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The Role of Teaching Vocabulary to Enhance Foreign Language Learners' Writing Skill

**Case Study of First -Year Students of the English Division
at Biskra University**

**A Dissertation Submitted in Partial Fulfillment of the Requirement for the
Master Degree in Language Sciences**

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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 blessed face my beloved, and my affectionate and dearest person to my heart; my mother who is always anxious about me. **Akila**

Also, to the candle of my life, beat of my heart, my nearest and lovely Dad who is always giving me his endless custody, and encourages me to complete my study. **Almassoud**

To my lovely sister **Djamila** for her incomparable sacrifices, deepest love, boundless patience, and for her greatest encouragement

To my lovely brothers for their endless patience and help: **Salah, Ridha, and Kamel**

To my dearest and nearest sisters: **Faiza, Souad, and Dreams.**

To the innocent and cute kids: **Bilale, Midou, and Saifo**

To my closest friends: **Bariza, Saadia, Chafia, Taous, Chaima, Zahra, Mona, Achwak, Biba, Sara, Hada, and Sara ABDLI**

To all persons who love me back, and to all those who prayed for me and besought God to help me

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ABSTRACT

Vocabulary is the body of words that make up a language, and its importance in improving the writing skill should be overstated because without ample knowledge of words and their meanings, written communication will be poorly understood. In addition to this, learners' paucity in vocabulary knowledge may be resourced to the strategies that teachers use to teach new words in their lessons. Therefore, the present study focuses on the role of teaching various vocabulary strategies to first-year students of English at Biskra University. The purpose of using such strategies is to enhance the students' competence in English vocabulary and to improve the students' academic achievement in the writing skill. Another aim for this research is to bring the teachers' awareness about the importance of teaching the vocabulary strategies. So, as a first step we put forward one fundamental hypothesis, if first year students of English are taught some strategies of vocabulary, their achievement in the writing skill will be enhanced. To confirm this hypothesis we relied on the descriptive method in order to find the relationship between the dependent and independent variables which are mentioned above. Questionnaire is the data gathering tool of this research. The obtained results are found to be highly significant because the results of the analysis of the students' questionnaire revealed that there is a serious gap on first-year students of English with vocabulary competence. Also teachers of written expression have claimed that their learners have a difficulty with vocabulary mastery. As a result of this, writing in the foreign language seems as a difficult task for first-year students to do. This leads us to confirm that if teachers are aware of the advantages of the vocabulary teaching strategies as stated in the hypothesis, students may overcome some of their inability to write.

LIST OF ABBREVIATIONS

BD: Bilingual Dictionary

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

Nº: Numbers

MD: Monolingual Dictionary

TL: Target Language

VTs: Vocabulary Teaching Strategies

%: Percentage

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GENERAL INTRODUCTION

Vocabulary is the biggest component of any language course, and is considered as an integral and fundamental area of language teaching and learning .Thus, to learn a language without its lexis, would be impossible whether the language is first, second, or foreign one. Nevertheless, the importance of teaching and learning 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. Furthermore, vocabulary is concerned with speaking, listening, reading, and writing .This latter is an expressive process that needs a deep vocabulary items which facilitate the ability to write effectively.

The major concern of this research is to highlight the role of teaching vocabulary to English Foreign Language (EFL) learners in enhancing one of the productive skills which is writing. This is not to say that the other skills are of no significance, but the purpose is to highlight an attempt to show the extent to which the vocabulary knowledge may have a great impact on the process of writing in a foreign language .Also, because EFL students often find serious problems with word choice when it comes to academic writing.

1. Statement of the Problem

Students' vocabulary knowledge has a great influence up on the descriptiveness, accuracy, and quality of their writing. However, learners' lack in vocabulary knowledge of their target language may be due to the techniques and methods that teachers use to teach vocabulary. Within this context, first year English students at the Department of Biskra University have serious problems in writing in particular.

2. Research Questions

In order to know how much vocabulary knowledge is important in fostering EFL learners' writing skill, it is worthy to ask the following questions:

- 1/ What can teachers do to help second language learners to be exposed to acquire vocabulary?
- 2/To what extent teaching the vocabulary strategies can be helpful in the writing skill?
- 3/ Could students' difficulties in writing skill be lessened when they have enough vocabulary?

3. Hypothesis

If first year students of English are taught some strategies of vocabulary, then their level of academic achievement in the writing skill will be enhanced.

4. Aims of Study

This research work aims at investigating the effectiveness of teaching the strategies of vocabulary to first year English students to foster their academic achievements in writing skill in terms of lexical items' usage, exact spelling, and motivation to increase memorization of new words. It aims also at making second language learners aware of the importance of vocabulary knowledge that students need to master in order to use them correctly, appropriately, and communicate effectively. However; language teachers are also responsible for creating conditions that encourage and motivate students for promoting their knowledge of vocabulary. Therefore, vocabulary should be at the core of language teaching in order to enable learners to be able to use this background knowledge in active use. By teaching vocabulary for active use we mean to enable students to understand correctly the meaning of the words, explain the meaning, and freely use vocabulary when required.

5. Research Methodology

To confirm the research hypothesis, we relied on the descriptive method in order to investigate the correlation between the vocabulary teaching strategies and writing skill's improvement.

A sample is randomly chosen from Freshmen English students at the Department of English at Biskra University. So, we selected a sample of about 50 students, but unfortunately only 41 who have answered our questionnaire, hence, our sample is 41 students. Furthermore, we have chosen first year students, because they are not aware about the meaning in context or even the intended meaning because they are only dealing with micro- linguistics that is the study of the language as a system for itself and within itself. Also, the chosen sample is taken from group "02" and group "04" where the students in the two classrooms were with different ages, gender and abilities.

In order to meet the objective of our study, we use formal questionnaire for both students and teachers to be our tool. First, the students' questionnaire gives them the opportunity to express their opinions about the significance of acquiring new words for the writing skill. The other one is administered for teachers in order to find out their concepts about teaching

vocabulary, as well as to collect data about the strategies they use when teaching new words in their courses.

6. Structure of the Study

This research is basically divided into two main parts; part one is devoted to the literature review, and part two is concerned with the analysis of the questionnaires.

The first chapter of part one deals with vocabulary acquisition; starting by defining the term vocabulary, and showing its importance in learning a foreign language. Also, it demonstrates the status of vocabulary in the major teaching methods as well as to the main steps of vocabulary learning. Moreover, this chapter deals with the main focus of this study which is teaching some vocabulary strategies.

The second chapter of part one gives general overview about the writing skill; starting by its definition and showing its nature from two different perspectives. The first one is via making a comparison between writing and speaking skills, and the second one introduces writing as a cognitive ability. Indeed, this chapter also highlights the stages of writing development as well as to the different approaches to teaching the writing skill. Furthermore, it tackles the major difficulties that students' may face when writing in English.

The third chapter of Part two is specifically designed to our case study that aims at exploring the extent to which the foreign language learners' level is, and to make first- year students aware of the importance of vocabulary knowledge in enhancing their writing competence. As well as to find out the teachers' concepts about teaching vocabulary, teaching writing, also to collect data about the vocabulary strategies that teachers use when teaching new words in their lessons. So, this part tends to collect and analyse the results of the questionnaires of both students and teachers. The data obtained will be tabulated, and analysed. As well as to some pedagogical implications that could help teachers to teach the vocabulary strategies effectively, and could help the students to benefit from these vocabulary teaching strategies.



