

Therefore, it could be concluded that Vocabulary Self-Collection strategy is the strategy that concentrates on the meaning of the word in the specific context. There are various steps of Vocabulary Self-Collection Strategy:

1. Teachers introduce the purpose of VSS to students.
2. Teachers model how to select and nominate important words from the readings.
3. Teachers demonstrate how to use context and other resources to learn the meaning of the word.
4. Teachers write the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper.
5. Teachers engage students in the process of vocabulary self-selection.
6. After students are familiar with the strategy, teachers provide guided practice to support the use of VSS during reading.
7. Students in small groups discuss the words they wish to nominate.
8. Students write the two words on a chart similar to the one shown in Figure.1 (Graves, 2005

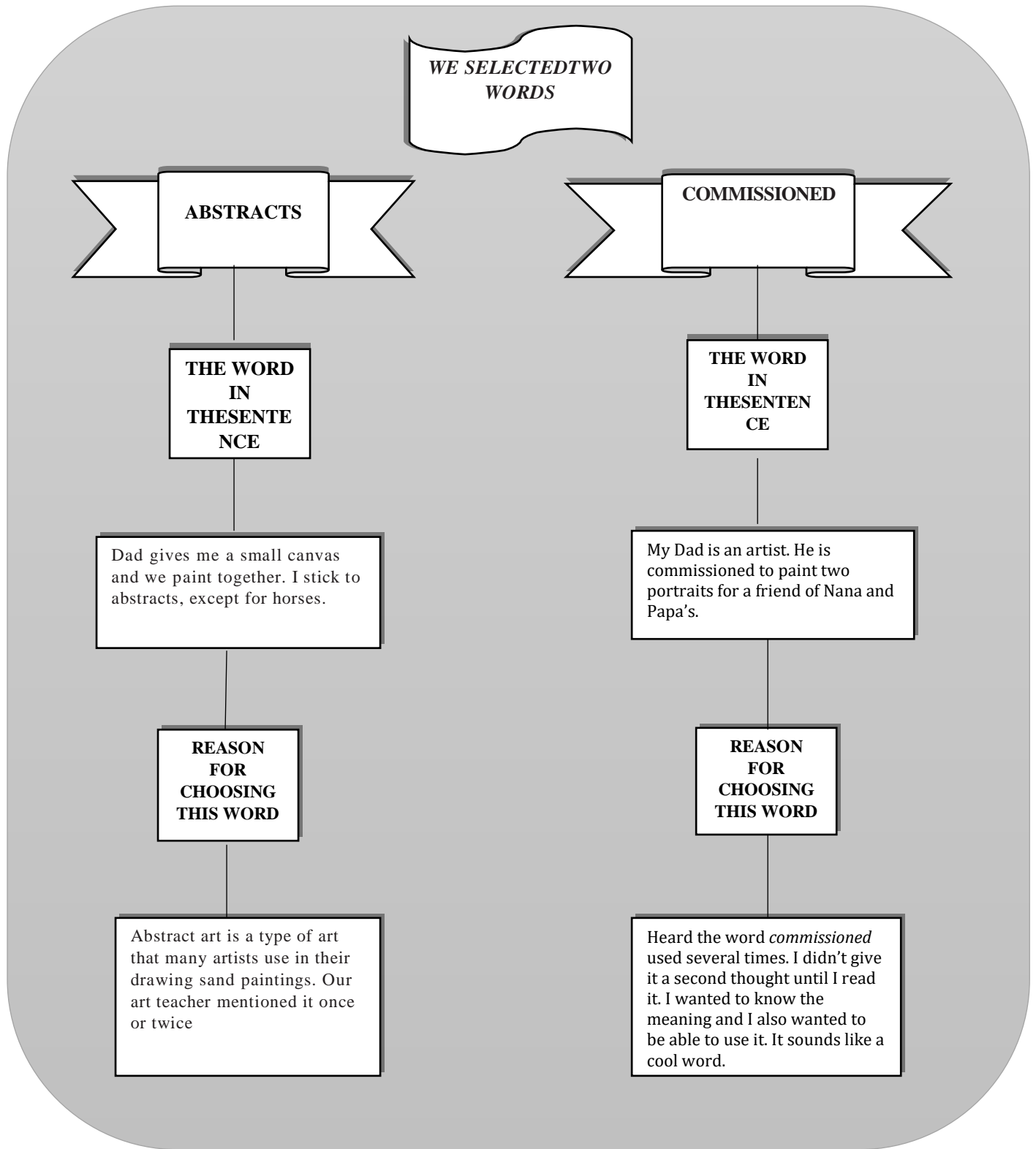


Figure 1.1: Vocabulary Self-Collection Strategy Graph,

(Martin, 2002, p.91)

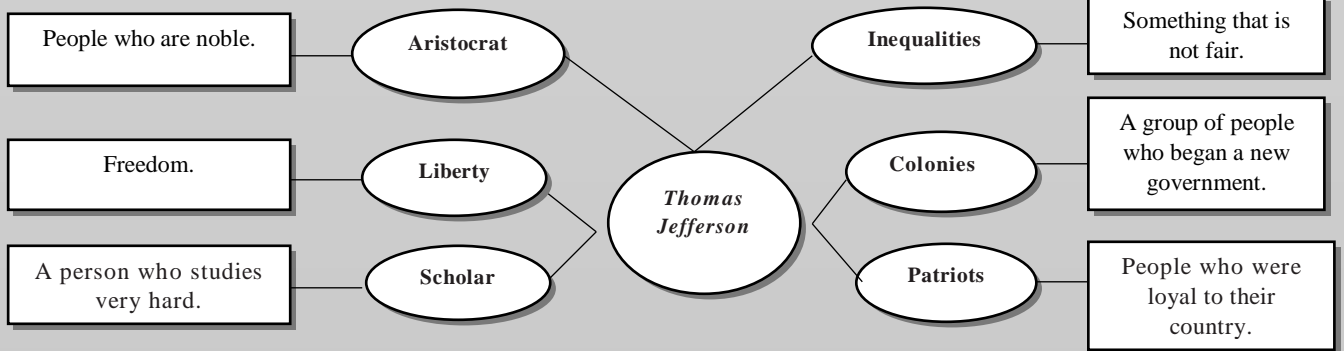
1.6.1.2. Word Mapping strategy

The Word Mapping strategy, also known as semantic mapping, is one of the most powerful approaches to teaching vocabulary because it involves students in thinking about word relationships (Graves, 2008). Students learn about words through mapping because it helps them study the characteristics of the word concepts, classify words, and understand the relationships among words that are similar as well as those that might be different. Such activities, which are part of the Word Mapping strategy are cognitive strategies that lead to a deeper understanding of words and the ideas that they denote. The following steps explain word mapping strategy:

1. Select words for vocabulary instruction.
2. Project a blank word map on the screen.
3. Write the key words on the word map.
4. Use a think-aloud to model how to explore relationships between words.
5. Record ideas that have been used to explore the word meanings and relationships.
6. Students are directed to use the word maps during and after reading to add information about the key words.
7. Students share their maps with others. (Graves, 2005)

The following diagram clearly explains the word map strategy and to adopt how it can be taught inside classes.

WORD MAP BEFORE READING



WORD MAP DURING AND AFTER READING

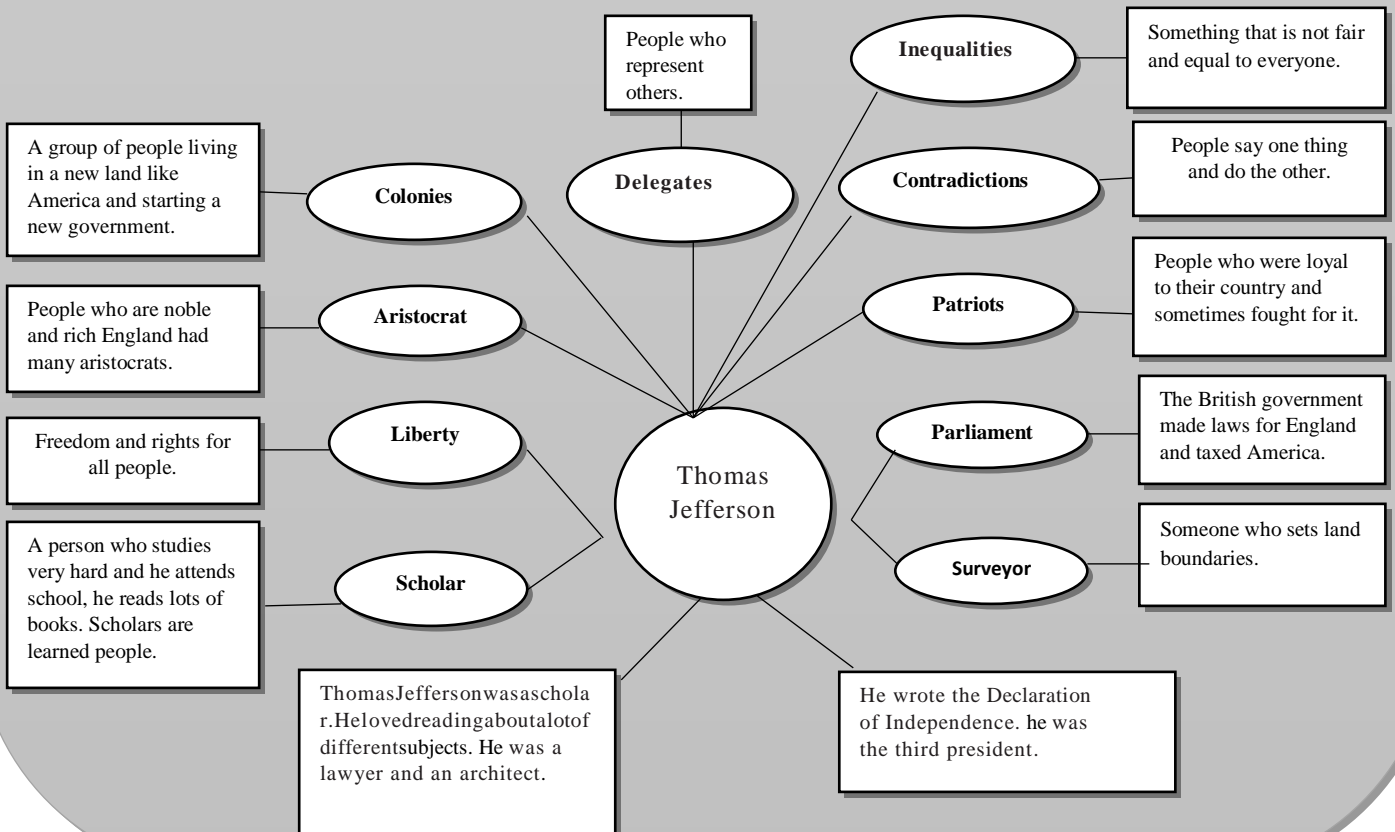


Figure 1.2: Word Maps for Vocabulary in Thomas Jefferson by (Cheryl Harness, 2004, p.97)

1.6.1.3. The Graphic Morphemic Analysis Strategy

The Graphic Morphemic Analysis strategy is an approach to learning a word that will help readers unlock the meaning of new and challenging words by analyzing the meaningful parts within a word. A morpheme is the smallest unit of meaning within a word. Most of us know morphemes as root words and affixes or prefixes and suffixes (Graves, 2008). The Graphic Morphemic Analysis strategy employs a systematic approach to deconstructing a word into its meaningful parts (morphemes) to figure out what the word means through the use of a graphic. Similar to morpheme triangles, Winters (2009) and morpheme circles (Harmon, Wood, & Hedrick, 2006), the Graphic Morphemic Analysis strategy helps students use a visual analysis of the word to decompose it and construct meaning from word relationships and contextual meanings. There are different steps that must be followed to succeed in this strategy:

1. Select a word from the assigned readings for teaching the strategy.
2. Engage students in a discussion on the purpose of the strategy.
3. Use a think-aloud to demonstrate how to divide a word into its parts.
4. Demonstrate how to examine each word part for its meaning.
5. Guide students through the process of using the graphic organizer to analyze a word and determine its meaning.
6. In the appropriate box, write the sentence that contains the target word.
7. Show students how to figure out the meaning of the word.
8. Check the meaning of the word with the dictionary definition. (Grave,2005, p.101-102)

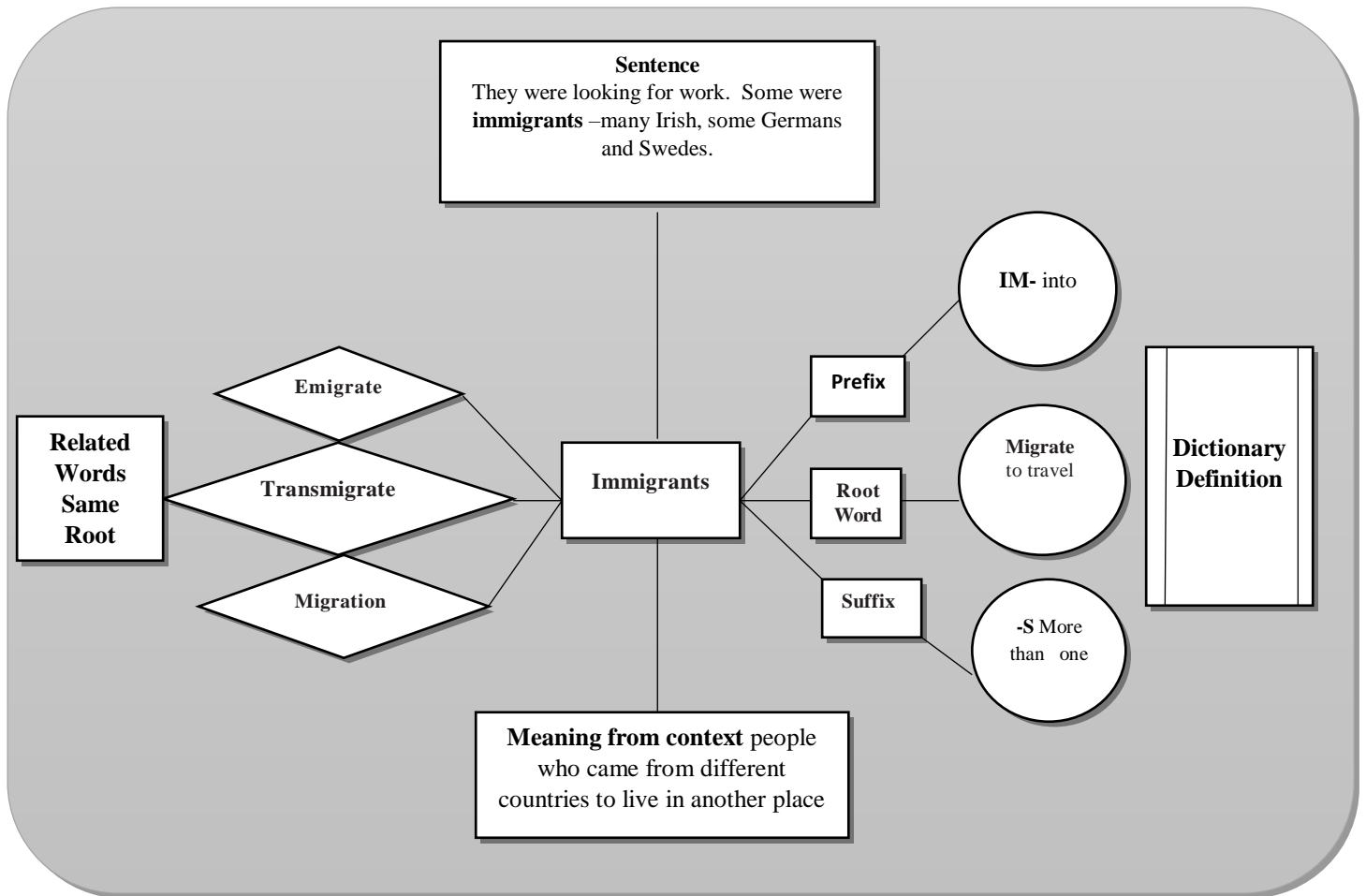


Figure 1.3: Graphic Morphemic Analysis of the Word immigrants (Halpern, 2003, p.103)

1.6.1.4. The Interactive Word Wall Strategy

The Interactive Word Wall strategy encourages a vocabulary-rich classroom atmosphere where walls are alive with words. The key to applying the word wall strategy is *interactivity*. The classroom walls are decorated with new and interesting words that the students learn over interacting with their texts, the teacher, and one another. They are stimulated to use the words posted on the word wall for their own writing and reading.

Word walls have been used by teachers for different types of word-study activities Wagstaff (1999). These include helping young children learn high-frequency words Cunningham (2005) as well as increasing academic vocabulary or particular words in content-are classrooms with older students. Many teachers use the word wall throughout reading time

to help students expand their vocabulary. The following points are steps for supporting an interactive word wall:

1. Establish a purpose for using the word wall.
2. Select the words that are targeted for instruction.
3. Before reading, teach the words.
4. After reading, students may post words to the word wall.
5. Initiate activity around the word wall. (Graves,2005, p.106-107)

<u>Aa</u> Alabama	<u>Bb</u> Bible blistering bombed	<u>Cc</u> Courage convinced continued citizens	<u>Dd</u> decided dream	<u>Ee</u>	<u>Ff</u>
<u>Gg</u> governors garbage Collectors	<u>Hh</u> hymns	<u>Ii</u> Indian Nation	<u>Jj</u> judges jailed	<u>Kk</u>	<u>Ll</u>
<u>Mm</u> mayors movement murdered Martin minister Montgomery	<u>Nn</u> Nobel Peace Prize	<u>Oo</u>	<u>Pp</u> preach police chief protest	<u>Qq</u>	<u>Rr</u> remembered Rosa Parks
<u>Ss</u> Segregation South Southerners Southern cities separate	<u>Tt</u> towns threatened	<u>Uu</u> United States	<u>Vv</u> voted	<u>Ww</u> Washington	<u>Xx</u>
<u>Yy</u>	<u>Zz</u>				

Table 1.1: Word Wall for Martin’s: The Life of Dr. Martin Luther King, Jr. (Rapport, D.2001, p.107-108)

1.6.1.5. Vocabulary Journals

Vocabulary Journals are valued in helping students discover the meanings of words that they come across while reading. These journals are very specific type of learning notes where students record “their ideas and information from content areas in a notebook and responses about new words that they have learned from reading literature or textbooks “(Popp ,1997, p. 1). Vocabulary Journals are used by students to respond and conduct with words, concepts and ideas through the use of their own language. Students select words from their readings that are difficult, novel, or used in different contexts. They use their journals to explore the words’ meanings, make connections between the new words and their own experiences or ideas that they already see, and produce rich definitions. There are key steps used by teachers to sightsee vocabulary journals as follow:

1. Introduce Vocabulary Journals to students.
2. Demonstrate how to select words from a reading.
3. Use a think-aloud to model how to construct meanings from words.
4. Record ideas that have been used to explore the meaning of the word.
5. Encourage students’ systematic use and sharing of Vocabulary Journals.
6. Encourage students to use their Vocabulary Journals as a resource. (Graves, 2005)

1.7. Aspects of Vocabulary

In order to use vocabulary properly, writers must give interest to various aspects of their written production. There are numerous aspects of lexis that need to be taken into consideration when teaching vocabulary. Ur (1996, p. 60) states that there are some items need to be taught in teaching vocabulary as follows: form: (pronunciation and spelling), grammar, collocation, aspect of meaning (denotation, connotation, appropriateness) and aspect of meaning: meaning relationship. The following passages enlighten those aspects in order to help students being more accustomed to the vocabulary use.

1.7.1. Form: Pronunciation and Spelling

A learner has to know how a word sounds or its articulation and how it looks or its production. These are clear characteristics and one or the other would be perceived by the

learner when facing the item for the first time. In teaching, teachers' requisite to make sure that both of these aspects are precisely presented and learned.

1.7.2. Grammar

The grammar of a new item will be essential to be taught if this not apparently covered by general grammatical rules. An item may have an unexpected changes of form in particular grammatical context may have some characteristics with other words in sentences. it is important to provide learners with this information at the same time as teachers teach based form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (*write, wrought*). Similarly, when teaching noun, teachers must present its plural form, if it is irregular (*tooth, teeth*), or draw learners' attention to the noun having no plural at all (*advise, information*).

1.7.3. Collocation

The typical collocation of particular items is an alternative factor that makes a certain combination becomes "right" or "wrong" in a given context. Collocation is word associates, for example, a *make mistake* not *does a mistake* and *do homework* not *make homework*. Therefore, this is also additional information about a new item which may worth teaching. In introducing words for example; decision and conclusion, the teacher may not that he/she takes or makes one. Collocations are often noted in dictionaries, either by giving the whole collocation under one of the headwords or by a note in parentheses.

1.7.4. Aspect of Meaning: denotation, connotation, appropriateness

The meaning of a word is divided into two aspects, denotation and connotation. Denotation refers to the precise meaning of a word, the dictionary definition. For example, the word *snake* in a dictionary, its denotative meanings are any of numerous scaly, legless, sometimes a venomous reptile having a long, narrowing, cylindrical body and found in most tropical and temperate regions. Connotation, contrariwise, refers to the suggestions that are associated with certain word or with emotional suggestions which related to that word. The connotative meanings of a word exist together with the denotative meanings. The connotations for the word *snake* could include evil or danger. A more appropriate aspect of

meaning that often needs to be taught in a specific item whether is the suitable one to be used in a certain context or not.

1.7.5. Aspect of Meaning: meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are countless meaning relationships, for examples:

1. **Synonyms:** items that mean the same or nearly the same, for example *bright, clever,* and *smart* may serve as synonyms of *intelligent*.
2. **Antonyms:** items that mean the opposite, for example rich is an antonym of poor.
3. **Hyponyms:** items that serve as specific examples of a general concept, for example *dog, lion,* and *mouse* are hyponyms of animal.
4. **Co-hyponyms or coordinated:** other items that are the same kind of things, for examples *red, blue, green,* and *brown* are co-ordinates.
5. **Superordinate:** general concepts that cover specific item, for example the *animal* is superordinate of *dog, lion,* and *mouse*.
6. **Translation:** words or expressions in the learner's mother tongue that are more or less equivalent in meaning to the item being taught.
7. **Word formation:** Vocabulary items, whether one-word or multi-word, can often be broken down into their component. Word formation is the creation of a new word. The mechanisms of word-formation are:
 - a. **Agglutination:** the process of forming new words from existing ones by adding affixes to them, like *shame + less + ness* → *shamelessness*.
 - b. **Back-formation:** removing seeming affixes from existing words, like forming *edit* from *editor*.
 - c. **Blending:** a word formed by joining parts of two or more older words, like *smog*, which comes from *smoke* and *fog*. There are two mechanisms of word blending:
 - 1) **Acronym:** a word formed from first letters of the words in a phrase, like English *laser* from *light amplified by stimulated emission of radiation*.
 - 2) **Clipping:** taking part of an existing word, like forming *ad* from *advertisement*.
 - d. **Calque:** borrowing a word or phrase from another language by literal, word-for-word or root-for-root translation; for example, the English phrase *to lose face*, which is a calque from Chinese.

- e. **Compound:** a word formed by stringing together older words, like an earthquake.
- f. **Conversion:** forming a new word from an existing identical one, like forming the verb green from the existing adjective.
- g. **Neologism:** a completely new word, like quark. (The Oxford Learners' Pocket Dictionary, 2008)

1.8. Steps of Teaching Vocabulary

In the area of teaching vocabulary, Nation and Newton marked that teachers should consider three main principles: selection, sequence and presentation of the course (as quoted in Coady & Huckin, 1997, p. 239).

1.8.1. Selection:

The main questions raised by teachers at this stage are: 1) *How many words do I need to teach?* 2) *How much vocabulary do learners need to know?*

To help decide how much vocabulary is needed to be learned, McCarten (2007) proposed three kinds of information: 1) *the number of words in the language*, 2) *the number of words known by native speakers*, and 3) *the number of words needed to use a language*. He believed that foreign language teaching of unfamiliar words should be based on the natives and the whole language amount of words. (McCarten, 2007)

Extra important principles are also proposed by Beck, McKeown and Kucan (2008) in regards of words' selection. They are word's familiarity, importance and usefulness. The three researchers have raised three major types of issues to be undertaken from the side of the teacher to select suitable words.

1. How generally useful is the word? Is it the word that learners are likely to meet often in other texts?
2. How does the word relate to other words, to ideas that learners know or have been learning?
3. What does the word bring to a text or a situation? What role does the word play in communicating the meaning of the context in which it is used?

In fact, they have argued that the most familiar, important and useful words in accordance to learners' level should be the first ones to be taught. Presenting words with those characteristics make learners feel interested when learning them. Reviewing all what has been written regarding word's selection, we can notice that the teacher plays a key role in this task, s/he is the main responsible for deciding which words should be taught first and better fit the instructional objectives.

1.8.2. Sequence:

After selecting the words that would be taught, there is the choice of arrangement of presentation. Sequence concerns the order on which aspects of the word should be presented first: either meaning first, then form, or form first, then meaning. Some teachers argue that presenting the meaning first creates a need for knowing the form. While others see that presenting the form first in contexts is better to make learners guess the meaning by themselves. Nation's Vocabulary Levels Test reveals that the number of acquired words is different in each level (Nation ,1990, pp. 11-12). The table below summarizes the findings:

Levels	Number of words	Text coverage %
High frequency words	2.000	87
Academic vocabulary	800	08
Technical vocabulary	2.000	03
Low frequency words	123.200	02
Total	128.000	100

Table 1.2: Levels of Acquiring Vocabulary

Any language has a great number of words which make its basis. Typically, these words are learned at the very beginning of studies. These words are used often in any printed and spoken discourse than other words. In English, regarding reading and text analysis, high frequency words cover 87%. This proportion is transmitted to number of 2.000 words. After, if the learner continues his/her academic studies, s/he will encounter 800 words to acquire, and which covers 08% of a text. Formerly, some learners carry on their studies in specific fields such as: medicine, law, mathematics, and physics. At this level, each field necessitates

technical terminologies; they are approximately listed under 2.000 words. Finally, low frequency words are used for social objectives, and not for academic studies.

1.8.3. Presentation:

After selecting and sequencing the items that would be taught, teachers come to present these words to their learners. This presentation could be scheduled or unscheduled by teachers. On one hand, unscheduled vocabulary teaching has defined by Seal (1991) as “teaching of problem vocabulary that comes up without warning in the course of a lesson”. In some situations, learners may face problematic words; they ask the teacher for explanations. The explanations gave by the teacher come without prior preparation. Alternatively, the intentional vocabulary teaching has defined as “when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided before hand will be taught during the course of the lesson” (Seal,1991, p.298). It has called also “intentional vocabulary instruction”. (Hatch &Brown ,1995, p.415)

During the presentation, teachers can differ the techniques applied so they correlate the situations with the objectives, and at the end of the lesson, they comprise their learners in various activities to practice what they have learned and to check their understanding.

1.9. Writing and Vocabulary

Writing is an art that needs words to build a coherent whole, and that necessitates taking into consideration numerous aspects of the target language (TL) such as the linguistic components as “spelling and orthography”. Specialists agree that active vocabulary is more difficult because it needs words’ retrieval and production. Based on Nation’s implication of knowing a word, the word “passion” requires being able to:

1. Write it with correct spelling.
2. Build it using the right word parts in their correct forms.
3. Produce the word to express the meaning “passion”.
4. Produce the word in several contexts to express the range of meaning of “passion”.
5. Produce synonyms and antonyms for “passion”.
6. Use the word correctly in an original sentence.

7. Produce words that usually happen with it (collocation). Nation (2001, cited in Mirian & Rojas, 2008, p. 27).

Therefore, the proper amount and right vocabulary is much more required for writing because the vocabulary's size is the best indicator of the student's proficiency. Furthermore, Nation (2001, p.179) proposes that "one way to measure vocabulary size and growth in written work is to analyze the vocabulary of students' written compositions".

Conclusion

Vocabulary learning is one of the most important and current discussed subjects for perhaps half a century. Along with this, language teachers and scholars have explored presently the importance of vocabulary in several instructional tasks. Hence, learning a second foreign language needs the learning of enormous number of words. Therefore; teachers and learners should be conscious of the vocabulary improvement strategies. Consequently, teacher ought to choose vocabulary tasks that develop the learners' vocabulary baggage. Moreover, learners should be responsible for the enlargement of their own vocabulary. Likewise, learners' vocabulary baggage can be developed in a gradual basis and students should demonstrate extreme interest in researching, acquiring and grasping new words because there is no sure method to improve vocabulary in a day or two.



CHAPTER TWO
THE WRITING SKILL

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Introduction

The writing skill is not only a hard task but it is a sophisticated one as compared to other skills. Consequently, it needs more effort and practice to reach a good level of proficiency. This chapter attempts to discuss basic principles underlying the teaching of writing starting by a definition of writing, its nature, and its different aspects. Beside, this chapter includes the current approaches to teaching writing with more focus on the product and process approaches as they denote the dominant approaches to teaching writing. In addition to the various stages which learners have to go through in order to improve this productive skill, through this chapter we will discuss the major difficulties that students may encounter when writing in a second or foreign language. Last but not least, it will deliberate the place of vocabulary within academic writing.

2.1. Definition of the Writing Skill

Writing is a productive skill that involves producing language rather than receiving it. Also, it is a way in which one can express his mood, feelings, or whatever he wants to say in a written form. According to Oxford Dictionary (2008) “writing is producing something in written form so that people can read, perform, or use it, etc.” It involves taking into account two main goals which are; accuracy and communicating a message. This is what Spratt, Pulverness and Williams (2005, p.26) state:

Very simply, we can say that writing involves communicating a message (something to say) by making signs on page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together communicate that message.

Furthermore, Broughton (1980, p.16) has argued that it is crucial to consider writing not only as the product of an individual but also as a social and cultural act, i.e., he viewed the writing process as both an individual and social activity. He states:

When we write, unlike when we talk, we are engaged in an activity which is usually as the same both private and public. It is private because the act of composition is by nature solitary, but it is public in that most writing is intended for an audience.

2.2.1. The Nature of Writing

Writing is a crucial means of communication. It is the skill which is most needed in educational settings where learners jot down written records of lectures and assemble for written assignment's, write outlines and reports, and sit for written exams in all of their modules. In spite of its importance, writing has been an ignored area of English language teaching for many years. Also, most teachers may agree that the focus of the study of language has tended to give a stress to the spoken language and not to the written one. In this fashion, Brooks and Grundy (2001, p.1) claim that:

The study of language in the 20th century has tended to concentrate on spoken language, many linguists from Saussure through to Chomsky, for what seemed like good reasons at the time, neglecting the written mode in favor of the spoken. This, however; contributed to the fact that writing was for a long time a neglected area in language teaching.

Moreover, the writing ability is a skill-based, and like any skill, it gets better with practice because it helps students think about ideas and how to express them.

2.2.2. Aspects of Writing

According to Spratt, Pulverness and Williams (2005, p.26), writing involves two subskills accuracy and having a message. Accuracy means using right forms of language. Writing accurately also includes spelling correctly, forming letters correctly, writing legibly, using correct layouts, punctuating correctly, choosing the right vocabulary, joining sentences correctly using grammar correctly and using paragraphs correctly.

Writing is not only about accuracy, but also about having a message and communicating it to other people successfully. To deal with this, students need to have ideas, organize them well and express them in an appropriate style. Additionally, a good writing conveys a meaning to the readers. It is like a bridge that communicates the message to others.

Meanwhile, Brown (2001, p.357) states that there are many constituent parts that should be considered by students in writing. According to him, there are at least six aspects of writing:

1. **Content:** Is related to the ideas, the development of ideas through personal experience, illustration, facts and opinions.
2. **Organization:** Deals with effectiveness of introduction, logical sequence of ideas, conclusion, and the length of the writing.
3. **Discourse:** Consists of topic sentences, paragraph unity transitions and structure.
4. **Syntax:** Is related to the sentence structure or word order.
5. **Vocabulary:** Refers to the word choice or diction in writing.
6. **Mechanics:** Contain spelling, punctuation, effectiveness, and appearance.

From the statements above, we can conclude that students can improve their writing skill by having a good understanding of those aspects. Because those aspects are the prior knowledge for beginning to write.

2.3. The Basic Rules of Writing

Writing is a current instrument of communication and self-expression. Good writing entails specific criteria like clarity, coherence, simplicity and brevity.

2.3.1. Clarity

It is the basic regulation in writing and without its communication will be impossible. Clarity means avoiding ambiguous words and sentences that may convey more than one meaning or multiple interpretations. The key to achieving clarity is to make sentences short and to the point.

According to Starkey (2004, p.12-9), In order to achieve clarity in writing, the learner should:

1. **Eliminate ambiguity** by avoiding words or phrases that have more than one possible interpretation.
2. **Use powerful**, precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjective and adverbs.
3. **Be concise**, this means getting right to the point without unnecessary spinning around, and worthless repetition or wordiness.
4. **Word choice**, the writer should choose the right words according to Kane (2000) and Starkey (2004), there are two aspects the learner should consider while choosing the words to be used denotation which is the literal meaning of the word and connotation which is the implied meaning of the word.

2.3.2. Coherence

Coherence is an important aspect of academic writing. Harmer (2004, p.25) argues that “Readers can understand the writer’s purpose and writer’s line of thoughts only if a text is coherent”. He adds “coherence, therefore, is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and text construction” (Harmer ,2004, p.25). That means sequencing information and connecting ideas directly lead to coherence in the writer's piece production.

Shannon (2011) recognizes that “coherent writing can lead readers to move smoothly from one idea to another”, and that is achieved through:

1. **Organizational Structure:** To achieve coherence, writers need to order the ideas and plan the written material.
2. **Paragraph Unity:** Reached by focusing on one main idea.
3. **Sentence Cohesion:** It refers to the linkage between sentences for example the use of transition words and phrases

2.3.3. Brevity and Simplicity

It is crucial to carry the maximum information with minimum words, for example, rather than conveying one idea in five sentences, it is better to state it in one significant sentence. All this asserts that brevity is a fundamental rule because it saves the reader's patience and time, and helps to communicate successfully; additionally, some writers like to show themselves while writing through using haughty words which may not be comprehensible to the reader since any piece of writing's goal is to express a particular thought or ideas, it is useful being as simple as possible as the old saying goes: "write to express, not to impress".

In addition to all these basic rules of writing, there are some agreements of writing each writer should take into account. For example, the sentence should begin with capital letters and ends with full stop punctuation (Starkey, 2004).

2.4. The Relationship Between Writing and Reading

Writing is not an isolated skill. Four skills work together to enhance the development of each other: listening, speaking, reading and writing. Listening and reading are the receptive skills, speaking and writing are the productive skills. According to Johnson (2008), language skills boost each other, let's say, listening and hearing other people use language develops one's ability to speak, reading helps students become better writers and writing helps and augments reading fluency.

Writing and reading are two features of mastery. The former comprises the encoding of the message while the latter includes its decoding or interpretation. In other words, writing is productive skill whereas reading is receptive. Then, regardless of their different features, the two skills accompany each other. To read is to recognize and comprehend written language, to write means to plan and create language so that it can be read. Stotsky (1983, as cited in Bader, 2007, p 9) has advanced that "Better writers tend to be better readers...and better readers tend to produce more systematically mature writing than poorer readers".

Good writers should bear in mind their reader's needs, knowledge, and expectations so that they can produce readable texts. Heffernan and Lincoln (1990, p50)

state that “all good writers think about their reader, just as all good speakers think about their listeners”.

Furthermore, all this makes it clear that reading is a crucial aspect in writing as it gives the opportunity to improve and enrich vocabulary, grammatical structures and verbal features of texts. Reading, then, is pre-condition for writing because it plays a key role in the enlargement of the latter one cannot progress his writing unless he reads a lot. Whatever the case, the two skills go hand in hand, and one can't deal with the first without manipulating the second.

2.5. Approaches to Teaching Writing

A number of approaches have appeared to develop practice in writing skill. Applying one approach or another depends on what we want our learner to do: whether we want them to concentrate on the product of writing or its process, or whether we want to encourage creative writing.

2.5.1. The Controlled – to Free Writing Approach

The dominant of the Audio – Lingual Method on second language writing in the 1950's and early 1960's led to the rise of this approach which sees writing as product constructed from the writer's mastery of structural and lexical knowledge. According to Hyland (2003), writing has viewed as an addition to grammar and means of emphasizing language patterns over guided masterpieces in which students has provided with undersize texts and has questioned to make grammatical variations such as transforming questions to statements, plural to singular, present to past and phrases to clauses. Such a kind of exercises helps students reaching accuracy and avoiding errors.

Hyland (2003) defensibly adds that this approach intention at preparing students to write frequently and giving them the opportunity to create their own writings without mistakes because their productions are completely controlled. This approach has made up of four main stages:

1. **Familiarization:** The learners are taught certain grammar and vocabulary through text.

2. **Controlled writing:** Learners manipulate fixed patterns often from substitution table.
3. **Guided writing:** In here, student imitates model texts.
4. **Free writing:** In this stage, learners use the patterns they have developed to write an essay, letter... etc. (Hyland,2003, p.3-4)

It is only after attaining an intermediate level of adeptness that the students are being permitted to try some free composition in which they express their own ideas. The shift from controlled to free writing occurs regularly as the teacher 's supervision decreases from the first to the last stage. It is clear that accuracy is the key emphasis of this approach which stresses the structural aspect of language and ignored its communicative one. (Hyland, 2003, p.3-4)

2.5.2. The Free-Writing Approach

This approach is based on the idea that when students are being permitted to write without restrictions, their capacity in writing will be increased. Hence, this approach boosts students to write as much as possible and as swiftly as possible without worrying about grammar and spelling mistakes because the emphasis is on content and fluently not on form and accuracy.” In this way, students feel that they are actually writing; not only performing exercise of some kind; they write what they want to write and consequently writing is an enjoyable experience.” (Byrne, 1988, p.22)

Once the ideas have expressed on a paper, teachers can interfere to respond to these ideas without making a formal correction. In this approach, teachers see their roles simply to provide students with the space to make their meanings. Hence, they try to avoid executing their views, offering models, or suggesting responses to topics beforehand. (Weigle, 2002). Consequently, it is up to students to select their own topics and write about it.

2.5.3. The Product - Oriented Approach

This approach has concerned with the final version of the writing process, it has based on the activities which entail from the student been absorbed in mimicking and

transforming modeled texts; furthermore, the imitation of a model has seen fundamental. The product –oriented approach focuses on the accurate use of form, the role of the model is essential in the sense that it leads students to reach the last point in their writing production. The model then comes first and shows a completed text as White (1988, p. 6) claims what the model does not demonstrate is how the original arrived at that particular product. In other words, it gives no indication of the process.

2.5.4. The Process Approach

In the mid-1970's, the process approach initiated to substitute the product approach. So, the process approach came as a response to the downsides of the product approach. This approach pinpoints four stages in writing: (1) pre-writing, (2) drafting, (3) revising, and (4) editing (Teribble, 1996, p37). In another hand, this approach shifts from an emphasis on teaching writing as a product to concentrating on the different stages that the writer goes through; generating ideas, drafting, evaluating (revising), proofreading, and finally polishing it. Terrible (1996, p. 37) suggests that the process approach highlighting “[...] writing activities which move learners from the generation of ideas and the collection of data to the “publication” of a finished text.”

The following figure shows how we might produce a writing text

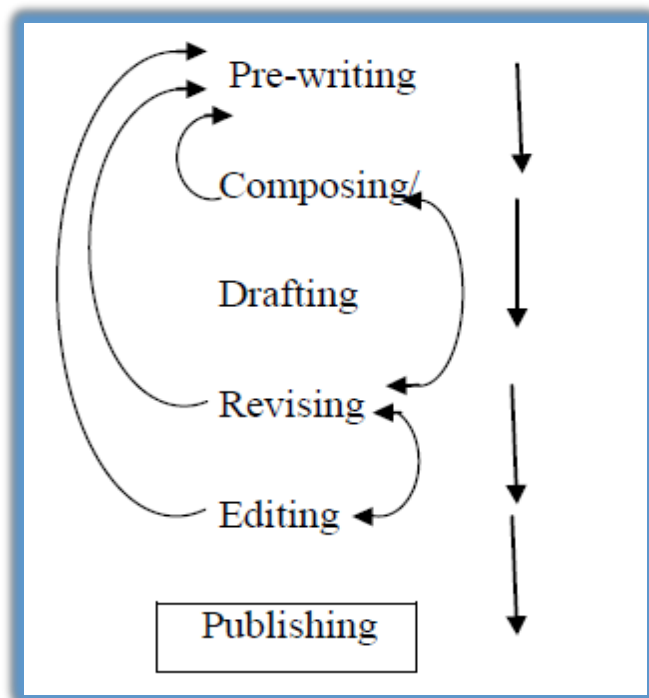


Figure 2.1: The Process Approach (Teribble, 1996, p. 39)

As a result, the process of writing stresses the importance of the stages that writers should follow to produce an effective piece of writings. And as opposed to the product approach, the process approach focuses on fluency rather than on accuracy. This table gives a comparison between these two approaches.

Product Approach	Process Approach
<p>This is a traditional approach, in which students focus on the study of model text. Accuracy is given priority and conventions are taken from the mode. The following stages have been identified:</p> <p>1/ Texts are read and features of the genre are analyzed. For instance, if studying a business letter, students should focus on the terminology and grammar constructions specific to this type of letter</p> <p>2/ This requires a controlled practice of the underlined features which usually done in isolation. So, if students are studying a formal letter, they may be asked to make formal requests in which they practice the 'I would be grateful if you would...' 'Structure.</p> <p>3/ Organization of ideas. This stage is very important. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as equally important as the control of language.</p> <p>4/ At the end of the learning process, students have a variety of writing tasks. They choose one and individually they use the skills, structures, and vocabulary they have learnt to produce the text; to show what they can do as fluent and competent users of language.</p>	<p>This is the new trend of teaching writing; which concern is given to fluency. It is mainly based on the identification of the steps a writer goes through when engaging in the act of writing. He has to be conscious of them so that he can gain control of them.</p> <p>These steps are:</p> <p>1/ Generating ideas by brainstorming and discussion. They are the students who carry out this task. Thus, the role of the teacher in this approach is restricted to provide only language support if required so as not inhibiting students in the production of ideas.</p> <p>2/ Students extend ideas and assess their quality and usefulness.</p> <p>3/ Then, they organize the ideas using different forms like maps, spider diagrams and others. This phase is crucial as it helps students establish the chronological order of ideas and hence, they find it easy to structure their texts.</p> <p>4/ After establishing the hierarchical relationship of ideas, students move to write the first draft. This is usually done in class and often in pairs.</p> <p>5/ Students exchange and read each other's drafts. By responding as readers, students become aware of the fact that a writer is</p>

	<p>producing something to be read, and thus can improve their own drafts.</p> <p>6/ Drafts are returned and improvements are made on the basis of peer feedback.</p> <p>7/ A final draft is written.</p> <p>8/ Students once again exchange and read each other's work and perhaps this time write a response or reply</p>
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**Table 2.1: Comparison Between the Product and the Process Approaches
(Adapted from Nemouchi, 2008)**

2.5.5. The Genre Approach

White and Badger (2000) state that “the genre approach is an extension of the product approach. The former focuses on linguistic knowledge whereas the latter approach is concerned with the social context.” They add that the genre approach is linked with some kinds of writing letters and articles, which they are linked with different situations”. (Painter,1989, p21) states that:

Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself.

The Genre Approach considers language as functional because it appears in the social context; thus, it will have been shaped according to that context as well as it cannot be understood outside it.

2.6. The Stages of the Writing Process

Writing is a process made up of several stages. Although there is no complete convention on the exact number of these stages, researchers recognize that the following are the most recursive ones.

2.6.1. Pre-writing Stage

Pre-writing is the first writing stage in which the writer generates ideas and collects information about the topic. The writer titles down all ideas that come to his mind. The main principle behind this stage is to keep the ideas drift freely and smoothly without worrying about appropriateness, organization, grammar, and spelling because the focus is on quantity, not quality. This step is excessively productive that is why it allows writing as many ideas as possible in short time. Pre-writing activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, interviews, conducting library research, etc. This phase could be being done alone or in a group.

2.6.2. Organizing Stage

It is the second stage in the writing process in which the writer sets the ideas into logical order. Organizing may take various forms like tree diagrams, maps, webs, vertical, outlines, etc. The gain from this stage is to keep the writer "on target" and to make the reader follows easily.

2.6.3. Drafting/ Writing Stage

This stage is labeled differently; “composing” (Hedge 1988), “drafting” (White and Arndt 1991), or “creating and developing” (Harris, 1993). It is the third stage in the writing process, where the writer jots down his opinions and thoughts based up on the pre-writing stage that he has used. Brown (1989, p.14) says that: “The drafting stage is where you really begin writing. The most important thing here is to get words onto

paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording”.

In the drafting stage, the writer moves from thinking about writing to practicing it. Furthermore, learners should not typically worry if some sections of their plan do not fit too well because no one gets it right from the first time, so they have just to keep their writing flow. Moreover, during the drafting stage of the writing process, students should concentrate on putting their ideas on paper, organizing their information logically, and develop the topic with plenty detail regarding the audience as well as the purpose.

2.6.4. Revising Stage

The revising stage is the stage where the writer outbreaks the big issues of content and organization. Some basic questions that should have been asked when starting this stage: “Is my argument expressed through a clear set of points or does my reader have to make conceptual leaps in order to follow me?”, “Are any sections repetitious and can they be missed out?”, and “Do I need to any sentences?” (Hedge, 2000, p. 306). While concerning organization, she also adds that the writer may ask the following questions: “Is the thesis statement clearly stated?”, ‘Do I need a minor support?”, and “Do I have a concluding paragraph?” Revision may then involve additions, deletions, modifications in sentence structure, and rearrangement of ideas.

It is a crucial writing phase which helps to improve the overall quality of writing. This could be better done with the help of teachers' feedback and peer response. Hedge (1988, p.23, as cited in Tribble, 1996, p. 115) considers revising as the stage which distinguishes good writers from poor writers when she says “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later.”