Chapter One

Vocabulary Acquisition

“Words, so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them”.

Nathaniel Hawthorne (cited in ; Pikulski& Templeton, 2004: 1)

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Introduction

After the popularity of the communicative approach in 1970s, we have noticed a re-think of the role of vocabulary in language teaching. Consequently, nowadays it is generally accepted that vocabulary should be at the center of language teaching, and taught in a well-planned and regular basis. So, recently vocabulary has been the concern of numerous researchers and teachers in order to investigate how it can be best taught. Hence, in this chapter, we will cast the light on the place of vocabulary in learning foreign languages, as well as to the main steps of learning vocabulary. We will also look at certain effective strategies for teaching vocabulary which are useful for improving the foreign language learners' vocabulary stock.

1.1. Definition of Vocabulary

Vocabulary is the biggest component in learning languages. It is so crucial because it is the core of communicative competence and to the acquisition of the target language. Hence, any language has its own vocabulary that varies from the other languages, and enables the users of the language to communicate.

Generally speaking, vocabulary can be defined as words that have meanings. According to Ur (1999: 60) "Vocabulary can be defined roughly, as the words teachers teach in the foreign language." In addition to this, vocabulary is defined in the Oxford dictionary (2008) as "All the words that a person knows or uses." Besides to this, the process of acquiring vocabulary is a very hard task that needs more work for building and enlarging good lexical knowledge. It is a long process that continues up to the persons' life time. As stated in Schmitt (2000: 4) "[...] Vocabulary continues to be learned through out one's life time. This is because the grammar of a language is made up of a limited set of rules, but a person is unlikely to ever run out of words to learn."

1.2. The Importance of Vocabulary

The vocabulary's importance is clearly stated by the linguist David Willkins (cited in Thornbury, 2002: 13) to his students' advice:

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more expressions. You can say very little with grammar, but you can say almost anything with words!.

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. As Mc Carthy (1990: IIX) in his introduction about vocabulary argued that there is no matter how well the learners learn grammar, no matter how effectively the sounds of the target language are mastered, without words to express a wide range of meanings, communication in the foreign language can not happen. In addition to this, Pickett (1978; in Hedge, 2002:110-111) have cast the light on the role that vocabulary learning is crucial 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 quite important element for the English foreign language (EFL) learners, since they are always in need to learn, enlarge, and expand their vocabulary knowledge in order to convey a meaning. This is supported by Willkins (1972; in Thornbury, 2002: 13) who claims that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Furthermore, Read (2000: 1-2) has argued that vocabulary should be at the core of language teaching, requiring tests to check the students’ development in vocabulary learning:

Moreover, after a lengthy period of being preoccupied with the development of grammatical competence, language teachers and applied linguistic researchers no generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively. Thus, from various points of view, vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the learner’s progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication need.

1.3. The Status of Vocabulary in the Major Teaching Methods

The purpose of this historical 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 was viewed and what techniques were used to teach vocabulary in each of these language teaching trends; the grammar translation method, the direct method, the audio-lingual method, the communicative approach, and finally the lexical approach. So, the importance given to vocabulary and the manner it was taught within each of the following approaches are briefly discussed hereafter:

1.3.1. The Grammar Translation Method

The main principle of this language teaching approach tended to focus on the grammar of the language. Its heyday on foreign language teaching was from 1840s to the 1940s. The grammar translation method was developed to teach Latin; a language that was no longer used for communication. Learning in this approach occurs when students master grammar and vocabulary as Schmitt (2000: 12) stated that the lesson would mainly have one or two new grammar rules, a list of vocabulary item, and some exercises that students have to translate from their native language to the target one (or vice versa). In addition to this, Ketabi and Shahraki (2011: 726) claim that the most important goal of learning a foreign language in the grammar translation method is being able to read its literature, for achieving this aim, students are supposed to learn the grammar rules as well as to the memorization of vocabulary items of the target language using bilingual word list. This made the bilingual dictionary a crucial reference mean. In support of this point, Schmitt (2002:12) have asserted that:

[...] the method grew into a controlled system, with a heavy emphasis on accuracy and explicit grammar rules, many of which were quite obscure. The content focused on reading and writing literary materials, which highlighted the obsolete vocabulary of the classics.

Moreover, Ketabi and Shahraki (2011: 727) concur that “Vocabulary lists are familiar part of the lesson in this approach and a typical exercise is to translate lexical items or sentences from the target language into their mother tongue using dictionaries too.” Indeed, in the reading passage, students might be given a list of words which they are asked for finding their antonyms as well as to their synonyms. Furthermore, Prator and Celce-Murcia (1979; in Brown, 2007: 16) have summarized the major features of the grammar translation method as follow:

- The use of first language at detriment of second language.
- Much vocabulary is memorized in the form of words lists in isolation.
- Grammatical structures are explained if they are difficult.
- Little focus is paid to the context, which are treated as exercises in grammatical analysis.
- Students practiced drills and exercises in translating sentences from the mother tongue into the target language.
- Little or no attention is given to pronunciation.

In short, in the grammar translation method, knowledge of grammatical rules was considered as more important than communication. By this, the emphasis was on the ability to analyse language rather than the ability to use it.

1.3.2. The Direct Method

By the end of the 19th century, new-based approach had introduced, which is known as the “Direct Method”. It came as a reaction to the grammar translation method for its failure to achieve communication in the target language. Hence, the direct method’s fundamental goal was to equip learners to communication in the target language as well as having suitable and acceptable pronunciation. Also, its core principle was that first language (L1) and second language (L2) processes are identical. This means that, as you learn your first language, so you learn the target language. Moreover, in this trend, students are supposed to imitate and practise the aimed language till they reach fluency and accuracy. It means, it encourages the correct pronunciation (fluency) and grammar (accuracy). Furthermore, no translation is tolerated because it was thought that learners will learn to think in the second language. In addition to this, it is believed that vocabulary can be learned or acquired naturally via negotiation during the course. For this reason, vocabulary is introduced in context and is classified from simple to complex. Schmitt (2002:12) have described this method quite aptly as:

It emphasized exposure to oral language, with listening as the primary skill. Meaning was related directly to the target language without the step of translation, and explicit grammar teaching was down played. It imitated how a native language is naturally learned, with listening first, then speaking, and only later reading and writing [...] it was thought that vocabulary would be acquired naturally through the interaction during lessons.

According to Zemmerman (1997) concrete words are taught via pictures or physical demonstration such as objects in the classroom. As a result of this, vocabulary was related to real world. While, abstract words are explained by grouping words according to topic or association of ideas. (Cited in, 2002:12).

1.3.3. The Audio-Lingual Method

This method has different callings: the Audio-lingual, Audiolingualism, the Army method, and the Oral-aural method. The audiolingualism developed as a result of the outbreak of World War II, by the American who needed to produce speakers who are proficient in the languages of both their friends and foes. Therefore, the American structural linguists developed a program which derived from the Direct method; especially its focus on listening

and speaking. In addition to this, it drew its foundation from the habit formation model of behaviorism. So that the focus was on memorization via pattern drills and dialogue practices. Indeed, the main emphasis in this trend tended to the grammar of a language that should be over learned, “It was assumed that good language habits, and exposure to the language itself, would eventually lead to an increased vocabulary.” (Schmitt, 2002: 13).