2.6.5. The Editing / Proof Reading Stage

In this stage, the writer makes a final check to correct his draft. The writer should take into account that the agreements of English writing are accurate. In other words, students should check the following: grammar, spelling, mechanics, and

neatness. This is what Mather & Juffer (1899, p.507) have tackled in the editing step, the students' proofread and correct errors in punctuation, capitalization, spelling, and usage. Hedge (2005, p.23) expresses her view about revision and editing as follows: "Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later." By "getting the content right", Hedge here means revision while the rest is editing.

2.6.6. Publishing Stage

In the last stage of the writing process in which the writing has delivered to its intended audience, Sommers and Collins (1984, as cited in Nemouchi, 2008) additionally to other investigators have found that students produce better achievement and get much motivation when their work has published for a larger audience than the teacher. Classmates, other students, parents and friends are among the potential audiences for students' written work. However, one should bear in mind that these stages do not occur in a linear sequence rather they are recursive and dynamic.

2.7. The Importance of the Writing Skill

Generally speaking, there are two basic ways of communication with people, either with speaking or with writing. Concerning writing, it is so significant because it has used in higher education and in the work field. This means that, if learners do not know how to express themselves in writing, they won't be able to communicate appropriately with their professors, employers, peers, and so on. Also, Bjork and Raisanen (1997, p.6) determines the role of writing as a thinking tool and a tool for learners to extend their knowledge. They state:

We highlight the importance of writing in all university curricula not only because of its immediate practical implication, i.e. as an isolated skill or ability, because we believe that it has been seen from broader perspective. Writing is a thinking tool; it is a tool for language development, for critical thinking and extension for learning in all disciplines.

Besides to this, writing is necessary for professional communication such as proposals, memos, reports, applications, introductory interviews, e-mails, and more are crucial for academic learner or successful graduation. Also, in the academic setting, writing is the most important for educational achievement (Harmer, 2001, p.3). According to him, “we need to remember that most of the exams depend on how students write in order to measure their knowledge”.

Furthermore; writing is a crucial element of communication in society as Hyland (2002, p.69) states that "writing is one of the main ways that [helps us] create a coherent social reality through engaging with others both personally and professionally. Hence, the ability to write well allows individuals from different cultures and backgrounds to communicate".

2.8. Learners’ Major Difficulties in the Writing Skill

Writing is a difficult task for the majority of English- language students than the other skills. It is too hard to even in their first language. As mentioned in Hedge (2005, p.7) that the English poet Strachey enlightens the difficulties that he qualified in writing: “first, I write one sentence. Then, I write another. That’s how I write. And so I go on. But I have a feeling [that] writing ought to be like running through a field.” Consequently, a big question that all of us may ask is: “what can I do to write”, or “why writing is difficult”. According to Seely (1998), the main reasons for learners' major problems in writing are at the related to grammar, vocabulary, spelling, punctuation, and native language interference.

2.8.1. Grammar

Grammar has considered being the cornerstone for foreign language learning. It has defined as:

A group of rules that determine how language works, and describe things in a practical way. It can be classified into: Syntax that explains the way we organize words to create sentences. And

morphology which deals with the way words changed to fit into sentences. Grammar has two approaches: the traditional grammar, and the modern descriptive grammar. (Seely, 1998, p.159- 160).

For many people, learning English grammar has considered being the most difficult part. Seely (1998) suggests that most learners have the idea that grammar appears too difficult or even impossible to grasp due to the way it should have been introduced to them in schools, or later in their lives. He states the major difficulties in grammar that may hinder learners' achievement in writing as follows:

1. The Sentence: Seely (1998, p.161) claims that there is no simple and clear definition to the sentence, because many people who speak English have got a very good grasping of what a sentence is. However; problems occur when it comes to writing. Generally speaking, when students write a sentence that they have a doubt about, and ask for advice about how it would be correctly. More precisely, the major problems in a sentence that may inhibit learners' achievement in writing are:

- a) **The Verb:** The sentence that does not contain a finite verb, is not a sentence because the reader is left waiting for something to occur, and simply we cannot exactly know what the writer meant. Also, another possible problem concerning the verb is the lack of subject-verb argument.
- b) **The Object:** The shared problem concerning the object is when some pronouns change according to whether the word is the subject or the object of the sentence.
- c) **Adverbials:** Learners may face a trouble where to place the adverbials. "... There is not much choice about where you put them in the sentence. Adverbials can pop up anywhere." (Seely, 1998, p.161).
- d) **Coordinating Conjunction:** Seely (1998, p.161) says that "the purpose of using the coordinating conjunction either with two clauses or with two phrases. If this does not happen, errors will occur".
- e) **Word Order:** In English, the meaning of the sentence is usually conveyed via the order of its words.

2.8.2. Vocabulary: Seely (1998: 185-186) classifies the English vocabulary as follows:

- **Active Vocabulary:** Contains all the words that we know, and use in our daily life confidently; especially when doing more serious writing.
- **Passive Vocabulary:** Includes the words that we can grasp when reading, but we do not remember them most of the time when writing, although we understand them well enough in reading texts.
- **Vocabulary in the Process of Moving from Being Passive to Being Active (or vice versa):** It includes words that we use after a lot of thinking, or sometimes even checking their correct meaning in a dictionary.
- **Vocabulary that is Beginning to Enter the Passive Vocabulary:** Which consists of words that we have seen before, but their meaning is not clear.
- **Vocabulary That We Have Never Dealt Before:** Includes words that we have never encountered before.

Additionally, Tosuncuoglu (1973, p.136) argues that “any language has its own difficulties concerning word’s mastery”. His claim is that learning the words of a foreign language is not an easy task to do because every word has its form, meaning, and usage, hence; each of these aspects of the words has its trouble spots. Indeed, foreign learners need to differentiate between a common core vocabulary which is known to all persons of that speech community and specialized vocabularies which are known just to specific members. Another distinction is that concrete words are easier to learn than abstract ones.

Furthermore, Seely (1998, p.150) says that “English is not static but dynamic, its vocabulary and grammar continue to develop and change, as they have done for centuries”. Besides to this, foreign language learners find a difficulty in understanding English vocabulary because of the richness and the variation of this language.

2.8.3. Spelling

According to Seely (1998, p.209), the problem with English spelling is due to its linguistic history. It is mainly concerned with the sound-symbol. In other words, English language letters do not have a direct relation with their sounds, and this problem cannot be solved unless we use a series of conventions. These rules developed over time when

vocabulary and pronunciation of English were also developing. He also claims that “There are over forty sounds in English (...) and we only have the same twenty-six letters in the alphabet. So we have to combine letters in different ways to represent “the missing sound” (Seely, 1998, p.209). Another reason is that many words have derived from other languages, and plenty of them kept their original spelling but changed their pronunciation.

2.8.4. Punctuation

Seely (1998, p.226) refers to punctuation as a group of conventions that facilitate reading the written English. It is crucial to emphasize that the rules of punctuation are conventions agreed upon, and they are used not only for decoration, but they are used to separate a text into sections that the reader’s eye and brain can assimilate.

He also states that “punctuation marks are changing over time”. In addition to this, some areas of punctuation are clear and simple; however, other points are much more a matter of opinion and style such as commas and semicolon. According to him, “punctuating well is a combination of knowing a number of fixed “rules”, and applying a series of rather looser conventions to your own writing style”.

2.8.5. Interference of the Native Language

When learning a new language, learners have to take into consideration that there will be many factors that may affect this process. One of these factors is interference of the mother tongue. Interference or language transfer is a crucial cognitive factor which has linked to writing error, and it could be defined as the influence resulting from similarities and variances among the target language and any other language which has been previously learned. According to McLaughlin (1988, as cited in Bhela, 1999, p.2) “transfer errors happen because of the learner’s paucity to the necessary information in the second language”. Besides, Dauly (1982) defines interference as “The automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language”.

Besides to that, interference is the transfer of certain linguistic forms of one language to another. Those linguistic elements may contain phonological, grammatical, lexical and orthographical rules. Therefore, most learners believe that they can use the linguistic forms of their native language to help them when writing in another language. Nevertheless, this may cause a problem. In support of this point, Beardsmore (1982, p.3) suggests that “many of the difficulties in a second language learner has with the phonology, vocabulary and grammar of L2 are results of the interference of habits from the learner’s native language”. The former elements of L1 have used within the context of L2 resulting errors in L1, as the structures of the two languages are different. Another definition is given by Lott (1983) “Errors in the learner’s foreign language can be traced back to the mother tongue”. To solve this problem, Shen (1988, as cited in Weigle, 2002, p.37) talks of the necessity of changing one’s own identity in order to write well in the target language. “In order to write good English, I knew that I had to be myself, which actually meant not to be my Chinese self. It meant that I had to create an English self and be that self”.

Now, we learn the position of writing as a skill as well as its own characteristics and conventions. We also fully identify the struggle of learning to write well in any language, even in our mother tongue. Therefore, the foreign language learner must do a lot of practice in order to produce a coherent, correct, unified and extended piece of writing. Hedge (2005, p.7) says:

Effective writing requires a number of things: a high degree of organization in the development of information, ideas or argument; a high degree of accuracy so that there is no ambiguity of meaning, the use of complex grammatical devices for focus and emphasis, and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.

2.9. The Place of Vocabulary Within Academic Writing

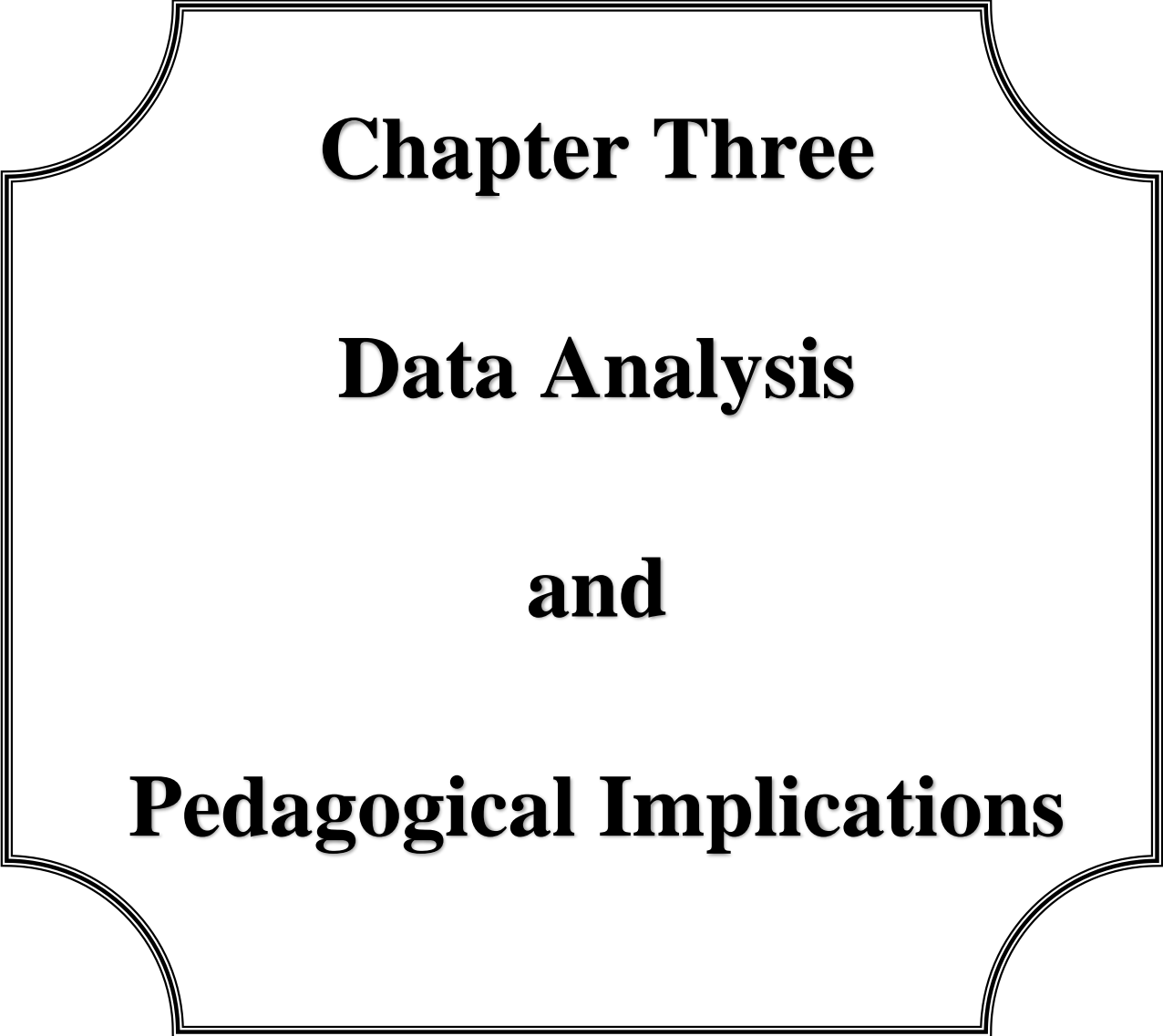
In some ways, the ability to write successfully cores upon having an enough vocabulary even more than have done the ability to read. When students have learned to decode items, they may be able to read and pronounce various words that are unfamiliar to them. They might even be able to find exact meanings of unaccustomed words only by examining the context in which those words have used. Through the writing process, yet, a student does not have the luxury of scrutinizing the context in which a word has used; he/she is generating the context. Consequently, the writer should have been able to naturally recall words that are notorious not only by sight, but that have understood well enough to use correctly. Writing is dependent upon the capability to appeal upon words to describe an event (Corona, Spangenberg, & Venet, 1989, p.18).

When students have rich vocabulary that will have a direct influence upon the destructiveness, accuracy, and quality of their writing. As Ediger (1999, p.01) notes, “variety in selecting words to convey accurate meanings is necessary in speaking and writing, the out goes of the language arts”. Corona, Spangenberg, and Venet (1998, p.26) agree: “At any level, written communication is more effective when a depth of vocabulary and command of language is evident”

According to Papadopoulos (2012), vocabulary is crucial for language acquisition, improvement and has recognized as an essential factor for attainment in college and achievement in society. New studies also conveyed the role of vocabulary in three main aspects students writing performance: (a) shaping teachers’ perception of writing quality; (b) predicting students’ overall writing performance, and (c) enhancing the quality of students’ written compositions. Vocabulary is prompting academic writing successfully according to its choice. This has stated by Corson (2000, as cited in Nations, 2001, p.178) “for writers with academic purposes, it is essential to gain productive written control of Graeco--Latin vocabulary of English in order to be recognized as a member of the academic writing community”.

Conclusion

The writing skill is a greatly complex form of communication because it is both a skill and a mean of self-expression. And it deals also with how we can organize our ideas to convey exact meaning. From what has been previously stated, we bring to an end that the mastery of writing is very difficult that needs a lot of practice. Therefore, both teachers'/learners' requisite the basic information that makes the teaching/learning process of the writing skill easier and central. One way to accomplish this is to look at writing as process that requires different steps rather than product.



Chapter Three

Data Analysis

and

Pedagogical Implications

PART TWO: THE PRACTICAL SIDE

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

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CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

3.1. PRESENTATION AND ANALYSIS OF THE STUDENTS' QUESTIONNAIRE

Introduction

Giving the students the opportunity to express their attitudes and ideas towards the research topic through the questionnaire is one of the most important basics in any research. Therefore, the questionnaire was designed and created in order to help us find the relationship between teaching vocabulary and writing production improvement. In this section, we will discuss the results of the student's questionnaire in order to check the validity of the research hypothesis.

3.1.1. The Administration of the Questionnaire

The target population of this study is second-year LMD students of English at Chadli BENDJEDID El-Tarf University. There are 25 students selected randomly each eight or nine from each group distributed over three groups. The choice of second-year students was based on the consideration that they have already been introduced by English written expression teachers. They have learned some basic skills of writing like producing different types of sentences and paragraphs according to second-year written expression syllabus.

3.1.2. Description of the Questionnaire

The questionnaire is composed of three sections of 18 questions. It consists of open-ended questions, which contain yes/ no questions and multiple choice questions and close-ended questions. The questionnaire's objective is to give the chance to second-year English students to express their thoughts and views about writing in general and teaching learning vocabulary acquisition in particular.

Section One: Personal Information (Q1– Q3): Contains three questions. It tries to obtain personal information about the participants such as: gender, age, and whether studying English at university was a personal choice or imposed.

Section Two: The Writing Skill (Q4- Q10): This section contains eight questions; it is about describing the writing skill. It aims at exploring how students deal with writing, and taking into account the different aspects involved in the writing process.

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Section Three: Vocabulary Teaching (Q11- Q18): This section attempts to question the respondents about various benefits and advantages of using particular strategies that help them to build their vocabulary stock. In other words, the overall objective of this section is to investigate the learners’ opinions about the strategies and techniques they use in order to improve their English vocabulary.

3.1.3. Analysis of the Students’ Questionnaire

Section One: Personal Information

Q1: The first question is about the gender of the students

Option	N	%
Male	03	12
Female	22	88
Total	25	100

Table 3.1: Students’ Gender Distribution

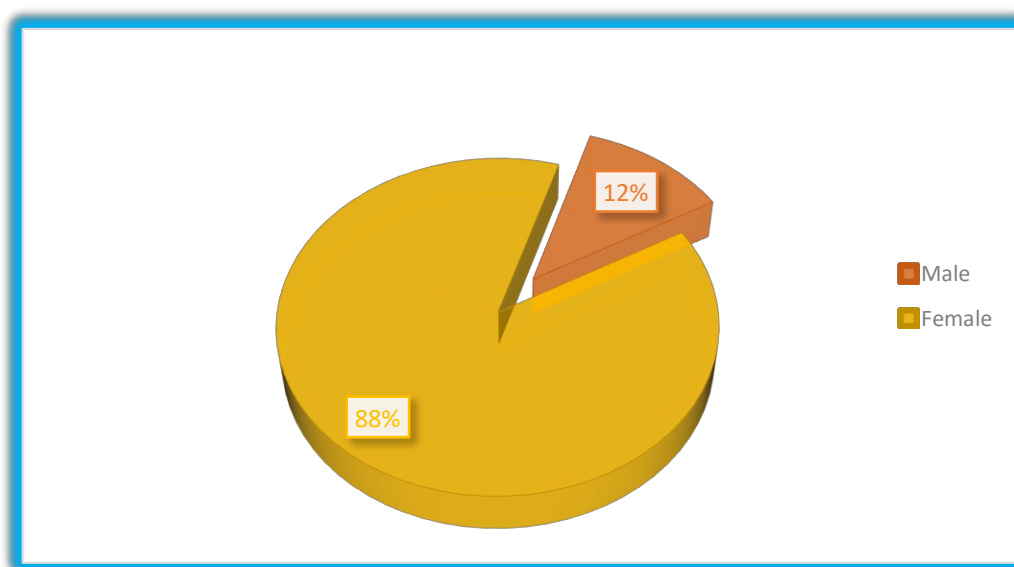


Figure 3.1: Students’ Gender Distribution

The participants’ total number is 25 students, three of them are males (12%) whereas, the number of females is 22 (88%). This variation is due to the females’ interest in learning literature and foreign languages, in addition to the teaching profession which is considered by society to be a feminine job. Thus, current studies show that females are most suitable for

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learning and acquiring multiple languages rather than males, but this is not an alternate reality because there are a lot of males dominating the females to learn more than one language.

Q2: The question is about students' age

Option	N	%
18 – 20	18	72
20-25	07	28
More Than 25	00	00
Total	25	100

Table 3.2: Students' Age Distribution

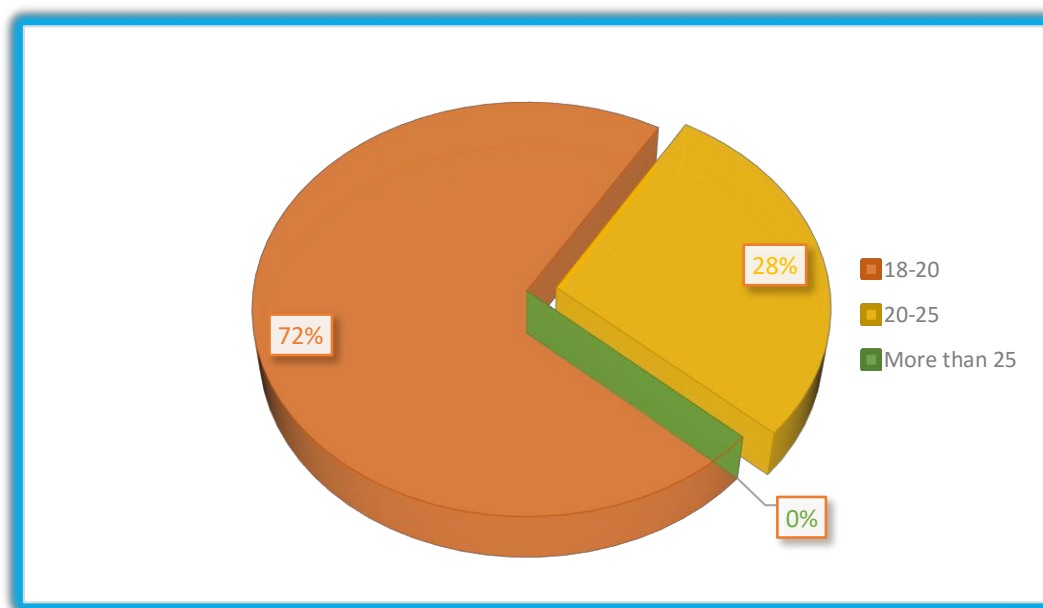


Figure 3.2: Students' Age Distribution

We notice from the figure 3.2 that most of second-year students are aged between (18-20) years old (72%). For this reason, learning English or any foreign language will be very easy without age constraints because the age is a crucial factor in studying languages. About 28% of the students are aged between (20-25), this could be due to their failure in the baccalaureate exam or other unknown reasons. No one is aged more than 25 years old (0%).

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Q3: This question was about the choice of studying English:

Option	N	%
Free	20	80
Imposed	05	20
Total	25	100

Table 3.3: Students' Choice to Study English

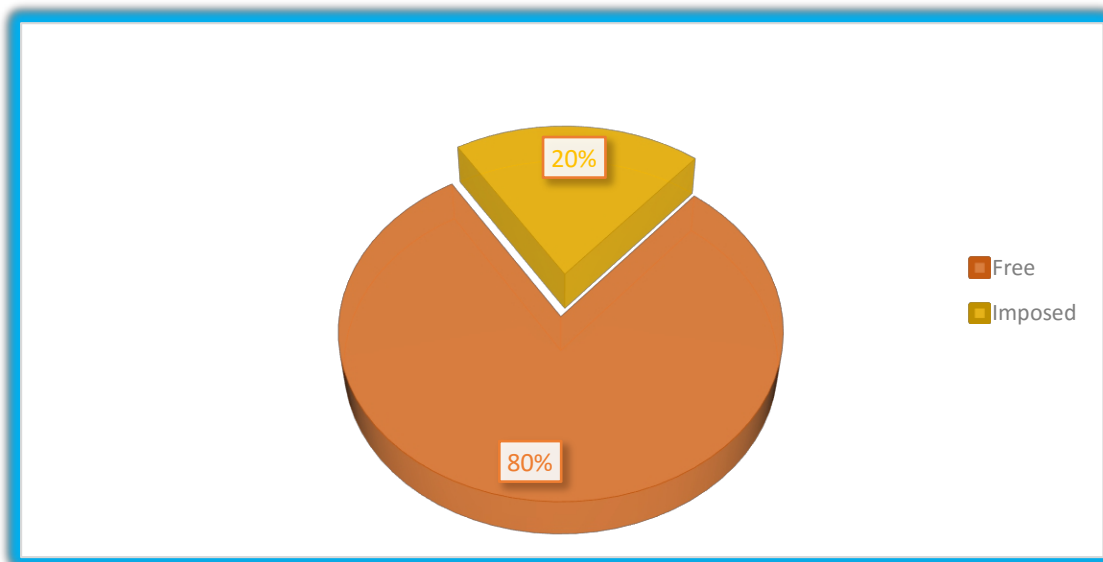


Figure 3.3: Students' Choice to Study English

According to the results we can say that the majority of the students choose to study English language freely (80%) because they love it and they want to develop their level, only (20%) of the students claim that they are obliged to do so because of their marks which are not qualified to study other branches or because their parents have forced them to choose it for their careers.

Section Two: The Writing Skill

Q4: The question is whether writing in a second language is an easy task for the student to learn

Option	N	%
Yes	07	28
No	18	72
Total	25	100

Table 3.4: Difficulty of the Writing Skill

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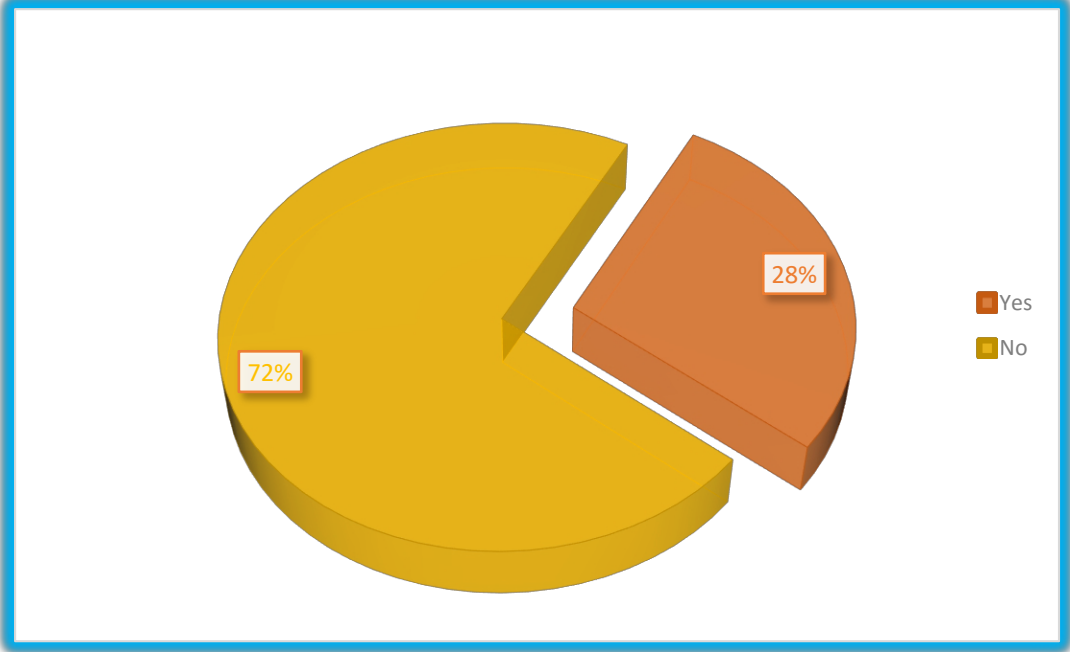


Figure 3.4: Difficulty of the Writing Skill

72 % of the learner’s view that writing is not an easy task to learn. This is because students find it challenging to find ideas to include in their writing because it needs more practice and strong vocabulary knowledge about the writing aspects and rules. Also, because writing is the most difficult skill to master in the foreign language. However, (28%) of the respondents said that writing is an easy task to do. They think that English is an easy language to be learned as compared to other foreign languages.

Q5: the question is about what a good writing is?

Option	N	%
Correct grammar	10	40
Precise vocabulary	06	24
Effective punctuation	02	08
Informative ideas	07	28
Total	25	100

Table 3.5: Students’ Attitudes Towards What a Good Writing Is?

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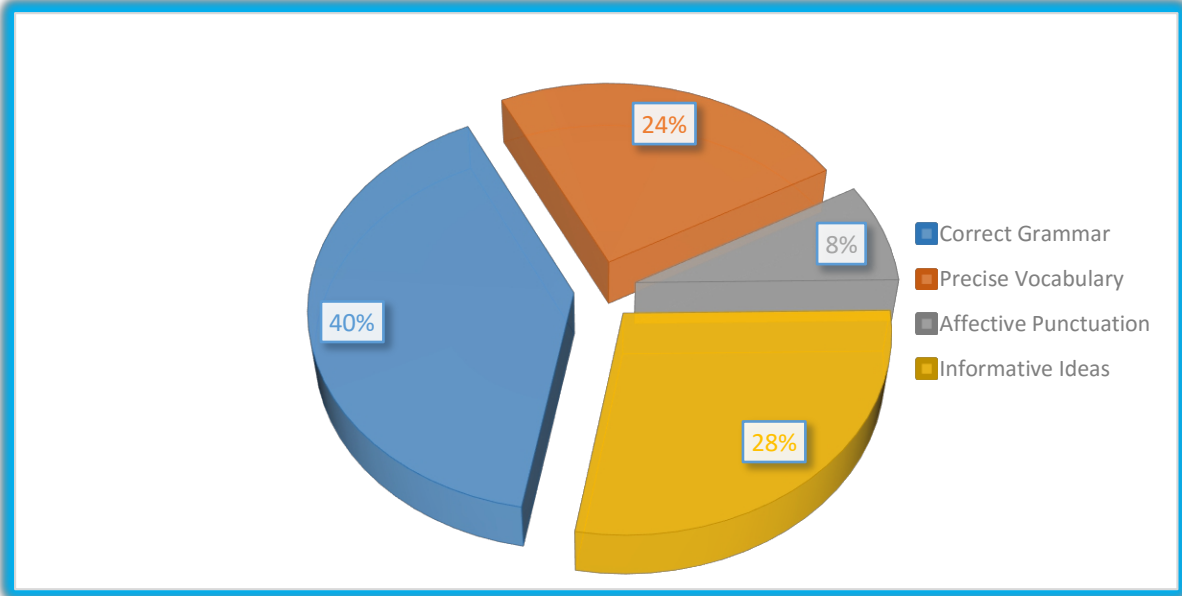


Figure 3.5: Students’ Attitudes Towards What a Good Writing Is?

Most of the participants believe that a good writing is a matter of the correct use of grammar rules (40%), which means that they just focus on grammar rules without taking into consideration the other aspects of a good writing. The other percentage (28%) believe that a good writing is a matter of obtaining informative ideas, and precise vocabulary (24%); whereas, (08%) of the learners think that a good writing is the one which is based only on affective punctuation. The results confirm that our learners have different views about what a good writing is, they have many interpretations but no one recognizes that a good writing is a combination of all language aspects.

Q6: The question is about students’ motivation towards academic writing

Option	N	%
Yes	17	68
No	32	32
Total	25	100

Table 3.6: Students Motivation Towards Academic Writing

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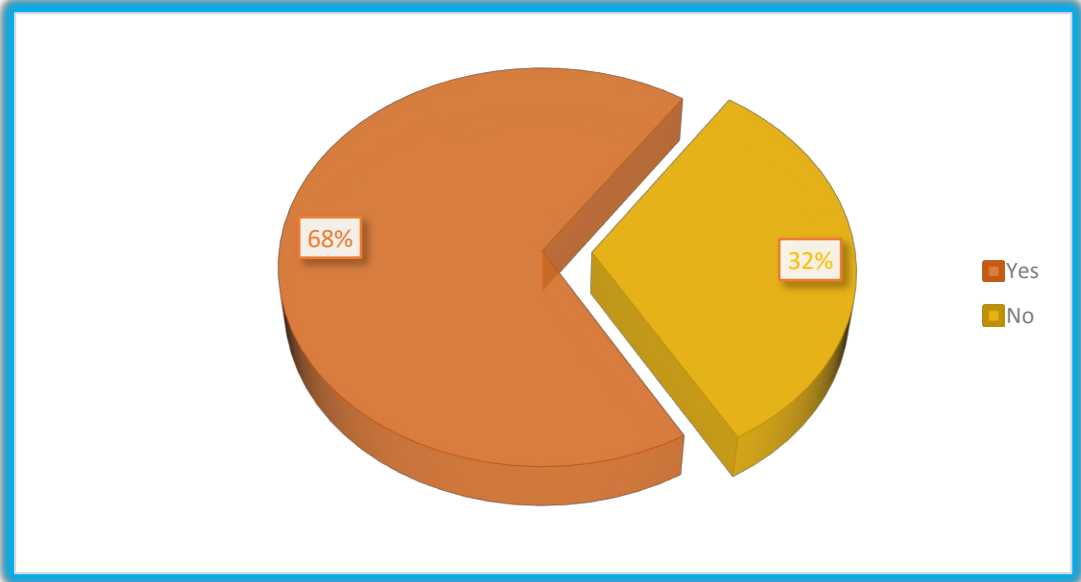


Figure 3.6: Students Motivation towards Academic Writing

Table (3.6) demonstrates that (68%) of the students answer “Yes” they are motivated to write academically in English assumed that academic writing is an important tool in the educational setting as well as they need to develop their writing proficiency. Whereas (32%) of participants answers “No” because they think that they are not competent enough to write academically in English.

Q7: The question is what difficulties students encounter when writing:

Option	N	%
Vocabulary	07	28
Grammar	05	20
Content	06	24
Punctuation	07	28
Total	25	100

Table 3.7: Students’ Opinion Towards the Most Difficult Element in Writing

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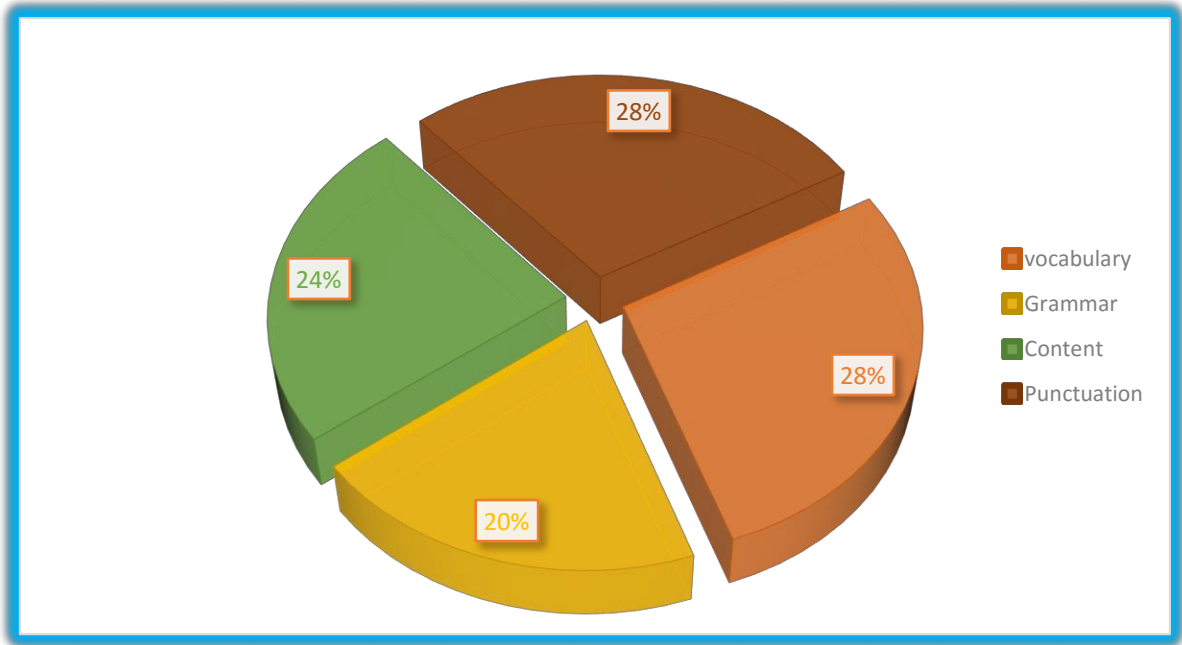


Figure 3.7: Students' Opinion Towards the Most Difficult Element in Writing

The majority of students (28%) answered that vocabulary and punctuation are the most difficult elements in writing. Then, comes content with percentage of (24%), and grammar with (20%). In other words, second year students face difficulties with the usage of the language. Concerning punctuation, they explain that it is not easy to use it in writing.

Q8: When assigning a writing topic, do you focus on:

Option	N	%
The purpose of writing	03	12
The content structure	06	24
The audience that you are writing for	04	16
All of them	12	48
Total	25	100

Table 3.8: Students' Attitudes Towards Assigning Written Topic

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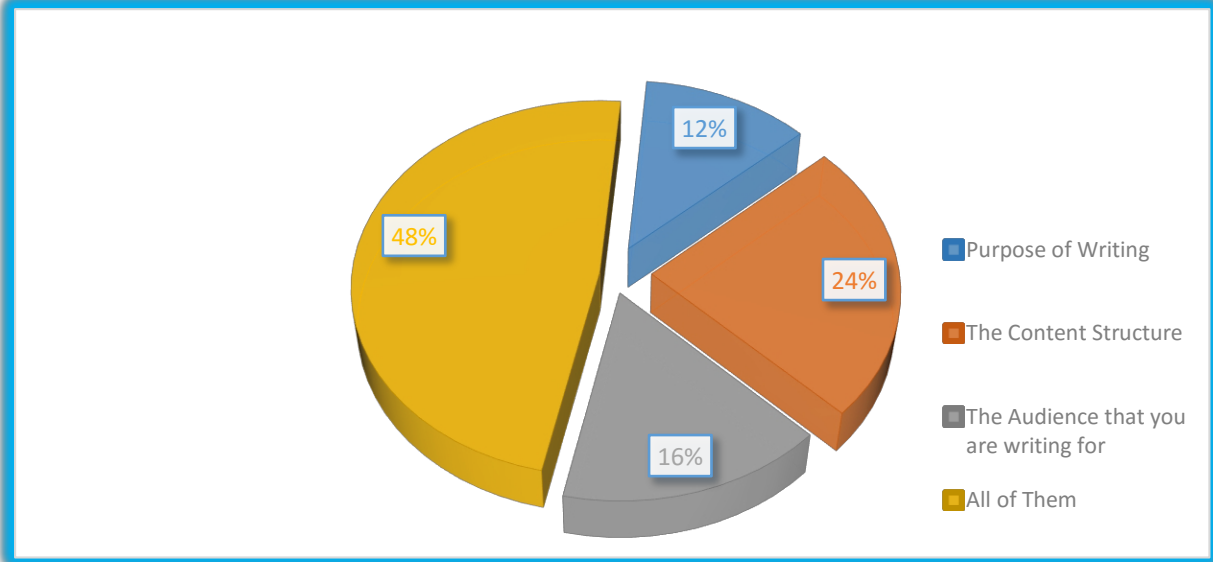


Figure 3.8: Students’ Attitudes Towards Assigning Written Topic

48% of the participants agree that when they assign a writing topic, they focus on all the factors mentioned above. This indicates that most of second year students are aware of the factors that make the writing process more effective. (24%) of our participants said that, they focus on the content structure when a written topic is assigned. This is because the students’ matter is how to organize their ideas and arguments. Also, (16 %) of the respondents said that they focus on the audience; it means for whom they are writing their topics. However; only (12 %) who have reported that they focus on the purpose of writing.

Q09: What are the writing stages you are familiar with? (you can choose more than one answer)

Option	N	%
Pre-writing Stage	08	32
Drafting Stage	11	44
Revising Stage	04	16
Editing Stage	02	08
Total	25	100

Table 3.9: Students’ Familiarity with the Writing Stages

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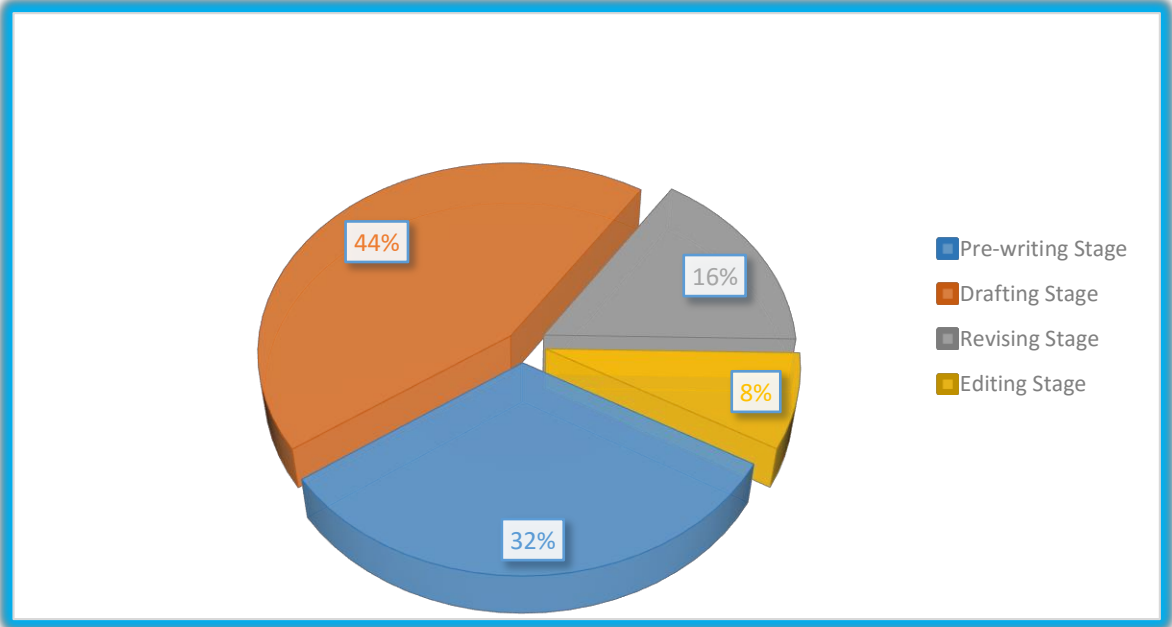


Figure 3.9: Students' Familiarity with the Writing Stages.

As figure (3.9) shows, drafting is the most familiar stage to students with (44%) followed by the prewriting stage with (32%). As well as, the revising and the editing stages gained (16%) and (08%). It is expected that the drafting stage gains the highest percentage of familiarity to students as known by everybody as the actual act of writing. However, the other stages should not be neglected since they all together contribute to improving the quality of students' writings.

Q10: While writing, do you think it is important to:

- a. Go back and think about what you write.
- b. Try to make everything perfect from the very beginning.
- c. Write with non-stop and then you revise what you have written.

Option	N	%
a	06	24
b	03	12
c	16	64
Total	25	100

Table 3.10: Students Thinking When They Write

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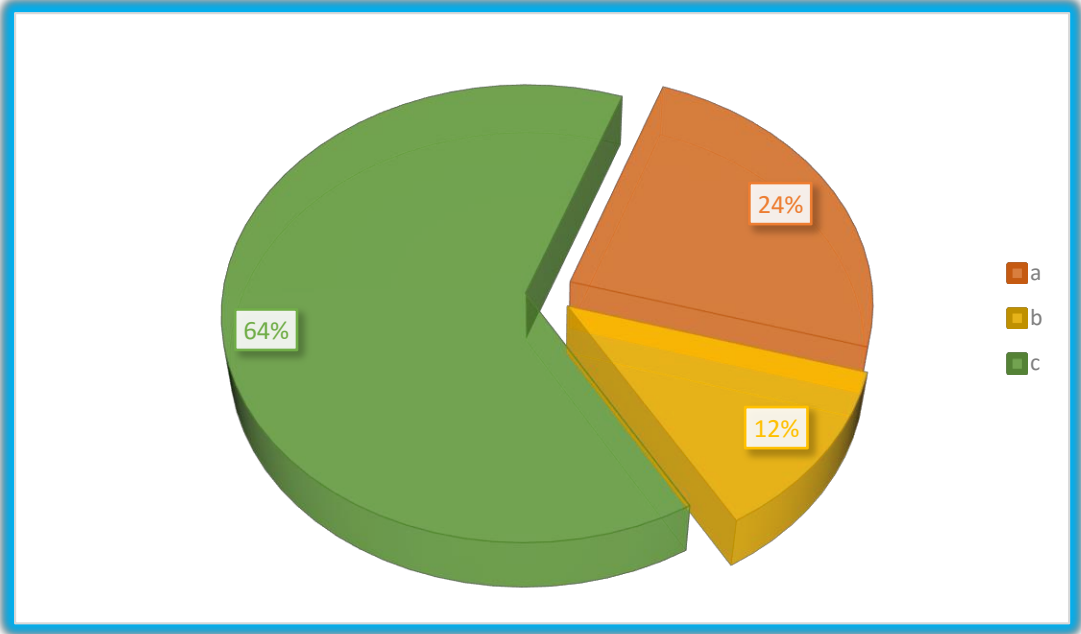


Figure 3.10: Students Thinking When They Write

As it is demonstrated, (24%) of the students consider that it is important to go back and think about what they wrote, and only (12%) of them think it is important to make everything perfect from the beginning, whereas (64%) of them think it is important to write with non-stop, and then revise what they have written. Such a finding is important because this is what students are encouraged to do when adopting the process approach which views writing as a recursive activity where writer can move forward and backward.

Section Three: Vocabulary Teaching

Q11: The question is about the quality of students’ vocabulary knowledge in the English language:

Option	N	%
Yes	09	36
No	16	64
Total	25	100

Table 3.11: Students’ Attitude of Having Good Vocabulary Knowledge in English

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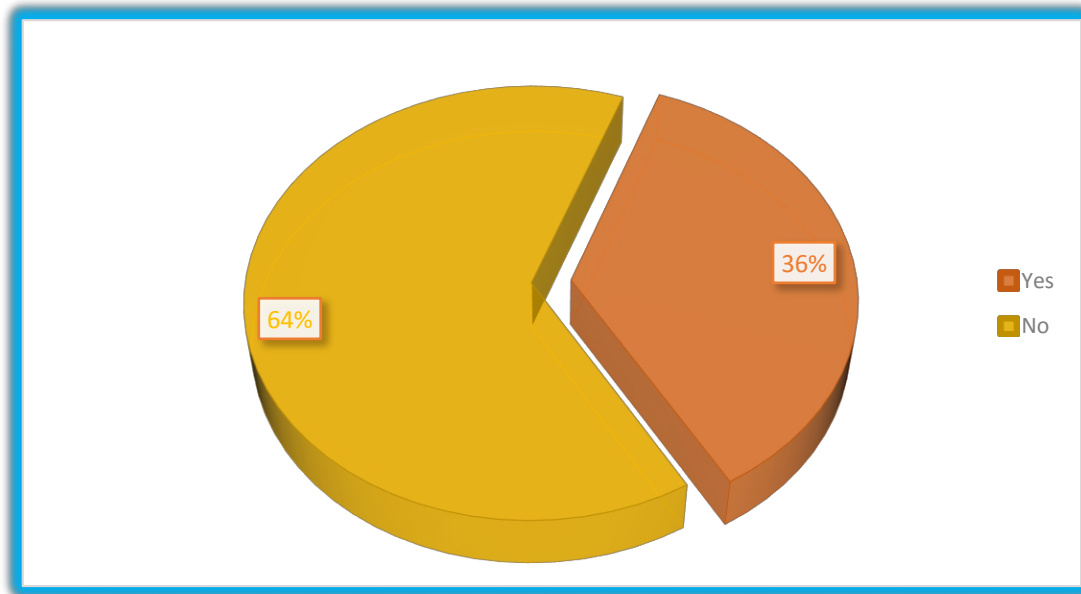


Figure 3.11: Students' Attitude of Having Good Vocabulary Knowledge in English

The above table (3.11) shows that (36%) of our participants said that they have good vocabulary knowledge in the English language, and this is due to extensive as short stories, poems, and novels. Watching movies, listening to music, making a glossary, using dictionaries and translating words. On the other hand, (60%) of participants think that they do not have good vocabulary knowledge as they are just beginners in learning the foreign language, also because of the lack of reading.