Moreover, Prator and Celce-Murcia (1979; in Brown, 2007:111) outlined the features of the Audio-lingual method as follows:

- Learning via dialogue.
- Learning through mimicry and memorization.
- Structures are sequenced and learned through making analogy. This means that, the structures are ordered by means of contrastive analysis, and taught together at the same time.
- Learning happens due to repetitive drills.
- Vocabulary is restricted and learned in context.
- Great importance is paid to pronunciation.
- Immediate reinforcement for good responses.
- The use of authentic materials such as tapes, language labs, and visual aids.

1.3.4. The Communicative Approach

This approach is developed by Hymes (1972) who viewed language firstly as a system of communication. His attention was drawn on the competence of both; knowledge of grammatical rules and appropriate use of the language in a given speech community. Hence, there has been a shift from an emphasis on accuracy and forms of language, towards an emphasis on communication and fluency. In other words, instead of focusing on sentences levels forms, it focuses on discourse level of function. Moreover, that method’s main focus is to develop learner’s communicative competence in listening, speaking, writing and reading. It requires the use of authentic materials of language in the L2 classroom, communication is developed through interaction and the activity should be a role play, information gap activities, and activities that resemble real- life and so on.

In addition to this, Finocchiaro and Brumfit (1983) have suggested a comparison for the major distinctive characteristics of the audio-lingual method and the communicative approach as follow:

Audio-lingual	Communicative Language Teaching
<ol style="list-style-type: none"> 1. Attends to structure and for more than meaning. 2. Demands memorization of structure-based dialogues. 3. Language items are not necessarily contextualized. 4. Language learning is learning structures, sounds, or words. 5. Mastery or “over-learning” is sought. 6. Translation is forbidden at early levels. 7. Linguistic competence is the desired goal. 8. The teacher controls the learners and prevents the fro doing anything that conflicts with the theory. 9. “Language is habit” so errors must be prevented at all costs. 10. Accuracy, in terms of formal correctness, is a primary goal. 11. Students are expected to interact with the language system, embodied in achiness or controlled materials. 12. The teacher is expected to specify the language that students are to use. 13. Intrinsic motivation will spring from an interest in the structure of the language. 	<ol style="list-style-type: none"> 1. Meaning is paramount 2. Dialogues, if used, center around communicative functions and are not normally memorized. 3. Contextualized is a basic premise. 4. Language learning is learning to communicate. 5. Effective communication is sought. 6. Translation may be used where students need or benefit from it. 7. Communicative competence is the desired goal. 8. Language is created by the individuals 9. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context. 10. Students are expected to interact with other people, either in the flesh, through air and group work, or in their writings. 11. The teacher can not know exactly what language the students will use. 12. Intrinsic motivation will spring from an interest in what is being communicated by the language.

Table 01: The major distinctive features of the Audio-lingual Method and the Communicative Approach. (Adapted from : Richard and Rodgers, 2001:156-157).

1.3.5. The Lexical Approach

After the publication of the lexical approach by Lewis in (1993), there was an evident revival of interest in vocabulary acquisition. What this author suggests in his book is definitely compatible with the claims 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.” (2005: 2). Lewis (1997) suggests that most of the tasks used in the communicative approach are compatible with the lexical approach. This means that

teachers should adopt tasks that have a clear emphasis on lexis. To realize this objective, Lewis (1997: 205) claims that teachers should do the following principles:

- Consciously take any opportunity to enlarge the students' phrasal lexicon.
- Improve students' awareness of word-grammar and sentence grammar.
- Use several ways to develop learners' awareness of the value of noticing, recording and learning multi-word items.
- Motivate students to keep a well-systemized lexical notebook.
- Encourage lexical comparison between L1 and L2, but not a structural one.
- Support students to listen and learn language in multi-word units.
- Narrate simple stories.
- Have a global perception on pronunciation.
- Value successful language at every time, despite it is not correct in form.

1.4. The Lexical Competence

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

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

1.5. Five Essential Steps in Vocabulary Learning

Since lexical competence is at the heart of communicative competence. Foreign language teachers should be interested in how their students should acquire new vocabulary by helping them use useful strategies for vocabulary acquisition. Indeed, students are aware of vocabulary's importance for learning English, however; they often do not have a full grasping about the means to learn vocabulary effectively. Consequently learners should be trained to use the essential steps of learning vocabulary. Brown and Payne (1994; in Hatch and Brown, 1995:374) proposed a clear model that contains five essential steps for learning vocabulary:

1.5.1. Encountering New Words

The first main step for learning vocabulary is encountering a new word that denotes finding a source for words. Here, the learner's task is reading books, newspapers, magazines, watching television, and listening to radio; by this the learner will encounter new words. During this step, there are some factors that control the students' acquisition of words such as motivation and interest. Those two factors lead the learner to focus on special words rather than others. Besides to interest, and motivation, learner's need may make a difference in learning new words. So, it is obvious that we learn words quickly if we have felt a need for them in some way. Also, there is another crucial factor that may be more effective for learning new words than others, which is the work with interactive video materials. These vocabulary items seem to be learned more quickly than others in the exercises or the written form. In addition to this, word frequency also affects the learners' vocabulary acquisition, so teachers of foreign languages tend to repeat the new words many times in order to facilitate their learners' vocabulary development. In other words, as learners continued to encounter new words many times, their acquisition will be increased.

Similarly, seeing a word for one time in context may be profitable for learners to increase their knowledge about that word and its meaning. This type of learning is labeled "incidental or accidental learning" that is to say learning some vocabulary items unintentionally, or it is resulted from unplanned tasks. For instance; reading passages, dialogues and other materials without direct inclusion of memorization. As Hatch and Brown (1995: 368) stated "We defined incidental learning as the type of learning that is a byproduct of doing or learning something else." It is also, defined by Schmitt (2000: 116) as learning via exposure when one's focus is on the use of language, rather than the learning itself.

Moreover, it is also important for the foreign language learner to communicate with native speakers and English teachers, because doing this enables them to encounter a number of new

words every day. In addition to the dictionaries which are very crucial, since the learners are dealing with a foreign language, and through dictionaries learners pick up their own word lists.

1.5.2. Getting the word Form

It is the second essential step for vocabulary learning, which means getting a clear image of the form of the word either visual, or auditory, or both of them. In other words, this step means having a clear image of the form of the vocabulary item, and this is related with spelling, pronunciation, or both. According to Hatch and Brown (1995: 378) to get the word form of new words, there should be sub- steps to be followed by the learner which are:

- Associating the new vocabulary item with words that look like other words in the learner's first language.
- Writing the sounds of words using sound symbols from the learner's native language.
- The learner should associate words that are similar to words in other languages, he has studied.
- The learner should do an association of the words that have similar sounding English words he knows.
- The learner should see a word which is similar to another word he already knows.

The importance of getting the word form becomes apparent; when we think about what occurs when we try to retrieve words, also, when students are asked to define such words.

1.5.3. Getting the Word Meaning

This step is a crucial step for vocabulary learning. It contains such strategies as what Hatch & Brown (1995: 382) suggested:

Asking native English speakers what words mean, asking people who speak my native language the meaning of new words, making pictures of word meanings in my mind, and explaining what I mean and asking someone to tell me the English word.

Word definition varies at the content of the task, the situation, and the level of the learner. For example; beginning learners sound satisfied with certain definitions while advanced learners often require more specific definitions for the sake of differentiating between near synonyms. Language pedagogues concur that the only way in incidental learning for foreign language learners to retain the meaning of words is via context. Whereas, learners guess the meaning of words from the situation, discourse, and context in which they are used from the

structure of words themselves. Moreover, sometimes the definition varies and the source from which meaning can be taken might be different. In spite of that, all learners must get the meaning of words in some way, or the words can never be considered truly learned (Brown and Hatch, 1995: 384).

1.5.4. Consolidating Word Form and Meaning in Memory

The fourth essential step to vocabulary learning requires the consolidation of form-meaning in memory. Whereas, several types of vocabulary learning drills can strengthen the form-meaning such as flashcards, matching exercises, cross-word puzzles, etc. The Oxford (1990; in Hatch & Brown, 1995:387) contains ten memory strategies that consolidate the connection between the form and the meaning of the word. Whereas, those memory strategies are divided into four categories which are:

- **Creating mental linkages:** this category includes such useful strategies as; classifying language material into meaningful units, associating new language information to concepts already in memory, and putting new words in a context; for instance, placing new words in a meaningful sentence, conversation, or story.
- **Applying images and sounds:** also this category may include strategies as; the use of semantic mapping, using key words with auditory or visual links, and making a representation of sounds in memory in such a manner that they can be connected with a target language word for the sake of recalling better.
- **Reviewing well:** that denotes reviewing the target language material in carefully spaced intervals.
- **Employing actions:** this may contain strategies as acting out a new target language expression, and using mechanical techniques; for instance, writing words on cards from one stack to another when a new word is learned.

Mnemonic devices are techniques used for remembering things, so they are “tricks” used to facilitate retrieving items or rules which are stored in memory and that are not yet automatically retrievable. In other words, they are used for gaining an initial knowledge of word meanings in second language. So the best known method of mnemonics is the key word technique. This latter, is described by Hatch and Brown (1995:388) as; “This method calls for the word to be learned in a sentence that gives contextual cues to the meaning of the word while relating the form to forms the learner already knows.” More precisely, it requires teaching learners to form vivid mental images that connect the meanings of the first language word which has a similar pronunciation. This technique is described by Gains and Redmen (1986; in Jordon, 1997:161) that it “Consists of associating the target word with a word which

is pronounced or spelt similarly in the mother tongue, but is not necessarily related in terms of meaning.”

However; the difficulty of generating key words may demotivate students, or they may simply choose more traditional ways of consolidating word forms with word meanings. For example; they may choose to memorize words and their meanings from lists. Whereas, this method has various strategies such as; using flash cards, and covering one side of the paired lists(it means sometimes the learner covers the word, and in others he covers the meaning) and then guessing the other side.

All in all, in this step, there is no matter for which method learners use, but the most important thing is that the more words students can retain via this step, the more words they will know in general.

1.5.5. Using the Word

The last step in learning vocabulary is using the words. Some concur that this step is not necessary used if the knowledge of the word is receptive. However; this step is very crucial when the learner’s goal is the productive knowledge of words. The benefit gained from using the word is that providing a mild guarantee that meaning and words will not fade from memory once they are learned. Furthermore, it increases confidence and receptive knowledge. Besides to that, word use is so crucial to test the learners’ knowledge of collocations, syntactic restrictions, and register appropriateness. As claimed by Grow and Quigley (1985; in Hatch and Brown (1995: 391) “[...] learners may not know such things when they have only a receptive knowledge of vocabulary”.

Conclusively, the learners need to practise all these five steps for enriching their vocabulary, and having a full knowledge of the words they want to learn. This can be done via different activities, strategies, or techniques which the students use in each step.

The following figure illustrates and sums up the previous mentioned vocabulary learning steps, whereas, they are in a form of series as it is shown below:

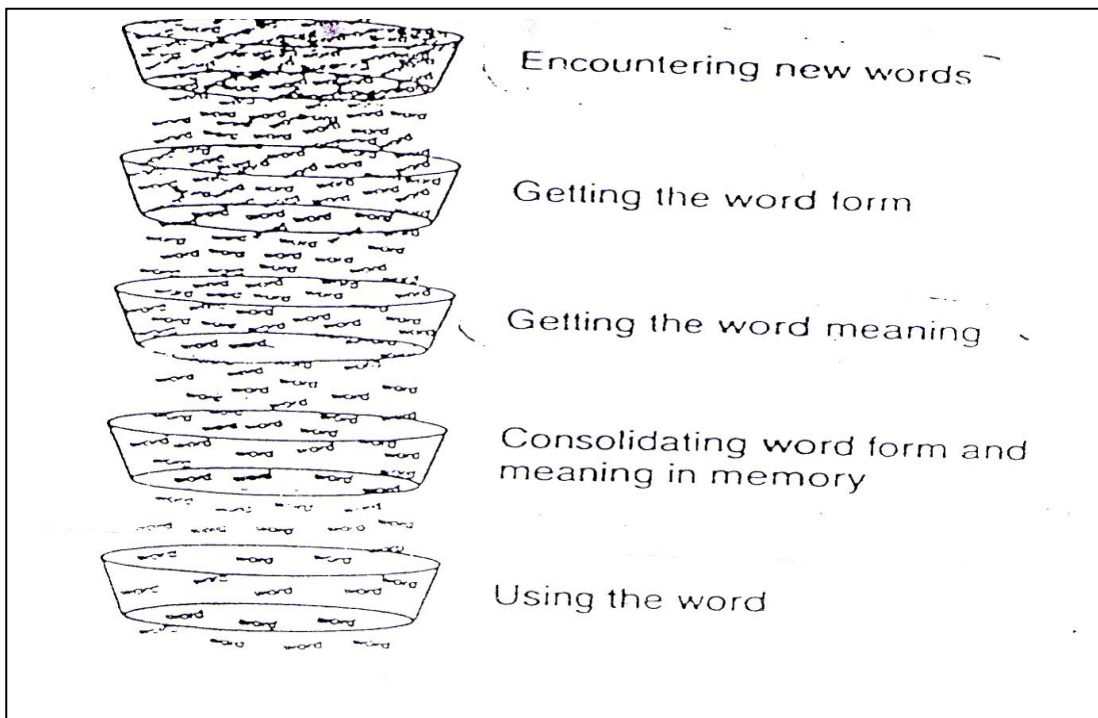


Figure 01: Five essential steps to learning new words (Adapted from: Hatch and Brown, 1995:374)

1.6. Strategies for Teaching Vocabulary

In fact, not only learners who make adjustments when their vocabulary is limited; it is used also by communicators and teachers in order to make the message clear, or to keep the flow of conversation going. Thus, inside the classroom, teachers appear to automatically monitor their vocabulary choice, selecting high frequency words, using few idioms, and little slang; so they often give definitions either explicitly or implicitly such as intonation as it is clearly stated in the example: “a triangle?” “It’s got three sides?” Hence, teachers are supposed to adopt strategies to cope with uncommon terms, this contains unplanned and planned vocabulary teaching as Seal (1991) divides them, under certain techniques in teaching vocabulary.