Q12: The question is about the types of dictionary that students use

Option	N	%
Bilingual	18	72
Monolingual	07	28
Total	25	100

Table 3.12: Students' Intuition About the Types of Dictionary

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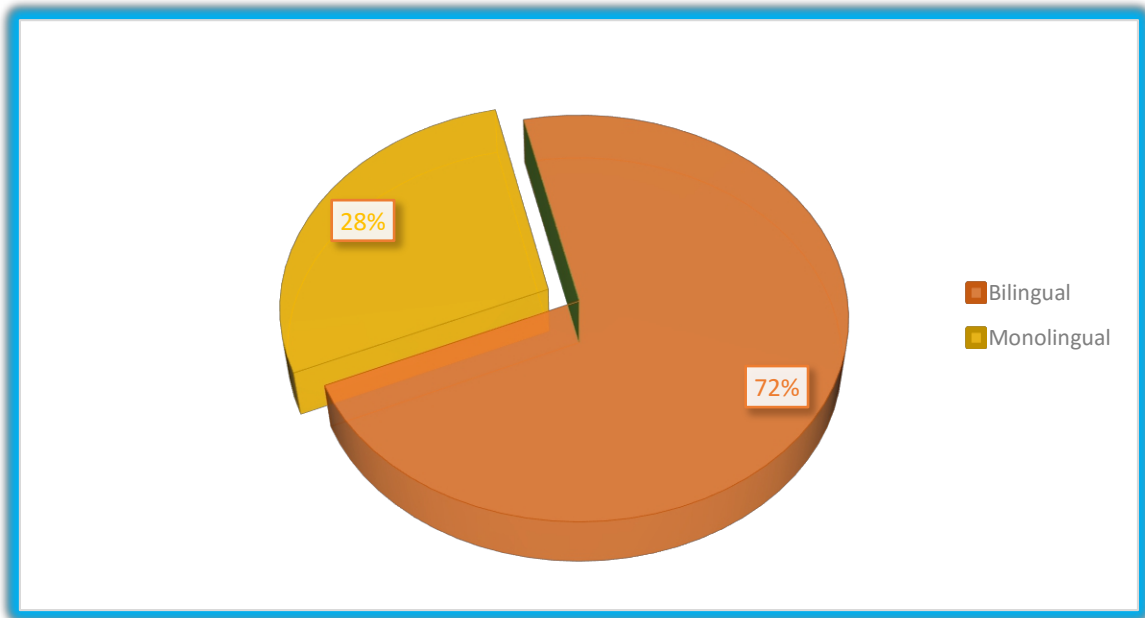


Figure 3.12: Students' Intuition About the Types of Dictionary

Most of the respondents prefer to use the bilingual dictionary. It reveals that (72%) of the respondents use the bilingual dictionary because they find it more helpful and useful than the monolingual dictionary; since it provides them with clear explanation and definition of words. However; the rest of the participants (28%) use the monolingual one because they have higher vocabulary knowledge.

Q13: Students' use of dictionary

Option	N	%
Always	12	32
Sometimes	08	48
Rarely	04	16
Never	01	04
Total	25	100

Table 3.13: Students' Use of Dictionary

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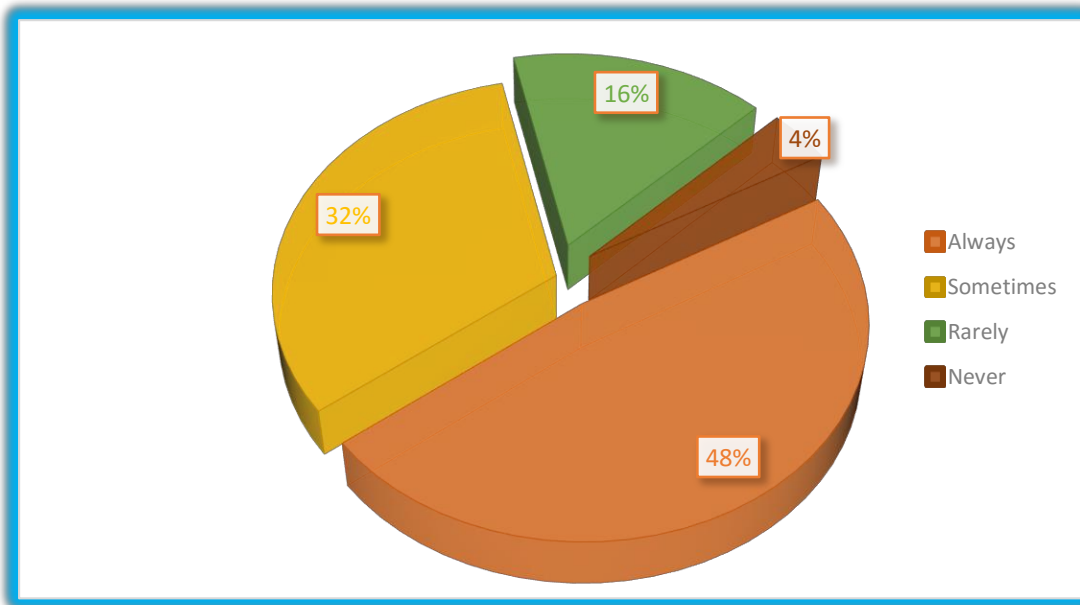


Figure 3.13: Students' Use of Dictionary

Nearly half of the populations (48%) of our participants use always the dictionary. as we said before, the learners prefer to use the dictionary in explaining words that are ambiguous or words that need more explanation. Therefore; they find it a crucial tool in learning a foreign language. Then, (32%) is the percentage of the students who use the dictionary from time to time; this is may be due to their preferences to other strategies. While, a limited number (16%) of the students use rarely the dictionary to look for the meaning of Certain Word. However, there is an exception only (04%) of the students never use the dictionary while learning this maybe he is obliged to study English.

Q 14: This question is about students' knowledge about appropriate use of vocabulary

Option	N	%
Yes	08	32
No	17	68
Total	25	100

Table 3.14: Students' Knowledge About Appropriate Use of Vocabulary

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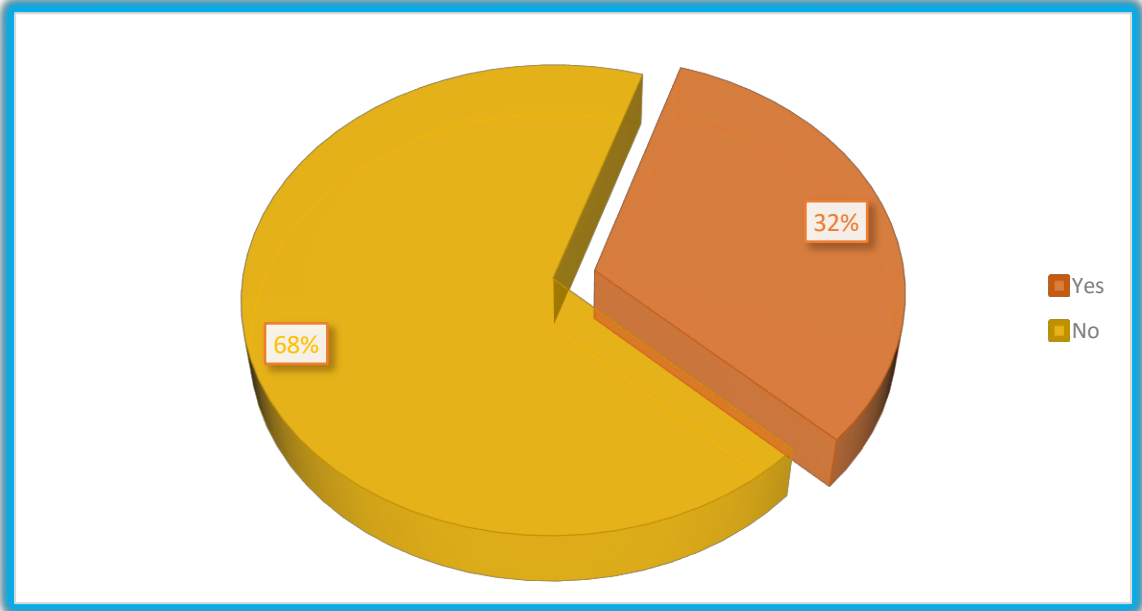


Figure 3.14: Students' Knowledge About Appropriate Use of Vocabulary

Table (3.14) shows that the majority of asked students (68%) do not know what does it means 'appropriate use of vocabulary'; they did not provide any explanation. About the rest of participants, (32%) and only one from them show that he understands clearly what does it mean, he explains; appropriate use of vocabulary is essential to make the receiver comprehend the idea clearly because of the right assortment of words.

Q15: Which strategy do you use to form good vocabulary knowledge?

Option	N	%
Using dictionary	09	36
Extensive reading	04	16
Taking notes	12	48
Total	25	100

Table 3.15: Students' Vocabulary Learning Strategies

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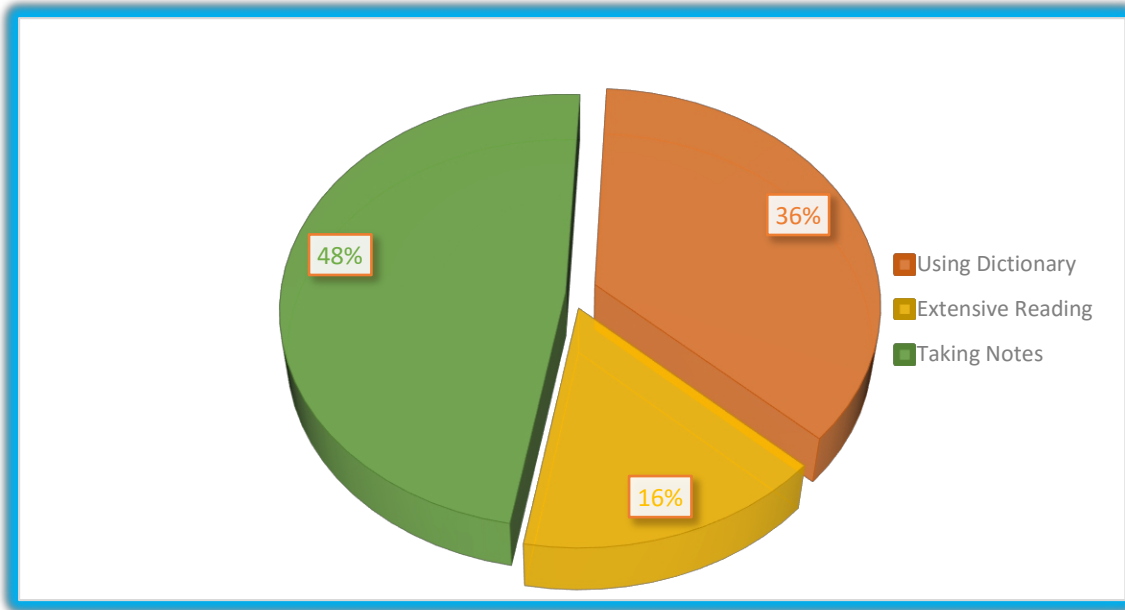


Figure 3.15: Students' Vocabulary Learning Strategies

This table indicates that the majority of our respondents (48%) use taking notes as a good strategy for building ample vocabulary in learning the target language. Using Dictionary comes next with a rate of (36%). Finally, there are (16%) of students who use Extensive Reading strategy. This is evidence which indicates that taking notes is very useful and crucial tool for learning a foreign language because they think that it is the easiest strategy for them to acquire new vocabulary.

Q16: This question is about students' strategies in understanding a word in text

Option	N	%
Use a dictionary	18	72
Ignore it	02	08
Reread the text and grasp the word from the context	05	20
Total	25	100

Table 3.16: Students' Strategies in Understanding a Word in Text

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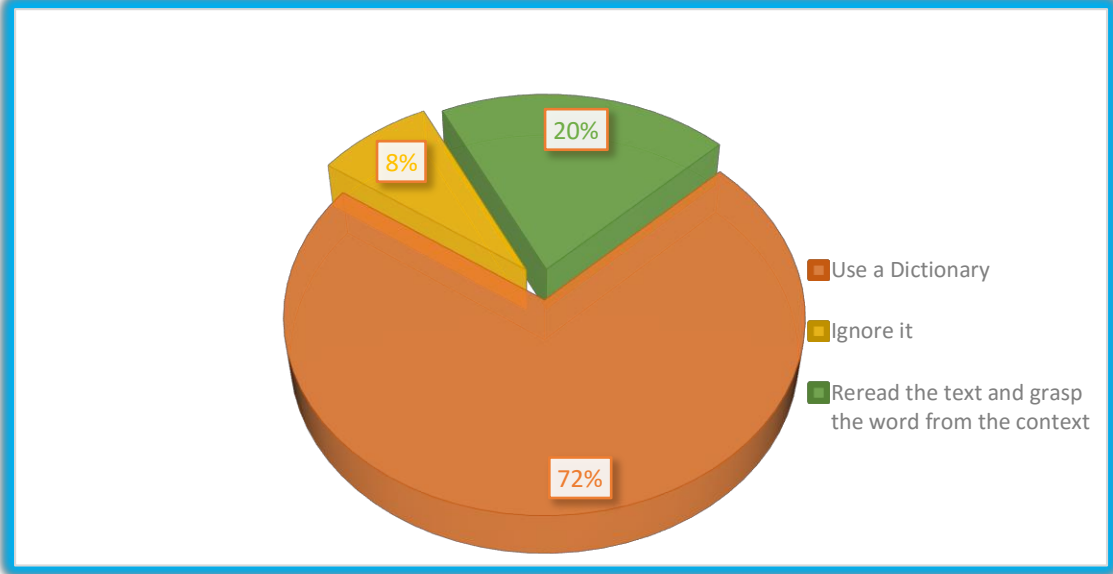


Figure 3.16: Students Strategies in Understanding a Word in Text

The previous table shows that (72 %) of the students depend on the use of a dictionary for grasping meaning from a text. This is denoting that the dictionary is a crucial mean. (20%) of the participants depend on grasping unfamiliar words from the context, and this is due to the good vocabulary knowledge that helps them to decide the meaning of uncommon terms. However; the rest respondents with a rate of (08%) have said that they simply ignore those unfamiliar words.

Q17: Students’ preferences in using vocabulary strategies

Option	N	%
Focusing on meaning	04	16
Focusing on form	02	08
Focusing on language context	03	12
All of them	17	64
Total	25	100

Table 3.17: Students’ Preferences in Using Vocabulary Strategies

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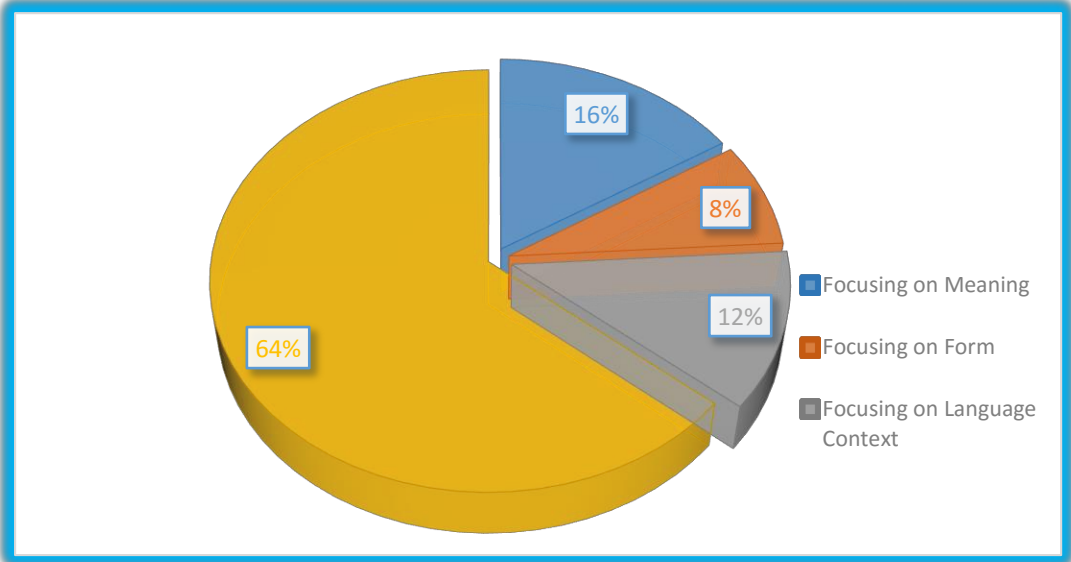


Figure 3.17: Students' Preferences in Using Vocabulary Strategies

This table shows that (64%) of our participants use all the vocabulary strategies suggested above. This indicates that our respondents are conscious of the gains of the vocabulary strategies because each word could be being used in a different place, different forms, with of course different meanings, and therefore; knowing the word form, with its meaning, with the development of the guessing from context, strategy help the learners to build up good vocabulary knowledge toward the target language.

Q18: The impact of good vocabulary knowledge on successful writing

Option	N	%
Yes	25	100
No	00	00
Total	25	100

Table 3.18: The Impact of Good Vocabulary Knowledge on Successful Writing

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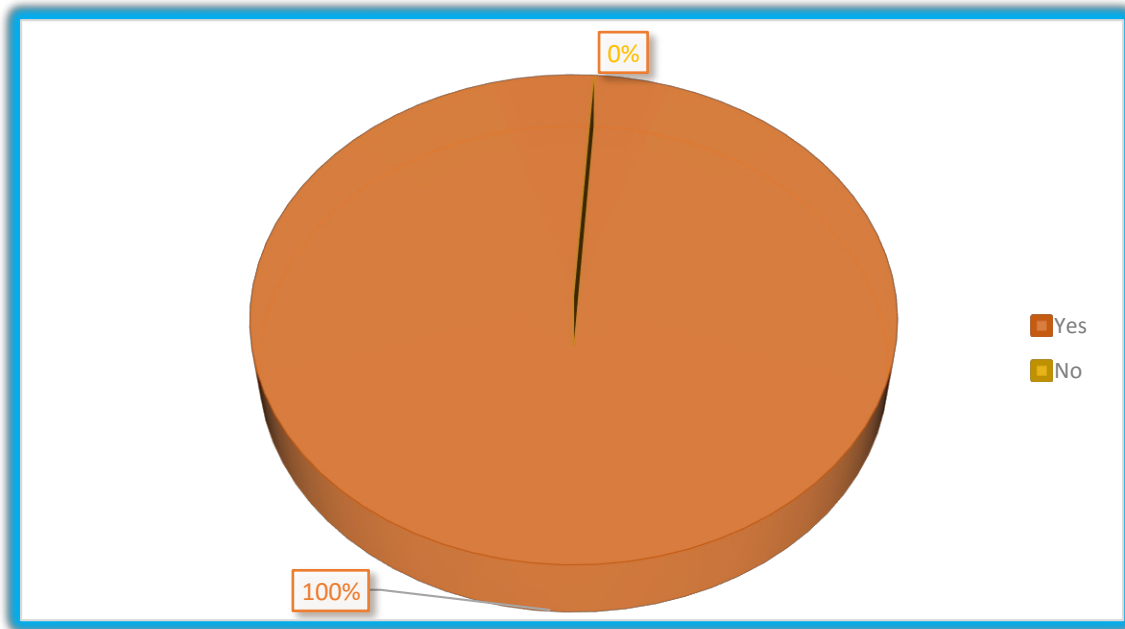


Figure 3.18: The Impact of Good Vocabulary Knowledge on Successful Writing

The results are shown above reveals that (100 %) of our participants said that a strong vocabulary provides them with the right words when assigning such writing topics. Thus, having sufficient vocabulary facilitates the ability to write effectively.

3.1.4. Discussion of the Results

This research work is set to determine the role of teaching vocabulary to improve foreign language learners' written production. The results obtained in this study are very significant.

The students' questionnaire affirms that the majority of second-year English students have chosen English as free choice because they are interested in learning English as a foreign language and for their profession. This of course, will facilitate the process of learning, and increase the learners' knowledge. Such findings are very encouraging because they help teachers to get their students more motivated to learn. So, according to the results obtained from the students' questionnaire, we can see that the respondents (68%) are motivated to write. This can be explained by the positive attitude that learners hold towards writing. In addition to this, students believe that good writing is correct grammar with an amount of (40%), and they also consider informative ideas (28%) as an important aspect that leads to effective writing. These findings reveal that students do not give much importance to vocabulary accuracy in their writing, this shows that students are more conscious about the

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role of vocabulary in developing their writing competence. When speaking about the writing skill, we see that the majority of the participants' find writing in English as difficult task. This finding shows that our foreign language learners are beginners in learning English and are not probably aware of the aspects of writing.

Moreover, the learners have claimed that they have a lack in their English vocabulary knowledge. This can be interpreted by their less background awareness towards the steps of learning vocabulary, or due to the insufficient techniques which teachers use to teach new words. Hence, teachers are responsible for helping the learners increase their knowledge about how to use the vocabulary strategies especially with second-year students. Also; teachers should highlight the role of vocabulary learning strategies in developing the foreign language learners' target language by making students pay attention to them.

Conclusion

The results obtained from the analysis of the students' questionnaire reveal the major points that have been conducted in this research. It actually provides the respondents with a general overview about our work. The analysis of the students' questionnaire allowed us to draw up on the following conclusion; there is a serious gap in our second-year students' ability to produce English to communicate effectively. This may be instrumented to the learners' lack of vocabulary knowledge. The second-year English students are very conscious about the importance of teaching and learning the writing skill. In addition to this, the findings of this questionnaire will certainly help teachers and researchers to design useful activities and choose the appropriate strategies for teaching vocabulary that may boost the students' abilities to enrich their vocabulary stock.

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3.2. PRESENTATION AND ANALYSIS OF THE TEACHERS' QUESTIONNAIRE

Introduction

This questionnaire is administered to five English teachers of written expression module who have taught English at Chadli BENDJIDID El-Tarf University. The purpose behind the use of questionnaire as a data-gathering tool is that it has the power to provide useful information about teachers' views concerning teaching of vocabulary, teaching of writing, and to get a deep understanding of the importance of vocabulary in enhancing the foreign language learners' writing skill. The different views of teachers are very important because they are familiar with this type of studies, and they are aware of the students' abilities and the writing skill difficulties. This part of research aimed at presenting and analyzing each question separately depending on the teachers' answers.