1.6.1. Unplanned Vocabulary Teaching

Seal (1991: 298) defines this term as “The teaching of problem vocabulary that comes up without warning in the course of a lesson.” In other words, unplanned vocabulary teaching occurs when the learner asks for the meaning of a word during a lesson, or when the teacher feels that it is crucial to make a clarification for certain words. In this case, the teacher must improvise and explain. Unplanned vocabulary teaching contains three steps as he calls them

the three C's; the step of conveying the meaning, the step of checking the meaning, and the step of consolidation.

In the first step, the teacher conveys the meaning through different techniques such as; miming, providing synonyms, using opposites, or an anecdote. While, in the second step, the teacher tries to check that the meaning is understood through asking set of questions. In the third step, the teacher consolidates the information by helping the students to use the word in other context.

1.6.2. Planned Vocabulary Teaching

This technique is done intentionally; this means that the teacher plans set of vocabulary items before he comes to teach in the classroom. In support of this point, Seal (1991: 298) defines this type of vocabulary teaching 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". Moreover, there are various techniques to be followed in vocabulary teaching strategies (VTS), whereas, we are going to focus on: the strategy of using dictionary, glossary, translation, the word part strategy, focusing on meaning, and the word in context strategy.

1.6.2.1. Using Dictionaries

According to Nation (2001: 288-290), there are three main categories of dictionaries which are bilingual, monolingual and bilngualized. Those three dictionaries are used by students to develop their target language, and they are different in terms of the language they use. Firstly, the Bilingual Dictionary (BD) is written in two languages. This category of dictionary translates a word from the learner's native language to the learner's target language, or vice versa. In other words, they are dictionaries where "the head word and the examples sentences are in one language and the meaning is in another". Second, the monolingual dictionary (MD) is another source that can help the student to build his vocabulary bank. So, this sort of dictionary is usually directed for native speakers. It is defined by Nation (2001: 288) as;

Monolingual dictionaries are written all in one language; an English monolingual dictionary has an English head word, an English definition, and all the examples and other information in English. Second language learners using monolingual dictionary need to be able to interpret definitions and other information in the second language.

Third, the bilingualized dictionaries include the information which is in a monolingual dictionary in addition to the translation of the head word. So, learners should be trained on the way of using those dictionaries as Tosuncuoglu (1973: 141) “[...], training in the use of dictionaries is essential. Unfortunately, in most classrooms, very little time is provided for training in dictionary use.” Hence the roles of the teacher in this strategy appear in examining various types of dictionaries, and teach students how to utilize them. In other words, teachers can bring various kinds of dictionaries which are especially made for foreign language learners and present them to learners; where the teachers’ job is to encourage, advise, and train the students to use good dictionaries. In addition to this, teachers should explain the advantages and the disadvantages of those different types of dictionaries and let learners know that they can not depend on just one type of dictionary when learning new words/ items. Also, teachers should give the attention to the point that their learners should be taught to search for the meaning of a new word for the sake of selecting the right meaning according to the context. Since context plays a key role in determining the meaning of the words.

Dictionaries are used for the sake of helping learners with understanding texts, producing texts, and with enlarging the learners’ vocabulary acquisition of new words. As suggested by Nation (2001: 281) that dictionaries can be aids for:

- **Comprehension**

- The learner looks up uncommon words while listening, reading, or translating.
- Ensuring the meaning of unknown words.
- Ensuring guessing from context.

- **Production**

- Look up uncommon terms required when speaking, writing, or translating.
- Check the spelling, pronunciation, meaning, grammar, collocations...
- Edit an error and confirm that a word exists.

Furthermore, the following table reveals how useful are dictionaries in improving the learners’ productive skills.

Features	Tests
1. There should be ways of finding the appropriate word.	<ul style="list-style-type: none"> • See if the dictionary is bilingual. • See if the dictionary provides ways of accessing the word through thesaurus-like keywords (as in the Longman Language Activator). • See if the dictionary provides opposites, synonyms, super ordinates and other related words as a part of an entry.
2. The dictionary should provide information about constraints on use of the word.	<ul style="list-style-type: none"> • See if the dictionary contains frequency information. • See if the dictionary contains codes telling if the word is formal, colloquial, rude, or old fashioned. • Look in the introduction to see the range of codes used.
3. The dictionary should provide plenty of understandable example sentences as models for use.	<ul style="list-style-type: none"> • Count how many examples are provided for each word and different uses of a word. • Check if each of the examples for an entry are different enough to provide different kinds of information for use.
4. The dictionary should contain easily understood information about the grammar and collocations of the word.	<ul style="list-style-type: none"> • Look in the introduction to see the range of information provided. The minimum should be part of speech, count/noun- count for nouns, and verbs should have their patterns indicated. • See how easy it is to understand the information provided.
5. The dictionary should show the spelling of inflected and derived forms.	<ul style="list-style-type: none"> • See if the entry for the base form provides access to the inflected and derived forms. • See if alternative spelling is provided. • See if the pronunciation of the word is indicated. • Decide if the pronunciation guide is easy to use.
6. The dictionary should show how the word is pronounced.	

Table 02: Features and ways of checking the features of a learners' dictionary to be used for writing or speaking (Adapted from: Nation, 2001: 295).

All in all, dictionaries provide learners with the meaning of words of the target language; they are easy for searching for new words, because they are formed in an alphabetical order. It contains words' spelling, syllables, pronunciation, origin, meaning... This means that the dictionary is a very pretty and useful source for learning any foreign language.

1.6.2.2. Translation

Translation is the process of providing the words' equivalence from the mother tongue to another language. It has been used widely in presenting the meaning of a word in monolingual classes. Also, it does not require a lot of time because it is the most direct way to a words' meaning, especially in explaining abstract concepts such as freedom. As stated by Nation (1978; in Nation, 2001: 290):

Translation as a way of communicating meaning is in general no better or worse than other ways. It would be just as misleading for a second language learner to believe that words in a second language are equivalent in meaning to their dictionary definitions as to believe that they are equivalent to their first language translation.

However; the over-dependence on translation may lead the learner to fail in developing an independent L2 lexicon because learners here tend to translate the L2 word with its equivalent. So, this strategy weakens the students' abilities in making intelligent guesses, in case that the student is over reliant on it.

1.6.2.3. Glossary

According to Nation (2001: 174) glossary is a technique used for showing synonyms or definitions briefly, it is used either in the first language (L1) or in the second language (L2) that is provided with a text. In other words, "it is an alphabetical list of explanations of words" As the Oxford dictionary (2008) defines it. This technique is one of the best strategies that can help learners to enrich their vocabulary. As stated in Nation (2001: 177) "Glossary however is another useful tool in helping learners in the gradual process of strengthening and enriching their knowledge of particular words." In addition to this, glossing gives the right and correct meaning for words which may not be guessed aptly. Also, it attracts the attention of the reader to the explained words, and therefore; it facilitates and motivates the learning of new words.

1.6.2.4. The Strategy of Word Parts

A vast number of English words have derivational forms through adding prefixes or suffixes to the base of the word. There are several studies such as White et al (1989), Bauer and Nation (1993) who have ensured the widespread occurrence of derivational affixes, this makes learning so crucial and worthwhile. Nation (2001: 278) has suggested two crucial steps for the word part strategy:

- Learners should be able to know prefixes and suffixes in order to cut the uncommon word into parts.
- They also need to be able to link the meaning of the word part to the word's meaning in the dictionary

Nation claimed that in order to realize those two steps, the learner must know the meaning of the common word parts. Furthermore, he (ibid: 264) has contended the usefulness of knowledge of prefixes, suffixes, and roots that can help students to learn, remember words and figure out the meaning of words.