3.2.1. Administration of the Questionnaire

The questionnaire was given to five teachers of written expression in the division of English at Chadli BENDJEDID University of El-Tarf. Their experience, suggestions and observations are respected for the research conduct.

3.2.2. Description of the Questionnaire

The teachers' questionnaire contains twenty questions in three sections (see Appendix B). The questions include close-ended and multiple choice questions, and for some questions, the teachers are requested to provide an explanation, justification, or suggest other alternatives.

Section One: General Information (Q1-Q3): The aim of the first section is to elicit the background information of teachers: their qualification (Q1), how long they have been teaching English (Q2), and how many years they have been teaching written expression module (Q3).

Section Two: The Writing Skill (Q4-Q12): Its general objective is to help us to find out the teachers' sights about teaching the writing skill in general. For example; whether writing is an easy task to teach, whether the time devoted to written expression course is sufficient, and

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whether it is a necessary skill to develop in their students. Also, these questions aim to determine the written expression teachers’ role in developing the writing skill.

Section Three: The Importance of Teaching Vocabulary (Q13-Q20): This section is composed of questions seeking information about students’ vocabulary knowledge as well as strategies used to explore and if they are aware of the importance of appropriate vocabulary use within written productions.

3.2.3. Analysis of the Teachers’ Questionnaire

Section One: General Information

Q1: The teachers’ qualification

Option	N	%
License	00	00
Magister	05	100
Doctorate	00	00
Total	5	100

Table 3.19: The Teachers Qualification

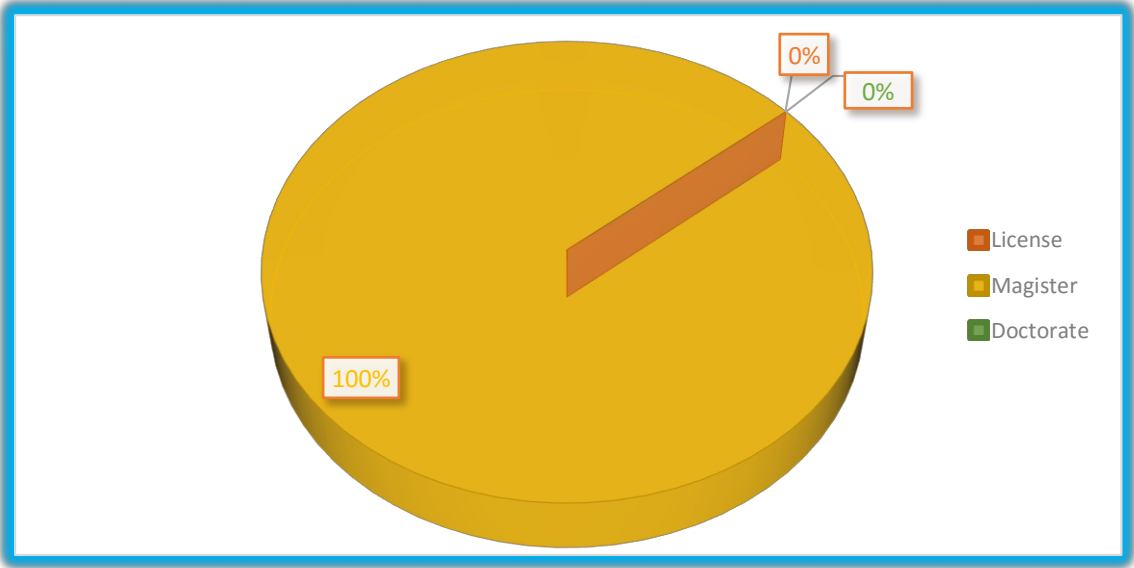


Figure 3.19: The Teachers Qualification

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The teachers’ qualifications are the same which mean (100%) of the questioned teachers held Magister degree.

Q2: The question about teachers’ teaching experience

Option	N	%
1-5 years	03	60
5-10 years	01	20
More than 10 years	01	20
Total	05	100

Table 3.20: Teachers’ Teaching Experience

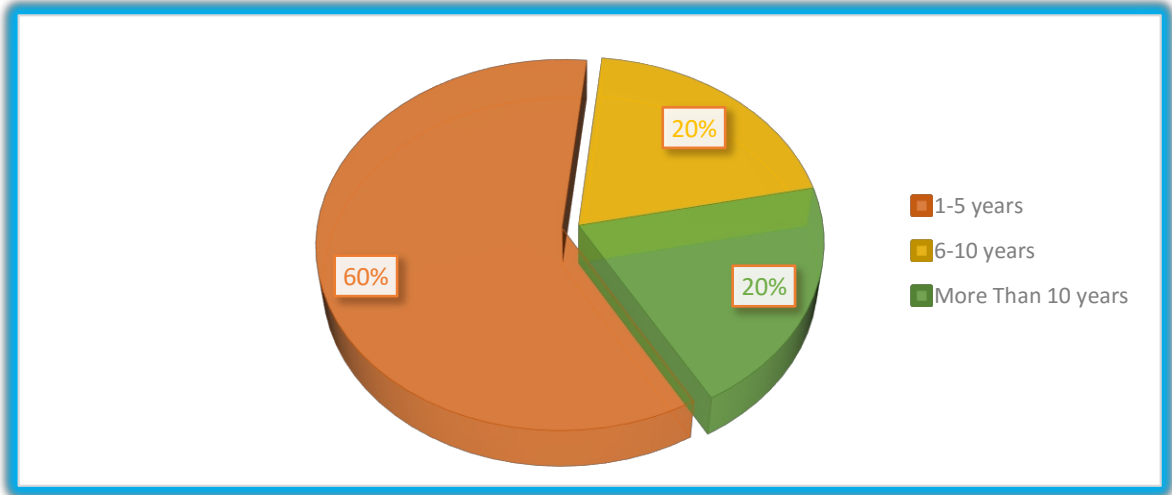


Figure 3.20: Teachers’ Teaching Experience

The (60%) of our teachers have the experience of teaching English from (1-5) years. Whereas, (20%) of them have the experience of teaching English language from (6-10) years. The last proportion of (20%) constitutes the percentage of one teacher who had been teaching the English language for a long time, this indicates that the last two teachers are longstanding in the domain of teaching and also have a good experience in teaching.

Q3: Teachers’ experience in teaching the written expression module

Option	N	%
1-5	05	10
6-10	00	00
Total	05	100

Table 3.21: Teachers’ Experience in Teaching the Written Expression Module

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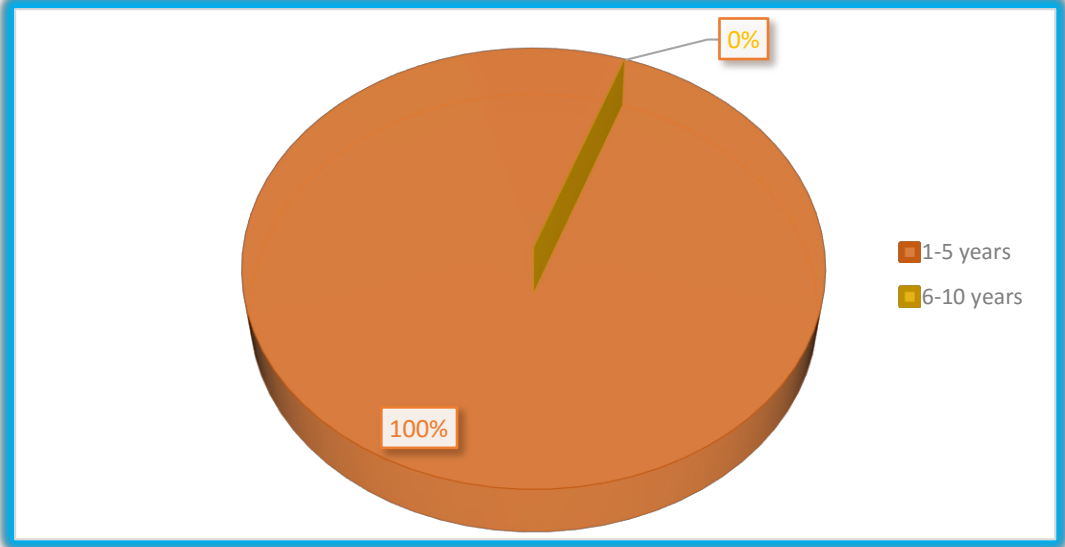


Figure 3.21: Teachers' Experience in Teaching the Written Expression Module

Five (05) teachers have been teaching written Expression from (1-5) years It is noted that all teacher has been teaching written Expression from the beginning of their career in teaching English.

Section Two: Teaching the Writing Skill

Q4: Teachers' opinion about writing

Option	N	%
Yes	01	20
No	04	80
Total	05	100

Table 3.22: Teachers' Opinion About Writing

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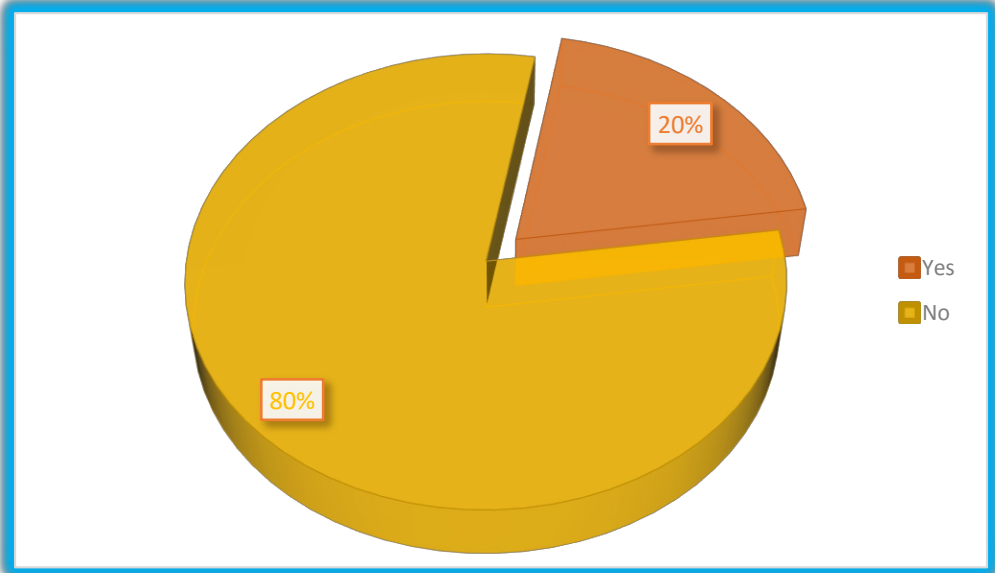


Figure 3.22: Teachers' Opinion About Writing

As it is shown in the table (3.22), (80%) of the participants said that writing is a difficult task, and only (20%) claimed that it is an easy task. This implies that the majority of them argued that writing is a difficult skill. So, their own justifications are :

- writing is a complicated process which comprises a number of cognitive and metacognitive activities, for example; organizing, drafting and revising.
- Students lack the basis for the accurate description of language and the handling of vocabulary and sentence formation.
- It is not an easy task because of their vocabulary shortage
- The writing skill is so hard to teach especially for second-year students, and this is due to the students' weak prior knowledge.

Due to writing difficulty, it is considered as one of the tasks which need more practice and desire.

Q5: Teacher's opinion about the time allocated for written expression

Option	N	%
Yes	01	20
No	04	80
Total	05	100

Table 3.23: Teacher's Opinion About the Time Allocated for Written Expression

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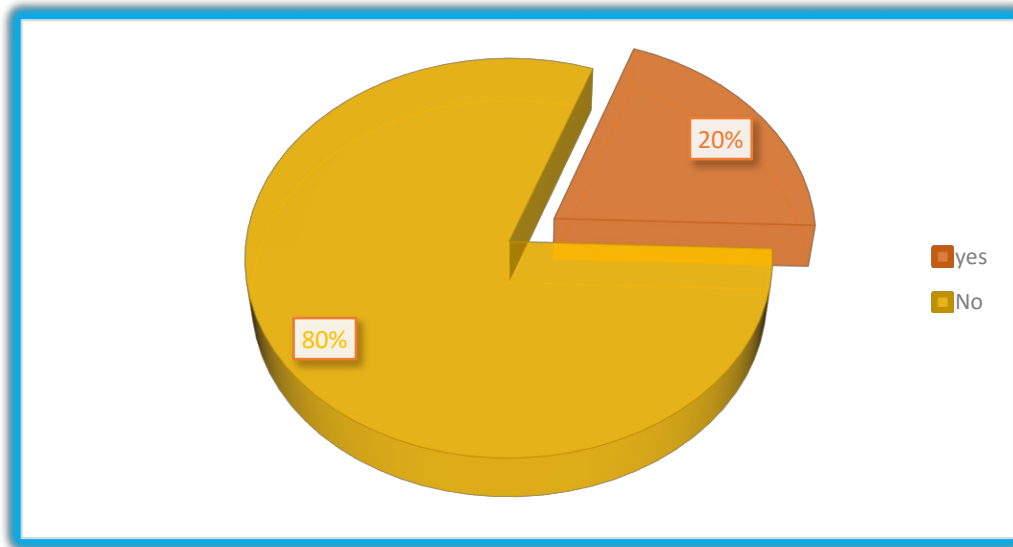


Figure 3.23: Teacher's Opinion About the Time Allocated for Written Expression

The results show that most of the teachers (80%) believe that the time allocated for written expression is not sufficient and only (20%) of them said that the time given to written expression is sufficient. Their justifications regarding this point are cited here after:

- Written expression must be given extra time because it helps develop student's level of literacy in all the other modules and even beyond.
- The time is not enough because students when they come to the second year they did not cover all the aspects of first year so I have to recapitulate first year then enter the second year program as they are related
- Most of the students come from secondary school without any prior knowledge on how to be good writers. It means, teachers at university start to develop this skill from scratch level.
- Developing the writing skills requires time especially for first year students because they must know most of the basic rules.

This leads to the conclusion that there is a relationship between time and writing since two sessions per week are not sufficient to develop writing. Thus, students should not rely only on what they produce inside the classroom but they need also more practice outside classroom.

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Q6: Teachers' views towards the necessity of writing

Option	N	%
Yes	05	100
No	00	00
Total	05	100

Table 3.24: Teachers' Views Toward the Necessity of Writing

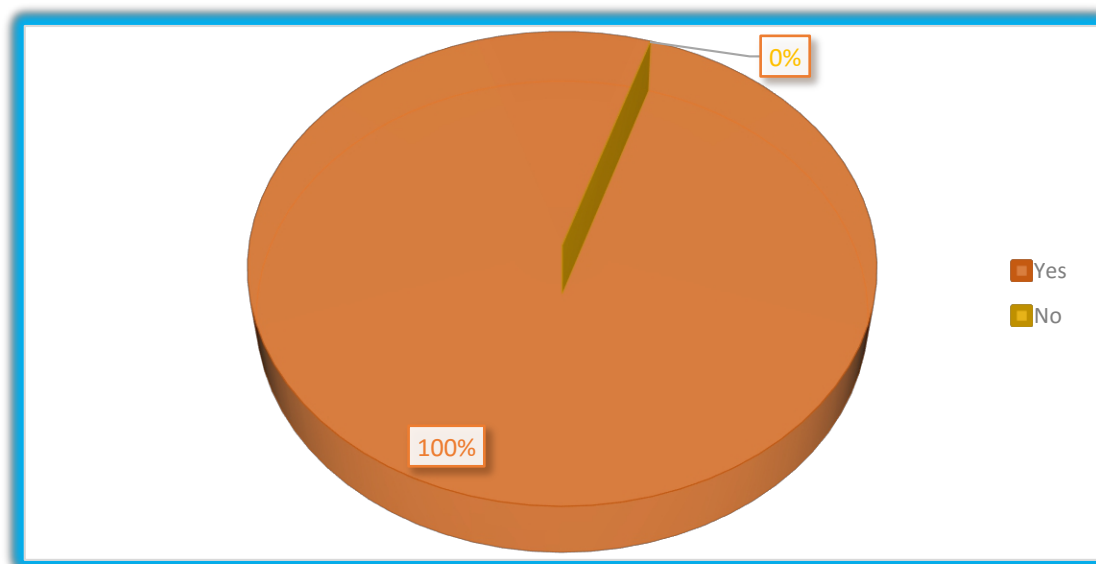


Figure 3.24: Teachers' Views Toward the Necessity of Writing

All teachers' (100%) answered that writing is a necessary skill to develop students' level. They provided the following arguments:

- It is a major component for generating vocabulary and sentence formation.
- Writing is the most necessary skill in developing their levels and their production as well as vocabulary and the way to express themselves well.
- It reflects the real level.
- It reflects the learners' competence: it is through writing that we manage to recognize the students' level.
- To write means to learn about grammar, vocabulary selection and use, punctuation, style, and the topic on its' own.

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

Q7: The skill that contributes best to develop writing

a- Speaking **b-** Reading **c-** Listening

Option	N	%
a	00	00
b	05	100
c	00	00
Total	05	100

Table 3.25: The Skill That Contributes Best to Develop Writing

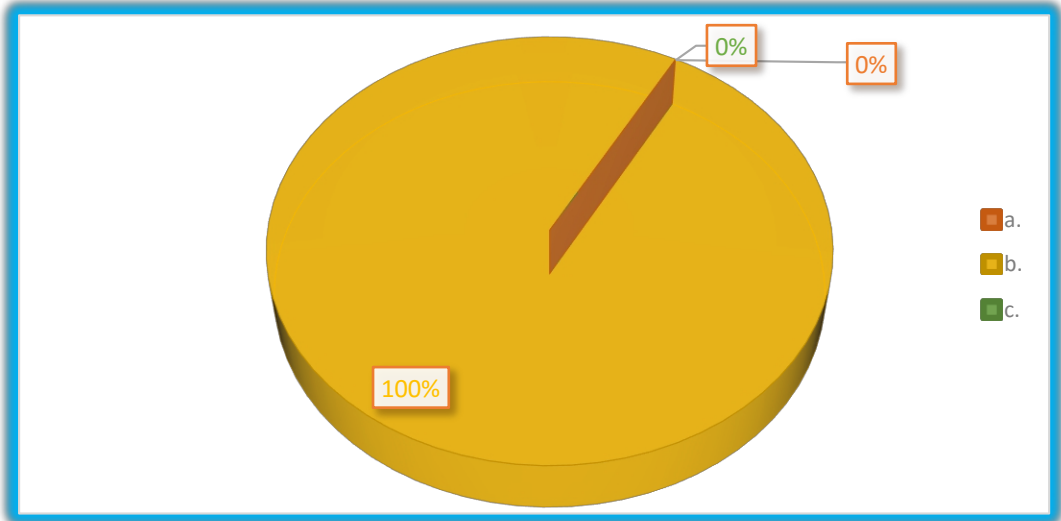


Figure 3.25: The Skill That Contributes Best to Develop Writing

As indicated in the table (3.25), all teachers (100%) claimed that reading is the skill that contributes best to develop writing. However, none of them say that it has a relation with speaking and listening. When justifying their choice, we can say that:

- If students read more, they will gain enough vocabulary items to be used as language writing.
- Reading enriches the learner’s background where they become well-versed in a number of topics, so, this enables them to become good writers.
- It allows students to know more about styles, content, and form.
- It gives them the exposure to the language (lexis, style, grammar) in written way.
- Students will be familiar with different writing styles and develop their vocabulary knowledge, hence, improve their own writing.

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

Q8: Teachers’ focused aspect of language when writing

Option	N	%
a	01	20
b	01	20
c	01	20
d	01	20
e	01	20
Total	05	100

Table 3.26: Teachers’ Focused Aspect of Language When Writing

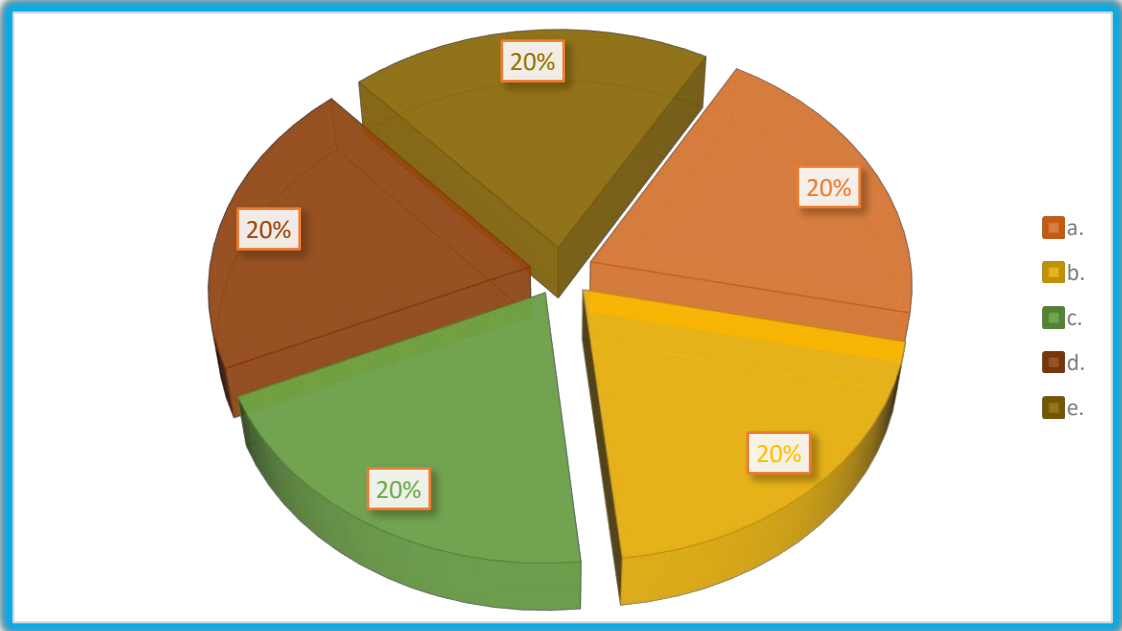


Figure 3.26: Teachers’ Focused Aspect of Language When Writing

Every (20%) of our contributors ask their student to focus on all the elements mentioned above as they are writing. this implies that our teachers believe that all the above elements lead to good writing. Consequently, students’ attention must be drawn towards all the aspects mentioned above.