A knowledge of affixes and roots has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to known words or to known prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context.

Besides to this, vocabulary learning comes from studying roots; “cells, or stems”, as well as prefixes and suffixes. By doing this, learners’ vocabulary knowledge is broadened accordingly. As Anderson and Freedy (1981; in Pikulski and Templeton, 2004: 5) argue:

The majority of English words have been created through the combination of morphemic elements, that is, prefixes and suffixes with base words and word roots. If learners understand how this combinatorial process works, they possess one of the most powerful understandings necessary for vocabulary growth.

Moreover, Nation (1990; cited in Nation, 2001: 278) said that foreign language teachers should know that teaching prefixes and suffixes has other gains. For instance, students can utilize the knowledge of word parts to grasp the sense of low frequency words from the context via breaking down its roots, prefix, and suffix; instead of looking up for the word's meaning in the dictionary. Besides to that, learners can utilize this knowledge of word family in order to learn low frequency words on their own, and step by step they become

vocabulary independent learners. In addition to this, Schmitt (2000: 52-53) suggests that teaching word families is better than teaching single words. So, he argues that;

The idea of grouping orthographically similar words can be maximally exploited by working with word families instead of single words. Instead of just teaching indicate, for instance, it can be useful to show that it is a part of a wider cluster of words: indicate, indicated, indicating, indicates, indication, indicative, and indicator. Research shows that students often do not master the derivative forms of a base word [...], and so some extra attention to these forms may be warranted.

The following table shows the most used affixes in printed school English

Rank	Prefix	% of all prefixed words	Suffix	% of all suffixed words
1.	Un-	26	-s, -es	31
2.	re-	14	-ed	20
3.	in ,im-, il-, ir- (not)	11	-ing	14
4.	dis-	7	-ly	7
5.	en-, em-	4	-er,-or (agent)	4
6.	non-	4	-ion, -tion, - ation, -ition	4
7.	in- , im- (in)	3	-able , -ible	2
8.	over-	3	-al , -ial	1
9.	mis-	3	-y	1
10.	sub-	3	-ness	1
11.	pre-	3	-ity , -ty	1
12.	inter-	3	-ment	1
13.	fore-	3	-ic	1
14.	de-	2	-ous, -eous, ious	1
15.	trans-	2	-en	1
16.	super-	1	-er (comparative)	1
17.	semi-	1	-ive, -ative, - tive	1
18.	anti-	1	-ful	1
19.	mid-	1	-less	1
20.	under-, (too little)	1	-est	1
	all others	3	all others	1

Table 3: the most frequent affixes in printed school English (Adapted from: Cynthia and Johnson, 2000: 8)

1.6.2.5. Focusing on Meaning

To know a word means to know its semantic value. This latter, may direct the students in differentiating the linkage between words and meaning. The various semantic relationships are usually expressed via the use of synonymy, antonyms, and hyponymy.

- **Synonyms:** are words or items that have exactly or nearly the same meaning as another in the same language. It is one device or relationship that defines the meaning of words to each other. We say that ‘bad’ and ‘evil’ are nearly the same as are ‘good’ and ‘decent’ in certain positions such as she is a good/ decent pianist. In this case, synonyms are interchangeable because the word ‘good’ is the equivalent of ‘decent’. However; native speakers can detect the distinction between two synonyms in different ways. An example of that is the word ‘to cease’ which is synonyms for ‘to stop’, but ‘to cease’ is often chosen in a discourse. So, speakers or writers prefer to use certain word over the other in certain contexts. As argued by Hatch and Brown (1995:17) ‘Some forms are better than others for particular circumstances.’
- **Antonyms:** antonyms are words that denote the opposite of another word or words. For instance, through explaining the meaning of the word ‘full’ by saying it is the opposite of ‘empty’, and also the word ‘cheap’ is the opposite of ‘expensive’.
- **Hyponyms:** hyponyms are another relationship that defines the meaning of words to each other, where words like car, van, bus, and lorry are all hyponyms of the super ordinate ‘vehicle’. Other example that can explain this relationship is the following diagram:

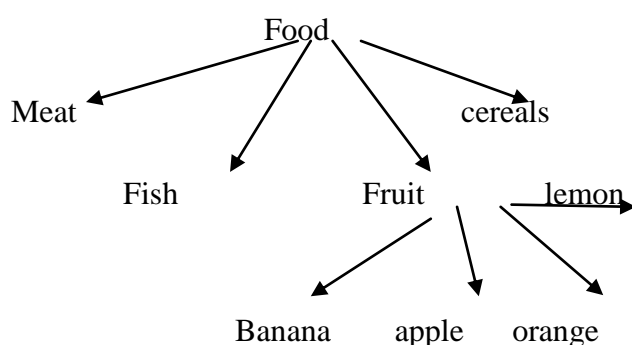


Figure 0 2: Hyponyms and super ordinates (Adapted from: Harmer, 2001: 19)

So, in the previous diagram, banana, apple, orange, lemon are all hyponyms of the word fruit. Meanwhile, ‘fruit’ itself is a hyponym for ‘the food family’.

1.6.6. Guessing from Context Strategy

Many words usually have more than one meaning, and their meaning may change in different contexts. As Schmitt (2000: 30) argued:

[...] because meaning is typically flexible, numerous exposures to a word in various contexts are required before it is usually mastered. This means that teachers should not make the assumption that because a word was covered once its meaning has been learned.

Therefore, learners should be equipped or trained more in this strategy, since a word has different meaning. So, when learners encounter new words, they should first see the context surrounding the word in order to determine the right sense, or to find out the proper meaning and learn how its meaning relates to the words around it. In other words, to know a word, students need to see it in context and learn how its meaning relates to the words around it.

The strategy of guessing from context is argued by Nation (2001:233) to be the most crucial of all sources of vocabulary learning. As a result of this, it is worthy for both teachers and learners to spend time working on guessing techniques. This is also what Thornbury (2002:148) have pointed out:

Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What's more, it seems to be one that can be taught and implemented relatively easily. It is also one that we all already use -perhaps consciously- when reading and listening in our mother tongue. So it is probably less a case of learning a new skill than transferring an existing one.