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

Q9: Causes for teaching the writing skill

Option	N	%
a. Increase the students' vocabulary	01	20
b. Language development	01	20
c. Writing as a skill	03	60
Total	05	100

Table 3.27: Causes for Teaching the Writing Skill

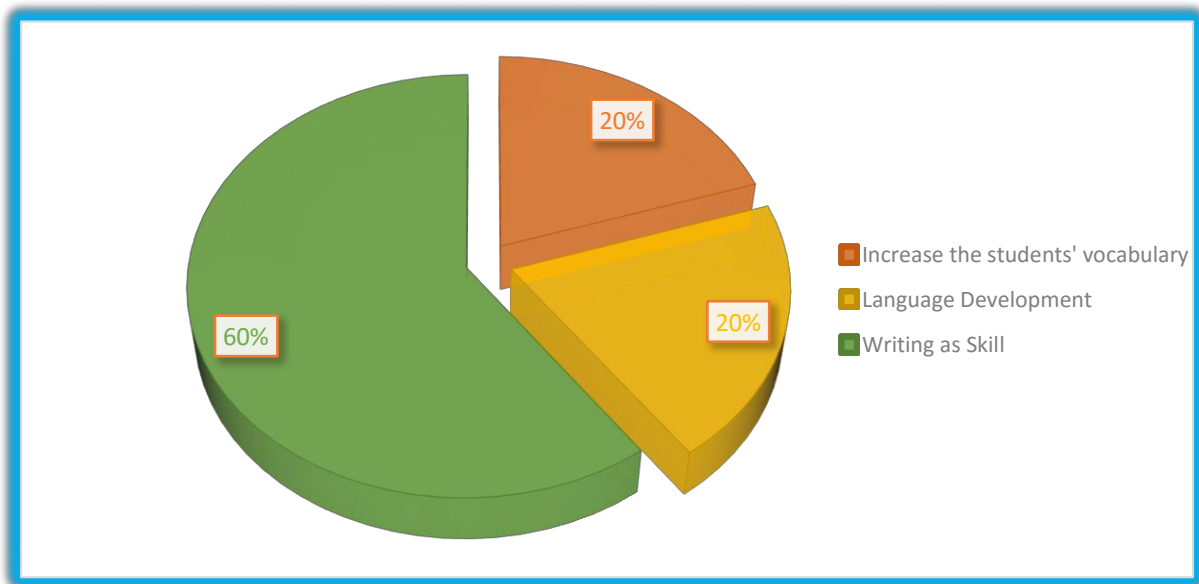


Figure 3.27: Causes for Teaching the Writing Skill

The results shown above are slightly different. (60%) constitutes the proportion of our respondents who teach the writing as skill. However; (20%) is tended for both Increase the students' vocabulary and improving language development.

Q10: Teachers' attitudes towards their students' motivation in writing in English

Option	N	%
Yes	02	40
No	03	60
Total	05	100

Table 3.28: Teachers' Attitudes Towards Their Students' Motivation in Writing in English

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

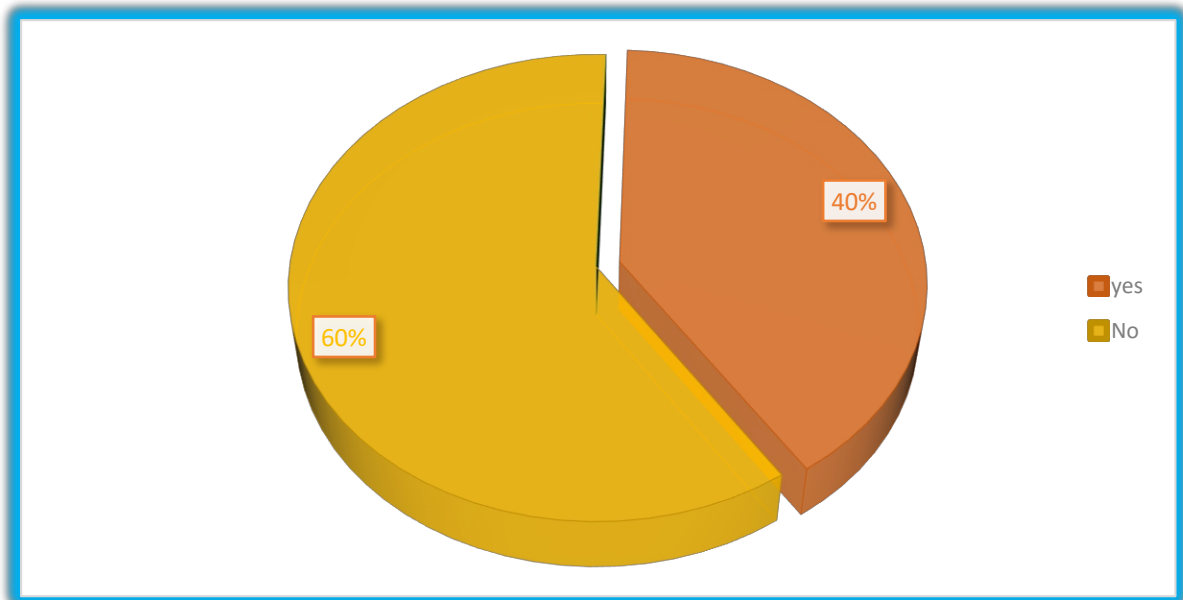


Figure 3.28: Teachers' Attitudes Towards Their Students' Motivation in Writing in English

(60%) of our participants think that their students are not motivated to write in English, and their own causes are:

- They have problems with vocabulary and they get frustrated easily so I am always motivating them by encouraging them to write and speak about post graduate years.
- Students are not motivated to read, this has ruined their motivation to write; so, reading and writing go hand in hand.
- Students are not motivated to write in English because of their weak background knowledge.

The only teacher who answered 'yes'; i.e. that students are motivated to write academically in English explains the reasons are:

- Because they find the topics and the language interesting.
- To get grade in written expression examinations.

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

Q11: Students’ problematic areas

Option	N	%
a+b+c+d+e	03	60
a+c+d+e	01	20
a+c+e	01	20
Total	05	100

Table 3.29: Students’ Problematic Areas

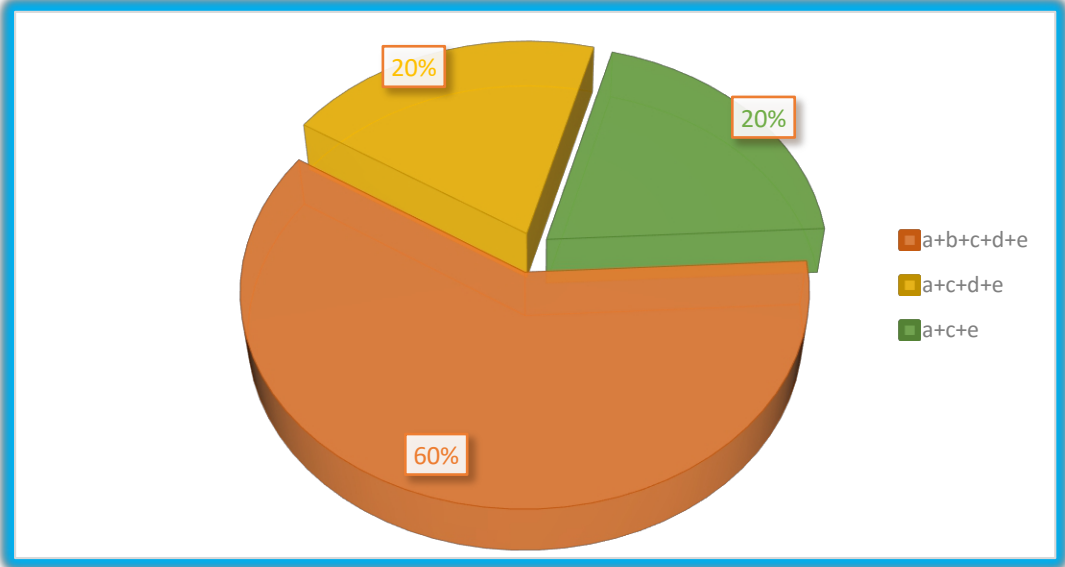


Figure 3.29: Students’ Problematic Areas

More than half of the teachers (60%) have claimed that students have problems in all previously mentioned aspects (a+b+c+d+e), (20%) of them said that their students have problems in grammar, lack of ideas, lack of organization, and poor style, and (20%) of them claimed that students have problems in grammar, lack of ideas, and poor style.

This implies that most of students have problems with all these aspects because of many reasons such as: lack of practice, lack of reading, and even the lack of desire to write. According to the results previously mentioned, students face problems in the organization of their piece of writings.

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

Q12: Teachers’ problems in teaching the writing skill

Types of problems	N	%
Time and practice	02	40
Out- numbered classes	02	40
Vocabulary and interest	01	20
Total	05	100

Table 3.30: Teachers’ Problems in Teaching the Writing Skill

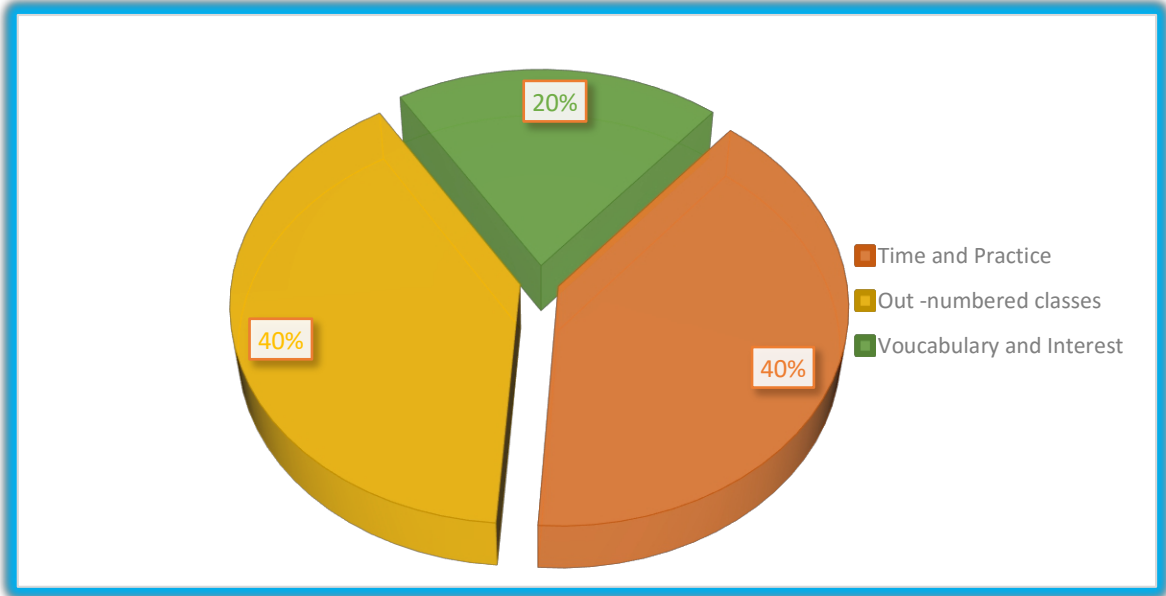


Figure 3.30: Teachers’ Problems in Teaching the Writing Skill

Through this question, we want to know if there are other problems that hamper the teachers of written expression besides to the known ones. Indeed, we have received a great number of responses and explanations. What is noticed is that all the respondents talk about the same problems, and all these problems equally affect the process of teaching and learning written expression.

As far as time and practice are concerned, (40%) of the teachers think that it is insufficient for them to carry out the job successfully. (40%) Concerning out-numbered classes, it is the major problem that faces our teachers as an obstacle for achieving their goals as far as teaching writing is concerned. Moreover, our informants (20%) add vocabulary and interest as two real problems. Our learners’ repertoire (lexicon) is very poor and limited.

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Thus, in order not to give their copies empty, they feel obliged to translate what they think in “French” or “Arabic”. Lack of interest is another difficulty teacher face reporting that students write without any purpose in mind.

Section Three: The Importance of Teaching Vocabulary

Q13: Kind of dictionaries students are asked to use

Option	N	%
a. A bilingual dictionary	00	00
b. A monolingual dictionary	05	10
Total	05	100

Table 3.31: Kind of Dictionaries Students Are Asked to Use.

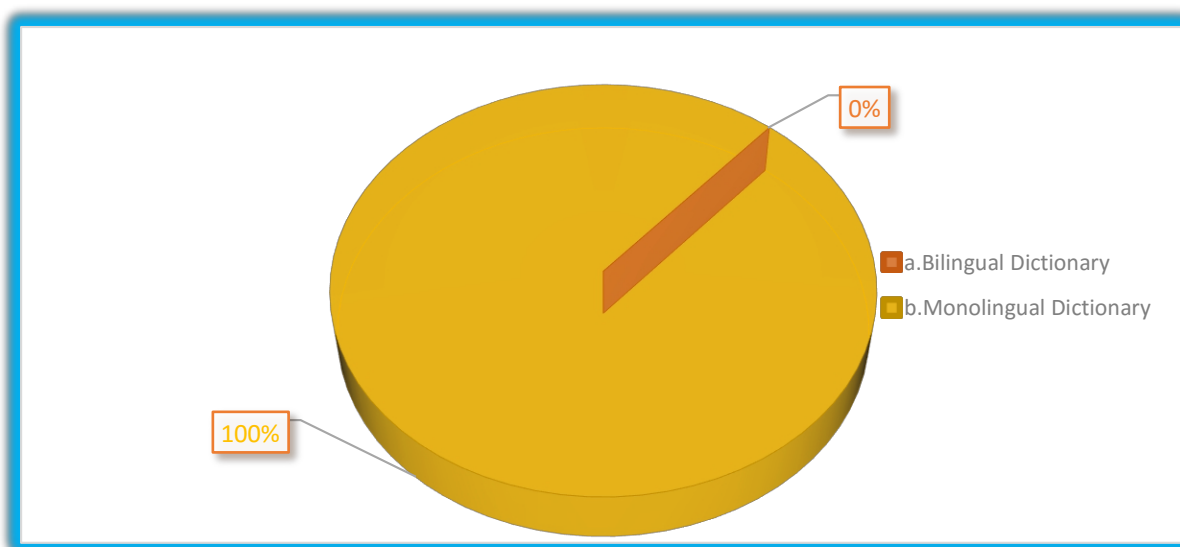


Figure 3.31: Kind of Dictionary Students Are Asked to Use.

All teachers (100%) confirm that they ask their learners to use monolingual dictionaries. The reason behind that, as all teachers (100%) state monolingual dictionaries contain much more information about each word than bilingual dictionaries do. In other words, even if they use monolingual dictionaries, they may not get the meaning of a new word. it is better for second year students to use bilingual and monolingual dictionaries together in order to complete each other especially in speaking and writing, and for the sake of gaining the best qualities and usefulness of each kind of dictionary.

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

Q14: Teachers’ attitudes towards vocabulary knowledge in English language

Option	N	%
Yes	00	00
No	05	100
Total	25	100

Table 3.32: Teachers ‘Attitudes Towards Vocabulary Knowledge in English Language

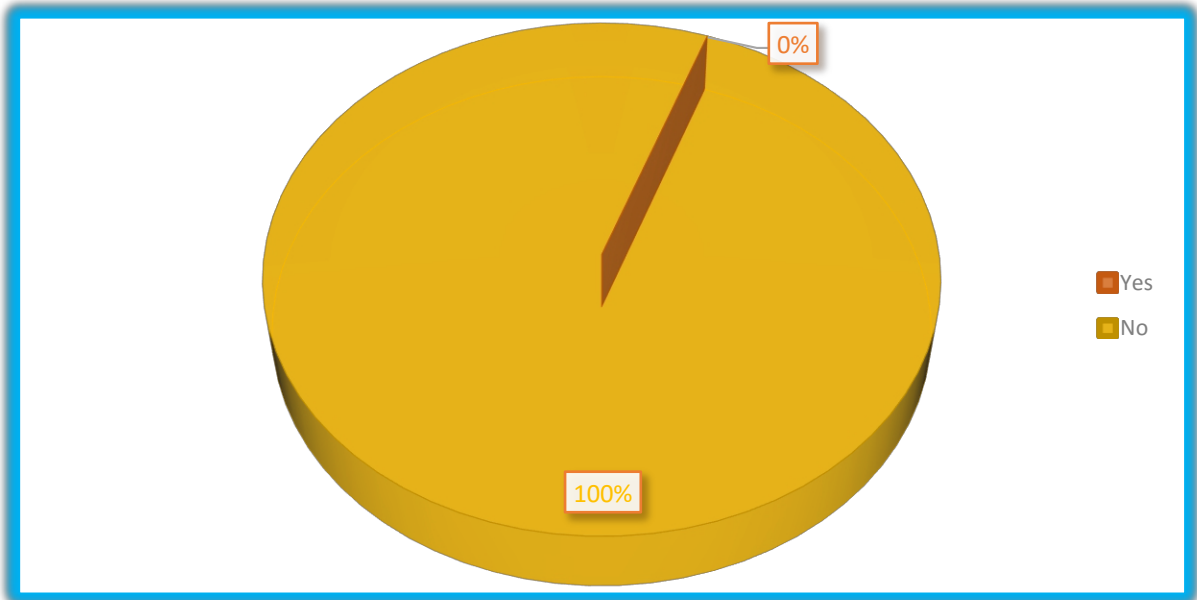


Figure 3.32: Teachers ‘Attitudes Towards Vocabulary Knowledge in English Language

(100%) of teachers think that their students do not have good vocabulary knowledge and their own reasons were:

- Most students have chosen English as a prestige rather than a field of study, and this is regarded as a hurdle to having good vocabulary knowledge.
- Students have limited vocabulary.
- Teachers do not have vocabulary course as a written expression course.

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Q15: Teachers' preferences for the vocabulary teaching strategies

Option	N	%
a + b + c	01	20
a + c	01	20
c + d	00	00
d + e + f	01	20
e + f	02	40
Total	05	100

Table 3.33: Teachers' Preferences for the Vocabulary Teaching Strategies

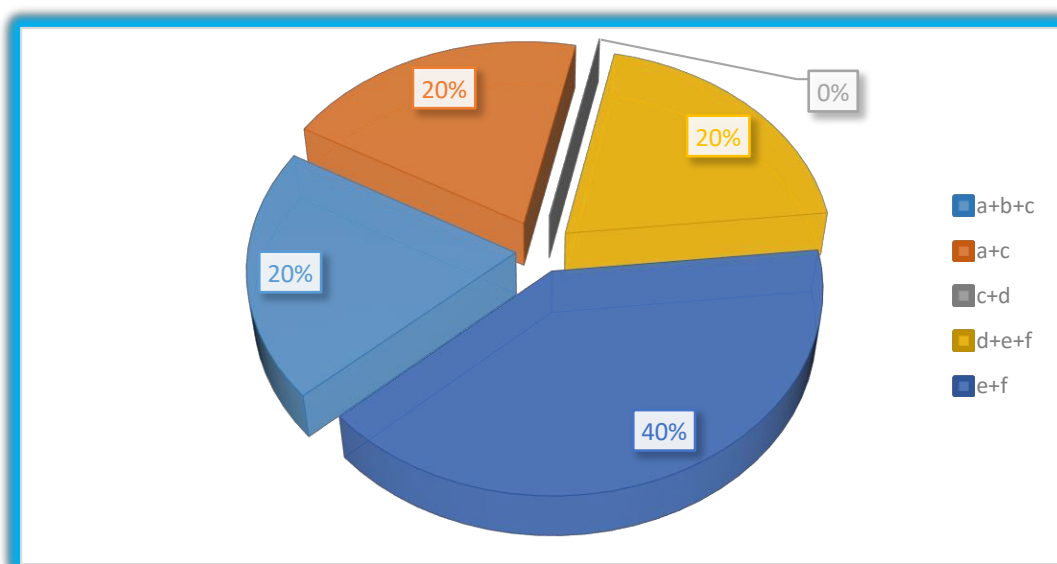


Figure 3.33: Teachers' Preferences for the Vocabulary Teaching Strategies

This table reveals that the highest score (40%) is occupied by two guessing from context and focusing on meaning strategies. these strategies according to our informants are the best ones because Words in any language do not exist alone; it means there is always a context that helps us understand the meaning of any ambiguous word as regard to focusing on meaning they see it as the most vital strategy than other forms of language acquisition.

Concerning the strategies of using dictionary and translation; the informants (20%) have stated the usefulness of these two strategies as being exposed to new vocabulary items to enlarge the learners' repertoire. also, a number of our participants under the percentage of (20%) prefer to almost these strategies together because each word or term can be used in different position, different forms, with –of course- different meaning. Hence, sometimes

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

words can be understood only from their position in the sentence, or through their form, but (20%) others need a dictionary to be explained.

Q16: Teachers' explanation to students' appropriate use of vocabulary

Option	N	%
a. Always	03	60
b. Sometimes	02	40
c. Rarely	00	00
d. Never	01	00
Total	05	100

Table 3.34: Teachers' Explanation to Students' Appropriate Use of Vocabulary

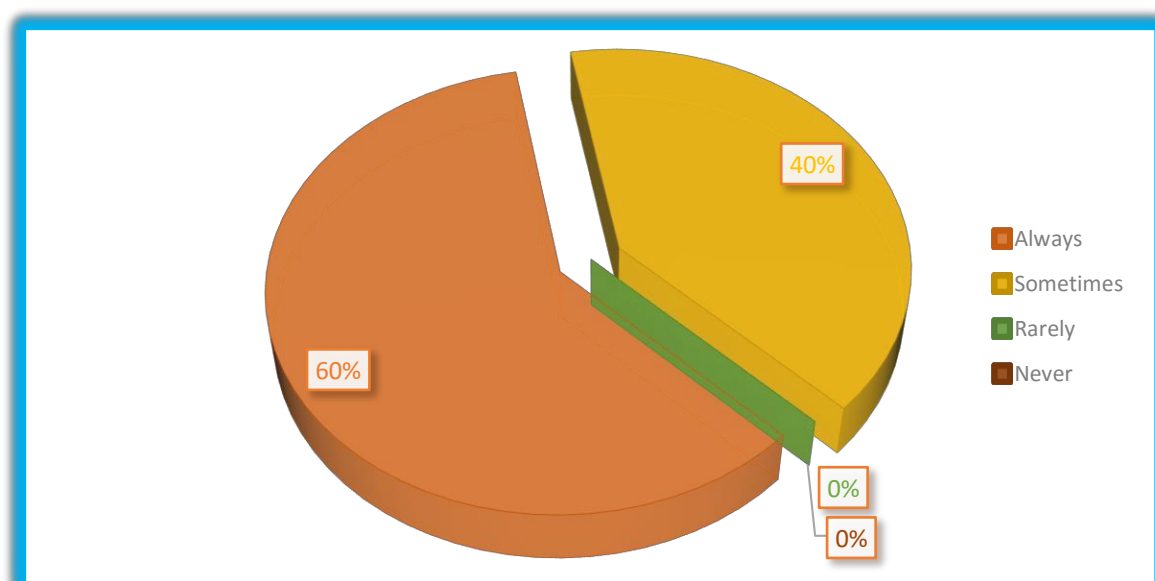


Figure 3.34: Teachers' Explanation to Students' Appropriate Use of Vocabulary

(60 %) of the teachers are always explaining for their students what does it mean appropriate use of vocabulary. They explain it as follows

In daily life situations, we use new spoken or written vocabulary to reflect our thoughts and explain or communicate our ideas to those around us; that is why the vocabulary we use helps us to focus on the meaning of the utterance we may produce; in other words, it helps us mean what we say, and say what we mean. Knowing the appropriate use of vocabulary is an effective way to convey meaning of the utterance we produce. But (40%) who time to time explain it. Teachers provided the following explanations:

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

- Once I explained I do not repeat only if necessary to remind them of the usage of vocabulary in their writing
- Usually learners do have ideas but they cannot express themselves because of their vocabulary shortage.

Q17: Teachers' opinion about students' vocabulary mastery

Option	N	%
Yes	05	100
No	00	00
Total	25	100

Table 3.35: Teachers' Opinion About Students' Vocabulary Mastery

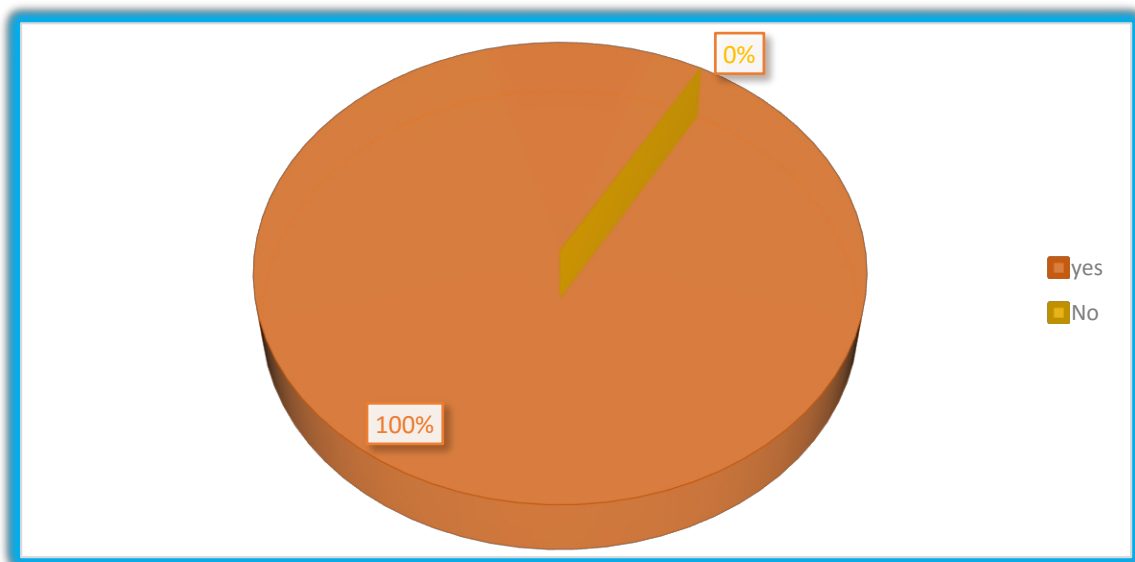


Figure 3.35: Teachers' Opinion About Students' Vocabulary Master

All the respondents with an amount of (100%) claimed that their students have difficulties with vocabulary mastery. So, the learners' lack of vocabulary knowledge may be due to the unsatisfactory techniques and methods used by teachers when teaching new words. So, if learners have a clear understanding about the tools, the strategies and the steps of learning vocabulary effectively, their vocabulary knowledge will be enhanced.

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

Q18: Teachers' insight of introducing new words in every lesson

Option	N	%
Yes	05	100
No	00	00
Total	25	100

Table 3.36: Teachers' Insight of Introducing New Words in Every Lesson

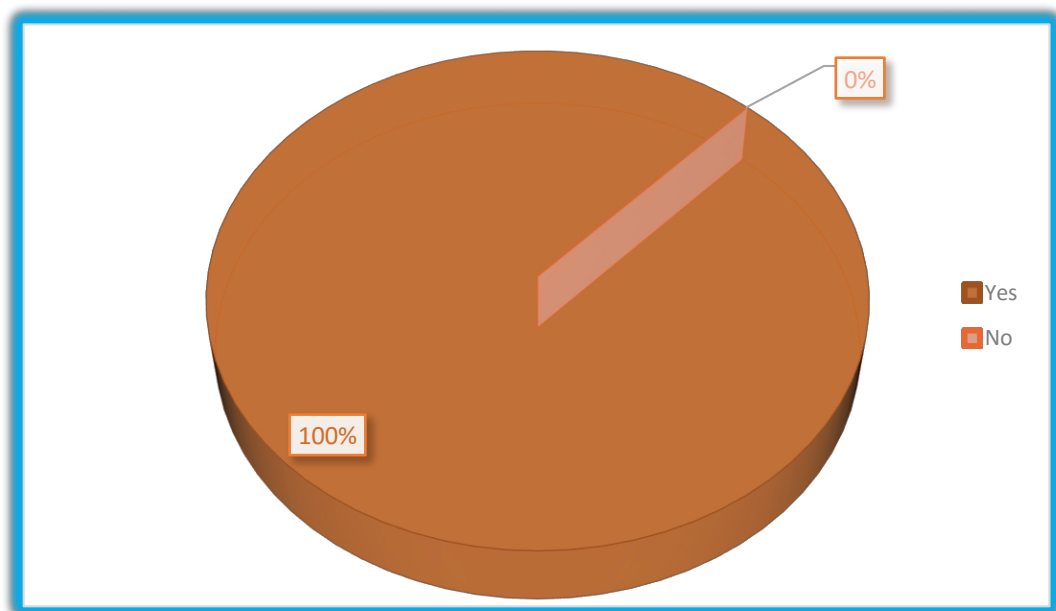


Figure 3.36: Teachers' Insight of Introducing New Words in Every Lesson

As it is shown that (100%) of our respondents' state that they always present new items in every lesson. which mean that, the whole population of our informants have responded positively. This entails that teachers give great importance to vocabulary learning, and this is a good technique because as learners meet new words, the process of learning vocabulary will be easier.

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

Q19: This is a free question about how teachers develop the learners' vocabulary knowledge and use within written production?

Teachers provide different opinions about how they can help learners to develop vocabulary knowledge and use within written production:

- By motivating them to learn, and by using teaching methods that are based on the teaching of meaning rather than mechanically taught vocabulary.
- By teaching them strategies of how to learn vocabulary words and therefore developing their vocabulary and accordingly they will use those new words in writing as I ask them to write essays and employ those new words in writing.
- Using activities that concentrate on vocabulary such as filling the gap with appropriate words, give synonyms or antonyms, etc.

Q20: Further comment about the place of vocabulary in improving writing:

Writing is considered as the most difficult and important skill and we need to motivate students to develop their vocabulary knowledge to express themselves without being misunderstood. And also vocabulary must be taught in regard to meaning; using teaching aids also can boost writing skills; the focus on the other skills, mainly reading, can have great impact on developing student's awareness about vocabulary acquisition and about language acquisition in general.

3.2.4. Discussion of the Results

This research work is set to determine the role of teaching vocabulary to improve foreign language learners' written production. The results obtained in this study are very significant.

As it is observed, that (100%) written expression teachers being asked were the ones who have the MA degree, this entails that the teachers' replies are trustworthy. It is also clear that most of written expression teachers use certain vocabulary teaching strategies. On the other hand, some aspects regarding vocabulary teaching seemed to be ignored in the strategic instruction such as glossary. Although, others were experienced by the teachers with different angle such as the performance of straight connected words (i.e., synonyms and antonyms) in the teaching tasks, or examining word parts, as well as to the main focused strategy by

CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS

teachers which is the guessing from context. This latter, as teachers offer a very fruitful results in vocabulary teaching. Along with this, some aspects reflected or proposed by some teachers as being very valuable as the wide reading strategy and adopting games to teach new words. Certainly, it has been argued by teachers that students have a difficulty with vocabulary mastery. This point toward the use of other teaching vocabulary strategies in order to help learners acquire vocabulary efficiently, and in order to find the strategies that suit the learners' needs or that can fill the gap of lack of vocabulary that learners have in their learning language in order to develop the students target language in general and writing in particular.

Conclusion

The teachers' questionnaire showed that the majority of written expression teachers have a long experience in teaching, this would be very helpful in boosting the students to be active and proficient learners and writers. In order to ensure good and proficient writers, teachers should improve effective methodologies for teaching vocabulary. Second - year students still have difficulty with vocabulary mastery. This entails that efficient styles of teaching vocabulary might be required to help learners acquire and remember the new words effortlessly.

CHAPTER THREE: PART TWO: PEDAGOGICAL IMPLICATIONS

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3.3. Pedagogical Implications

Introduction

The enquiry showed through this study spotlight on the important feature in educational writing as a way to develop EFL learners' level: the commentary apprehension is the proper use of vocabulary. Our first concern is to deliver teachers with key features to teach vocabulary truthfully the thing that may increase their consciousness about that aspect of writing. Likewise, some methods for rising vocabulary knowledge and use. In brief, all that may abridge writing proficiency. Learners should recognize that this important aspect is not a waste of time to give it a focus in the writing process but rather the accurate assortment of words during writing leads to the transparency and the enhancement of written production.

3.3.1. Implication of the Research Findings

Based on the gathered findings from the study, we tried to offer some pedagogical implications and suggestions concerning the effects of teaching vocabulary on improving second-year students of English written productions for further enquiry. According to data instruments' analyses, we recommend some pedagogical implications for both students and teachers on how to learn and teach vocabulary in order to develop the written production. These are summarized as follows:

Written Expression as an important module should be learned in a good pedagogical method in which learners can practice different aspects of writing like meaning, intensity and formality. Therefore, students should develop their vocabulary knowledge through reading and write different types of English language texts. This may play a leading role to improve their writing academic achievements.

Wide reading strengthens the students' writing skill through making the students knowledgeable about the words' prefixes, roots and suffixes. By this, learners develop the degree of comprehensibility, acquire new vocabulary items, as well as to their usefulness enrich their written production because we believe that a robust vocabulary provides the learners with the right words to use at the right time when writing in the foreign language. Hence, syllabus designers should consider it and give it the right place it deserves in the teaching-learning process.

Students should learn about different strategies to develop their vocabulary knowledge and use within different texts. As mentioned in our research work, vocabulary self-collection strategy, word mapping, the graphic morphemic analysis strategy, the interactive word-wall and vocabulary journals strategy.

Raise teachers' awareness of the important status of teaching vocabulary in developing the fundamental skills. Teachers should create a healthy relaxed atmosphere through which they can raise students' willingness to learn vocabulary, thus this will lead students to improve automatically their written production.

Another main point is that teachers should guide their students on how to enlarge their vocabulary knowledge as well as how to use it properly. They should remind learners about the foreign language culture and how it is important to know about it. Furthermore, the knowledge of the foreign culture aid students to write similarly to native writers.

Furthermore, since the teachers claim is that their students have a difficulty with vocabulary mastery, more effective teaching vocabulary strategies and techniques are needed to help these students acquire vocabulary effectively and efficiently. So that it should be regularly practiced, repeated and assessed, and learners should be equipped with vocabulary learning strategies and trained in order to use the strategies that suit their needs.

Teachers of written expression have to provide enough time during teaching the different stages and steps that the process of writing is based on in order to become well understood by the learners.

3.3.2. Limitation of the Study

In conducting this inquiry work, assert limitation has appeared on the field for potential future study works ought to take these limitations into account:

We initiate the limitation of this study to will be plentiful. One limitation was owing to our experience as investigators. Assumed that this educational inquiry is the first research project for the investigator, it brands the research work to make commandment regarding the research method that best suits the study.

Along with that when directing the questionnaires, occasionally as researchers we did not accomplish the variables. Furthermore, the researchers make the study subjective and notion. Even though the data we gather present the contributor's language, it accords us for a trustworthy inquiry, as green researchers, we did not recognize what to assume and also we did not recognize how to scrutinize the data that we had gathered.

Another limitation was that as observing expert teachers in language teaching, we had seen that innovative level is very challengeable and the instruction prerequisites an experienced teacher to cover all the aspects of language,

Additional limitation was outward the researchers' control, for instance, the setting of the study, the time assigned for the teaching and the resources obtainable to the study

3.3.3. Suggestions for Further Research

This study scrutinized the role of teaching vocabulary to improve the EFL written production, an additional prospect study may involve exploring teaching explicit vocabulary in an academic setting.

Promote research on teaching explicit vocabulary for English learners might make a stronger situation for shareholders and administrators who see this study as the most important nation that schools must provide. Additionally, future research about explicit vocabulary procedures in educational settings should offer accurate claim for insertion of teaching vocabulary, instructors already have too much time to do every day, but practical applications are frequently a welcomed addition.

To conclude, as a qualitative study, the outcomes of this study could be widespread in extensive EFL setting and could be utilized as a foundation for further qualitative studies which broad the purpose of generalization.

Conclusion

Developing written production is a challenging problem for both teachers and students. Skilled teachers play an important role in facilitating this skill, they can teach the students the suitable vocabulary syllabus which they need in writing, they can motivate students to write and can guide students to use appropriate vocabulary while expressing. In addition to that, rich vocabulary knowledge can optimize writing difficulties and lead to successful academic writing.



General Conclusion

General Conclusion

Writing is definitely a fundamental creative skill; consequently, our case study shares the light on the role of teaching vocabulary to improve EFL learners written production. Therefore, we have overwrought to overview the importance of teaching vocabulary to help the second/foreign language learners widen their vocabulary understanding so as to boost their level in written production.

Henceforth, to tackle this issue, the researchers used a questionnaire as a research tool to gather the needed data from the sample population under investigation. Two theoretical chapters were set, starting by vocabulary teaching (its definition, types, methods, strategies, aspects and steps for teaching vocabulary in addition to the relation between writing and vocabulary) moving to the writing skill (its definition, nature, aspect ,basic rules in addition to different approaches and stages of teaching writing). Then the second part, contains a practical chapter that includes the analysis of data collected from the questionnaire, besides a set of pedagogical implications were offered to help teachers to teach the vocabulary effectively and could help the students to benefit from these vocabulary teaching strategies to improve their written production.

According to the analysis of students and teachers' questionnaire results, it has been confirmed that academic writing is a very difficult skill: EFL students face challenges with writing which make them fall in bad written productions. Our hypothesis has been confirmed through the findings. It stated that the appropriate use of vocabulary is one of the most important aspects students need to master in order to achieve writing competency.

All in all, this study investigates the role of teaching vocabulary to improve EFL learners written production, whereas further research works may clarify other links between teaching vocabulary and the writing achievement. Hence, other investigations will elucidate the role of teaching explicit vocabulary and new insights will be helpful to improve EFL learners written production.

A decorative rectangular frame with a double-line border and ornate, curved corners. The word "References" is centered within this frame.

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APPENDICES

APPENDIX 'A' : Students' Questionnaire

APPENDIX 'B' : Teachers' Questionnaire

APPENDIX 'C' : Résumé

APPENDIX 'D' : الملخص

Appendix ‘A’

Students’ Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the importance and the role of teaching vocabulary in improving learners’ written production. Therefore, we found it necessary to involve our second-year English students at Chadli BENDJIDID El-Tarf University in this study in order to include their opinions concerning the subject under investigation.

We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

Section One: General Information

Q1: Gender

- a. Female
- b. Male

Q2: Age

- a.18-20 years-old
- b.20-25years-old
- c. More than 25 years’ old

Q3: Your choice of studying English is:

- a. Free
- b. Imposed

In both cases, explain.

.....
.....

Section Two: The writing Skill

Q4: Writing in a second language is an easy task for you to learn?

- a. Yes
- b. No

In both cases please, explain:

.....
.....

Q5: In your opinion, good writing is:

- a. Correct grammar
- b. Precise vocabulary
- c. Effective punctuation
- d. Informative ideas

Q6: Are you motivated to write academically in English?

- a. yes
- b. No

In both cases please, explain:

.....
.....

Q7: When writing, the most difficult aspect is:

- a. Vocabulary
- b. Grammar
- c. Content
- d. Punctuation

Q8: When assigning a writing topic, do you focus on:

- a. The purpose of writing
- b. The content structure
- c. The audience that you are writing for
- d. All of them

Q9: What are the writing stages you are familiar with? (you can choose more than one answer)

- a- Pre-writing (generating ideas, planning, etc.).
- b- Drafting
- c- Revising
- d- Editing

Q10: While writing, do you think it is important to:

- a. Go back and think about what you write.
- b. Try to make everything perfect from the very beginning.
- c. Write with non-stop and then you revise what you have written.

Section Two: Teaching Vocabulary

Q11: In your opinion, do you think that you have good vocabulary knowledge in the English language?

- a. Yes
- b. No

Q12: Which type of dictionary do you use?

- a. Bilingual (English-Arabic)
- b. Monolingual (English-English)

Q13: Do you use dictionary?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Q14: Do you know what does it mean appropriate use of vocabulary?

- a. Yes
- b. No

If the answer yes explain:

.....
.....

Q15: which strategy do you use to form good vocabulary knowledge?

- a. Using dictionary
- b. Extensive reading
- c- Taking notes

Q16: What do you do when you come to a word that you do not understand?

- a. Use a dictionary
- b. Ignore it
- c. Reread the text and grasp the word from the context

Q17: Which of these strategies do you prefer to use?

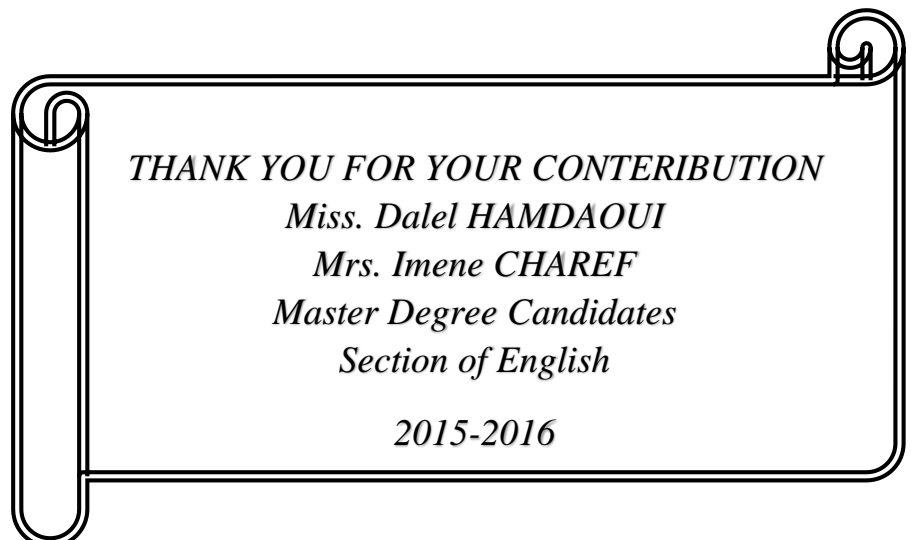
- a. Focusing on meaning
- b. Focusing on form
- c. Focusing on language context
- d. All of them

Q18: Do you think that the vocabulary knowledge influences successful writing?

- a. Yes
- b. No

How?.....
.....

Muhammad (PBUH) said: **“Allah will aid a servant (of His) so long as the servant aids his brother. Whosoever follows a path to seek knowledge therein, Allah will make easy for him a path to Paradise”**
[Reported by Muslim]



Appendix 'B'

Teacher's Questionnaire

Dear Teacher,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the importance and the role of teaching vocabulary in improving learners' written production. Therefore, we found it necessary to involve our second-year English students at Chadli BENDJIDID El-Tarf University in this study in order to include their opinions concerning the subject under investigation.

We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

Section One: Teacher Background Information

Q1: What is your qualification?

- a. License
- b. Magister
- c. Doctorate

Q2: How many years have you been teaching English?

- a. 1-5 years
- b. 5-10 years
- c. More than 10 years

Q3: How long have you been teaching the module of "Written Expression"?

- a. 1-5 years
- b. 6-10 years

Section Two: Teaching the Writing Skill

Q4: Is writing an easy task for second-year university students?

a. Yes

b. No

If “no”, please justify your answer.

.....
.....

Q5: Do you think that the time devoted to teaching written expression is sufficient to cover most of the aspects required to improve the writing skills of the students?

a. Yes

b. No

In both cases, please explain.

.....
.....

Q6: Is writing a necessary skill to develop your students’ level?

a. Yes

b. No

In both cases Please, explain

.....
.....

Q7: Which skill contributes best to develop writing?

a. Speaking

b. Reading

c. Listening

Q8: Which element do you ask your students to give much emphasis when writing?

a. Grammar

b. Vocabulary

c. Mechanics

d. Organization (flow of ideas)

e. Content (quality of ideas)

Q9: Do you teach the writing skill to?

a. Increase the students’ vocabulary

b. Language development

c. Writing as a skill

Q10: Do you think that your students are motivated to write in English?

- a. Yes
- b. No

In both cases, please explain

.....
.....

Q11: What are the aspects that your students often have problems with? (You can tick more than one box).

- a. Grammar
- b. Lack of vocabulary
- c. Lack of ideas
- d. Lack of organization
- e. Poor style

Q12: What problems do you face in teaching writing?

.....
.....

Section Three: The Importance of Teaching Vocabulary

Q13: What kind of dictionary do you suggest for your learners to use?

- a. A bilingual dictionary
- b. A monolingual dictionary

Q14: In your opinion, do you think that your students have good vocabulary knowledge in English language?

- a. Yes
- b. No

In both cases Please, explain:

.....
.....

Q15: Which of these strategies do you prefer to teach? Explain why?

- a. Using dictionaries
- b. Translation
- c. Glossary
- d. Focusing in form
- e. Focusing on meaning
- f. guessing from the context

Explain why?

.....
.....

Q16: Do you explain for your students what does it mean appropriate use of vocabulary?

a. Always

b. Sometimes

c. Rarely

d. Never

Please, explain according to your answer:

.....
.....

Q17: In your opinion, do you think that your students have problems with vocabulary mastery?

a. Yes

b. No

Q18: Do you introduce new words, items in every lesson?

a. Yes

b. No

Q19: In your opinion, how teachers develop the learners' vocabulary knowledge and use within written production?

.....
.....
.....

Q20: Please, add any further comment about the place of vocabulary in improving writing:

.....
.....
.....
.....

THANK YOU FOR YOUR CONTRIBUTION

Miss. Dalel HAMDAOUI

Mrs. Imene CHAREF

Master Degree Candidates

Section of English

2015-2016

Appendix 'C'

Résumé

Cette étude vise à déterminer la relation étroite qui existe entre l'enseignement du vocabulaire et son impact sur la production écrite. Cette recherche renforce le lien qui existe sur l'utilisation convenable du vocabulaire qui ne se réalise qu'avec le choix des bons mots au bon endroit et qui à son tour, affecte la production écrite. Afin de confirmer la probabilité qui énonce que si le vocabulaire à étudiée par les étudiants de deuxième année d'anglais cela permettrait d'améliorer leurs capacités. Pour cela, on a utilisé des questionnaires remplis par des professeurs et des étudiants de deuxième année de la Faculté des Lettres et Langue Anglaise à l'université de Chadli BENDJEDID d'El Tarf. Les résultats de cette étude ont confirmé que pour une nette amélioration dans la production écrite, il faut enseigner le vocabulaire, en raison de leur importance pour aider les étudiants à se débarrasser des obstacles et des problèmes rencontrés pendant l'expression.

Appendix 'D'

الملخص

تهدف هذه الدراسة الى معرفة العلاقة الوطيدة المتواجدة بين تدريس المفردات وتأثيره على الكتابة الاكاديمية. يشجع هذا البحث على معرفة الترابط المتواجد بين الاستعمال المناسب للمفردات والذي لا يتحقق الا باختيار الكلمات المناسبة في المكان المناسب والتي تؤثر بدورها على القدرة الكتابية. ومن أجل تأكيد الاحتمالية التي تنص على أنه لو تم تدريس المفردات لطلبة السنة الثانية انجليزية سيؤدي بدوره الى تحسين قدراتهم الكتابية. ولقد تم طرح استبيانين لكل من الاساتذة وطلبة السنة الثانية في كلية أدب ولغة انجليزية في جامعة الشاذلي بن جديد الطارف. وقد اكدت نتائج هذه الدراسة أنه من أجل تحسن القدرة الكتابية للطلبة يجب ان يكون هناك تدريس للمفردات المناسبة نظرا لمالها من أهمية في مساعدة الطلبة للتخلص من العوائق والمشاكل التي يواجهوها أثناء الكتابة.