The following figure illustrates the different strategies that can help learners derive the words' meaning:

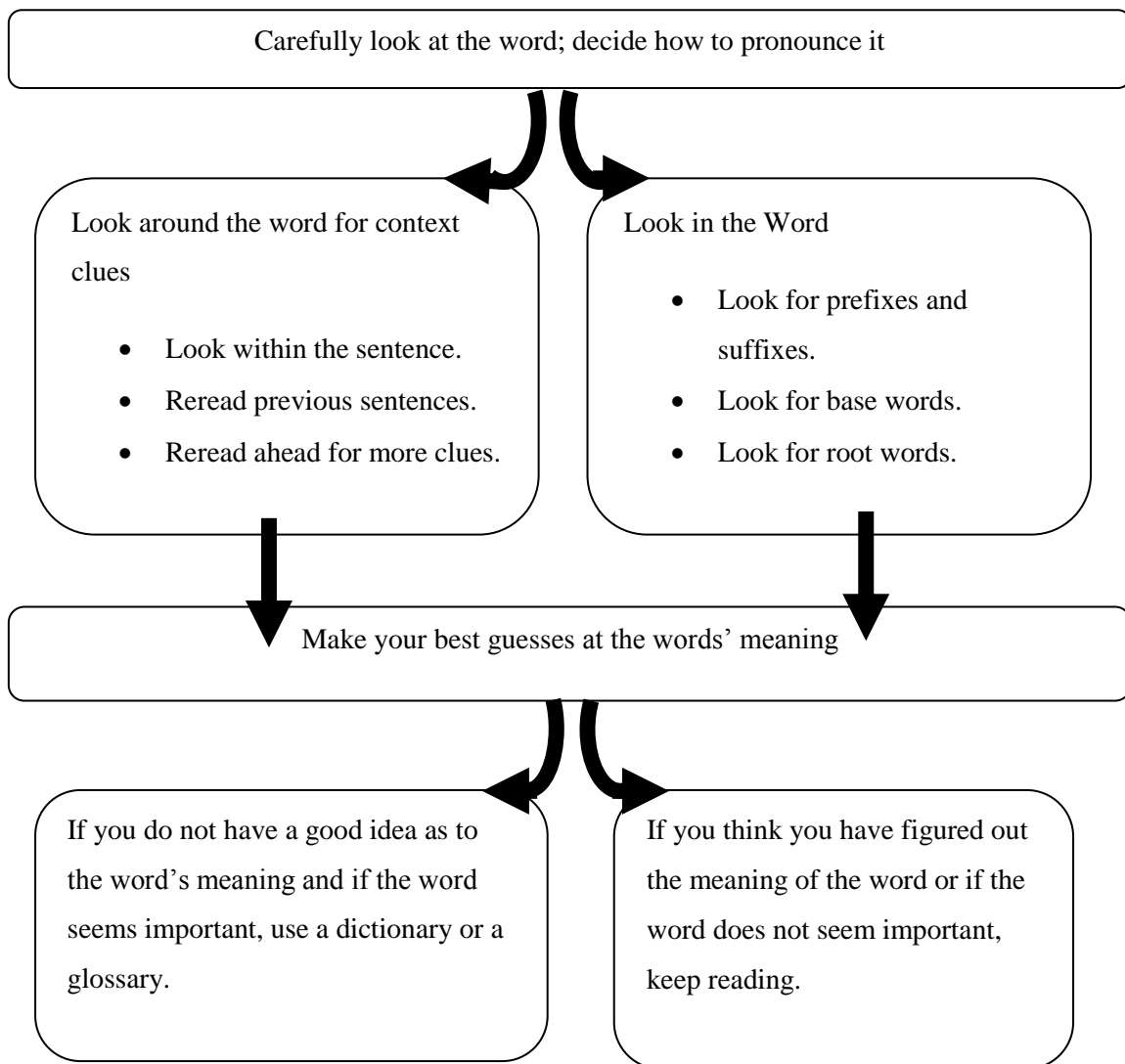


Figure 03: Strategy for deriving word meaning (Adapted from: Pikulski Templeton, 2004: 8).

1.7. Writing and Vocabulary

Writing is an art that needs words to build a coherent whole, and that requires taking into consideration several aspects of the target language (TL) such as the linguistic components as spelling and orthography.

Scholars concur that active vocabulary is more demanding because it needs words' retrieval and production. Based on Nation's about the implication of knowing a word, the word "unhappy" requires being able to:

- Write it with correct spelling.
- Build it using the right word parts in their correct forms.
- Produce the word to express the meaning "unhappy".

- Produce the word in several contexts to express the range of meaning of “unhappy”.
- Produce synonyms and antonyms for “unhappy”.
- Use the word correctly in an original sentence.
- Produce words that usually happen with it (collocation) (cited in Mirian and Rojas, 2008: 27).

Hence, the suitable amount and appropriate vocabulary is much more needed for writing because the vocabulary's size is one good indicator of the student's proficiency. Moreover, Nation (2001: 179) proposes that one way to measure vocabulary size and growth in written work is to analyze the vocabulary of students' written compositions.

1.8. Vocabulary's Influence on Successful Writing

The ability to write effectively depends on having ample vocabulary knowledge. So, vocabulary plays a crucial role in the assessment of the quality of written work. Also, its richness permits the writer to get a well thought onto paper. This is not to say that the writer's real pleasure is to find or to come up with attractive words, but it is from using the most appropriate word. Thus, students' deep vocabulary knowledge has a direct influence up on the descriptiveness, accuracy, and quality of their writing. Corona, Spangenberg, and Venet (1998: 26) stated that “At any level, written communication is more effective when a depth vocabulary and command of language is evident.”

In addition to this, vocabulary choice is also a strong element that indicates whether the writer adopts the norms of the relevant discourse community or not. For example, academic writers should have a written control over the Graeco-Latin vocabulary of English for the sake of being integrated in the formal writing membership. As stated by Corson (1997; in Nation, 2001: 178) “[...] for writers with academic purposes, it is essential to gain productive written control of the Graeco-Latin vocabulary of English in order to be recognized as a member of the academic writing community.” Besides to this, a lot of studies have investigated the most serious errors in EFL learners' writing were rated to the lexical ones. This is what Ellis (1991; in Schmitt, 2000:155) and others have argued:

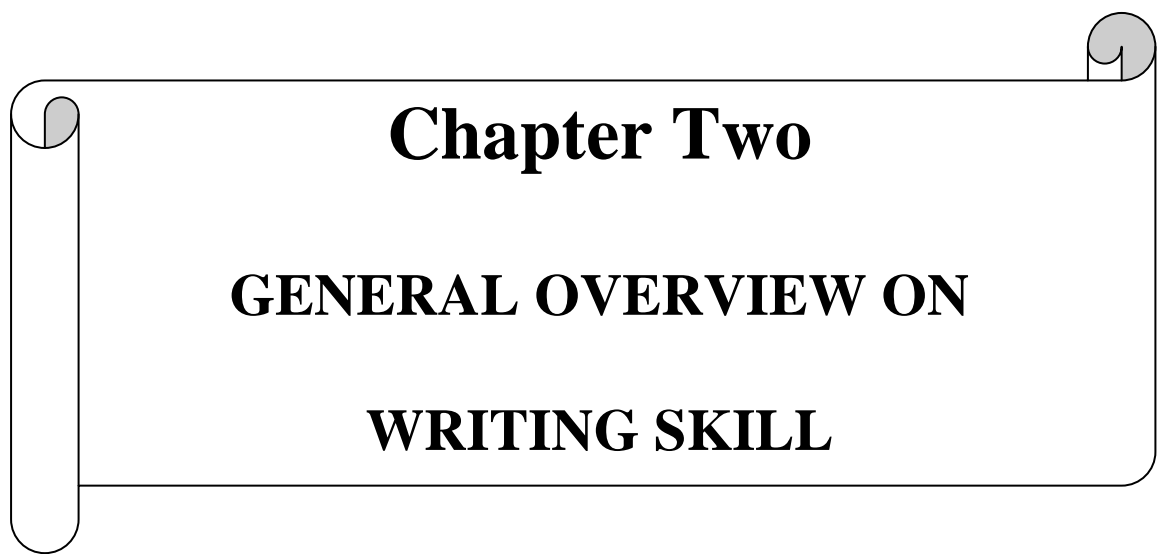
In the teaching of writing, many teachers focus on the grammatical well- formedness of a composition. However, it seems that lexis may be the element requiring more attention. Research has shown that lexical errors tend to impede comprehension more than grammatical errors, and native-speaking judges tend to rate lexical errors as more serious than grammatical errors.

Hence, second language learners' lack of vocabulary is considered as the major element affecting the quality of their written work.

In short, having the adequate vocabulary facilitates the ability to write effectively because "Words are considered as the building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs, and whole texts are formed" Read (2000: 1).

Conclusion

Vocabulary acquisition has been one of the most important of ongoing negotiated subjects for perhaps half a century. In addition to this, language teachers and researchers have investigated currently the importance of vocabulary in various pedagogical tasks. So, it is obvious that learning a second/ foreign language requires the learning of a large number of words. For this reason; teachers and learners should be aware of the vocabulary development strategies. Therefore, an efficient language teacher should select vocabulary tasks that promote the learners' vocabulary bank. Besides to that, learners should be responsible for the development of their own vocabulary. In other words, learners' vocabulary bank can be developed in a gradual basis and students should show keen interest in researching, acquiring, and grasping new words/ items because there is no sure method to improve vocabulary in a day or two.



Chapter Two

GENERAL OVERVIEW ON WRITING SKILL

In school we write...not to any one ... we just give information. Not to some one ...we just write information down on paper.

“The Daily Record Article”,Jerre Paquette (in Hedge, 2005: 07)

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Introduction

Writing is one of the major skills for using language through which one can convey his thoughts. Also, it is pretty important language skill and the most sophisticated one; since it obeys conventions and instructions. Moreover, writing in a second or foreign language, or more precisely in an academic environment is more challenging because writing as one of the four skills is considered by teachers as a complex skill that students face difficulties in. This is obviously true regarding the efforts that learners do to improve their writing skill, and make words convey their thoughts in an understandable way.

This chapter attempts to discuss basic principles underlying the teaching of writing ; starting by a definition of writing, and then showing its nature at the expense of comparing it with the speaking skill and writing as a cognitive ability. In addition to the various stages which learners have to go through, in order to improve this learned skill. Besides to this, this chapter suggests the current approaches to the teaching of the writing skill as key solutions to the writing problems. Last but not least, it will discuss the major difficulties that students may encounter when writing in a second or foreign language.

2.1. Definition of the Writing Skill

Writing is a productive skill that means; it involves producing language rather than receiving it. Also, it is a way in which one can express his feeling, emotions, or whatever he wants to say. The Oxford dictionary's (2008) definition to writing is; "[...] to produce something in written form so that people can read, perform, or use it, etc." In addition to this, it involves taking into account two main goals which are; accuracy, and communicating a message. This is what Spratt, Pulverness and Williams (2005:26) state:

Very simply, we can say that writing involves communicating a message (some thing 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 to communicate that message.

Writing is a complex process with a number of operations going on simultaneously. Besides to this, effective writing requires variety of strategies and activities to develop a text. In support of this point, Hedge (2000:124) stated the different operations and stages involved in the writing process:

It involves a number of activities: setting goals, generating ideas, organizing information, setting appropriate language, making a draft, reading and reviewing it, then revising and editing. It involves a

complex process which is neither easy nor spontaneous for many second language writers.

Furthermore, it is crucial to consider writing not only as the product of an individual, but also as a social and cultural act. Broughton (1980: 16) viewed writing process as both an individual and social activity.

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. The Nature of Writing

Writing is an important means of communication. It is the skill which is most needed in academic setting; where learners jot down written records of lectures, and sit for written homework's, write summaries and reports, and sit for written exams in all most their modules. Despite its importance, writing has been a neglected area of English language teaching for some years. Also, most teachers may concur that the focus of the study of language has tended to give an emphasis to the spoken language rather than to the written one. In support of this point, Brooks and Grundy (2001: 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 infavour of the spoken. This, however; contributed to the fact that writing was for a long time a neglected area in language teaching.

Moreover, writing ability is a skill-based, and like any skill it gets better with practice because it helps students to think about ideas and how to express them. Writing can be looked at from two perspective; (1) a comparison between writing and speaking

(2) Writing as a cognitive ability

2.2.1. Comparison between the Productive Skills (Writing vs. Speaking)

According to Harmer (1991: 16) speaking and writing are two basic productive skills which involve language production. Hence, they have been a subject to important discussions by different and great scholars. Also it is believed that writing is just a represented form to the spoken language. "Written language was thought by some to be spoken language put into written forms."(Brookes& Grundy, 2001:1). However; if we believe that writing is a set of graphic symbols that represents speech, the two skills (writing & speaking) of language

should share the same features. Yet, it is obvious that each has its own characteristics. Whereas, Grabe & Kaplan (1996) point out that the traditional linguistic inquiry has considered that speech is primary, while the written language is solely a reflection of the spoken language (Cited in Weigle, 2002: 15). Also, the educational research takes the attitude that the form of the written language is tended to be more correct, and therefore; writing is highly valued than the speaking skill.

Moreover, in spoken language, there is an immediate feedback given, and expected from listeners on how well a message is being communicated. This is unlike the written form where writers must somehow construct a coherent message that takes into consideration the background information about the reader with no immediate feedback.

In addition, Grabowski (1996) pointed out that much more time and energy should be spent on cognitive activities as planning and retrieval information in writing, while the communicative pressure is lessened when producing utterances (Cited in Weigle, 2002:17). Furthermore, writing ability is seen as a key to entry in the academic and professional success:

Writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one's rights and duties [...] the fact that writing is more standardized than speaking allows for a high degree of sanctions when people deviate from the standard.(ibid)

Another distinction is gestures and paralanguage features are missing in the writing skill. As Hedge (2005:07) states:

One reason is that writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a speaker such as gestures, facial expressions [...]. A speaker can back track or clarify and revise ideas as listeners question or disagree. A writer has to compensate for all of these disadvantages.

In the real world, there are several situations where speech exhibit the features of writing (such as; sermons, and lectures). And there are other situations where writing looks like speech (for instance, e-mail communication, informal notes, or screen plays).

2.2.2. Writing as a Cognitive Ability

Writing is a recursive process, that is, it is always possible to review and revise and review and revise again. It is much more than graphic symbols, and involves producing ideas and “[...] involves different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions.” Scrivener (1994: 132).

2.2.1. Models of the Writing Process

There are several models of writing that have been suggested by different researchers since the Hayes-Flower model was first introduced. However; there are two major models of writing which can complete each other, since their emphasis is on different issues in writing. The First is the Hayes (1996) writing model. It is an up-dated version of the Hayes-Flower (1980) writing model. The second one is the Bereiter and Scardamalia model.

- **The Hayes (1996) Writing Model:** this model of writing includes two major components:
 - The task environment.
 - The individual.

The task environment is subdivided into two. On the one hand, there is the so called “the social environment” which includes the audience, as well as any other collaborators in the process of writing. On the other hand, “the physical environment” that includes the produced text and the writing medium such as word processor which is the result of the influence of technological innovations. The Hayes’ model gives much importance to the individual, rather than the environment task. The individual groups of writing require interactions among four important elements: working memory, motivation and effect, cognitive process, and long-term memory.

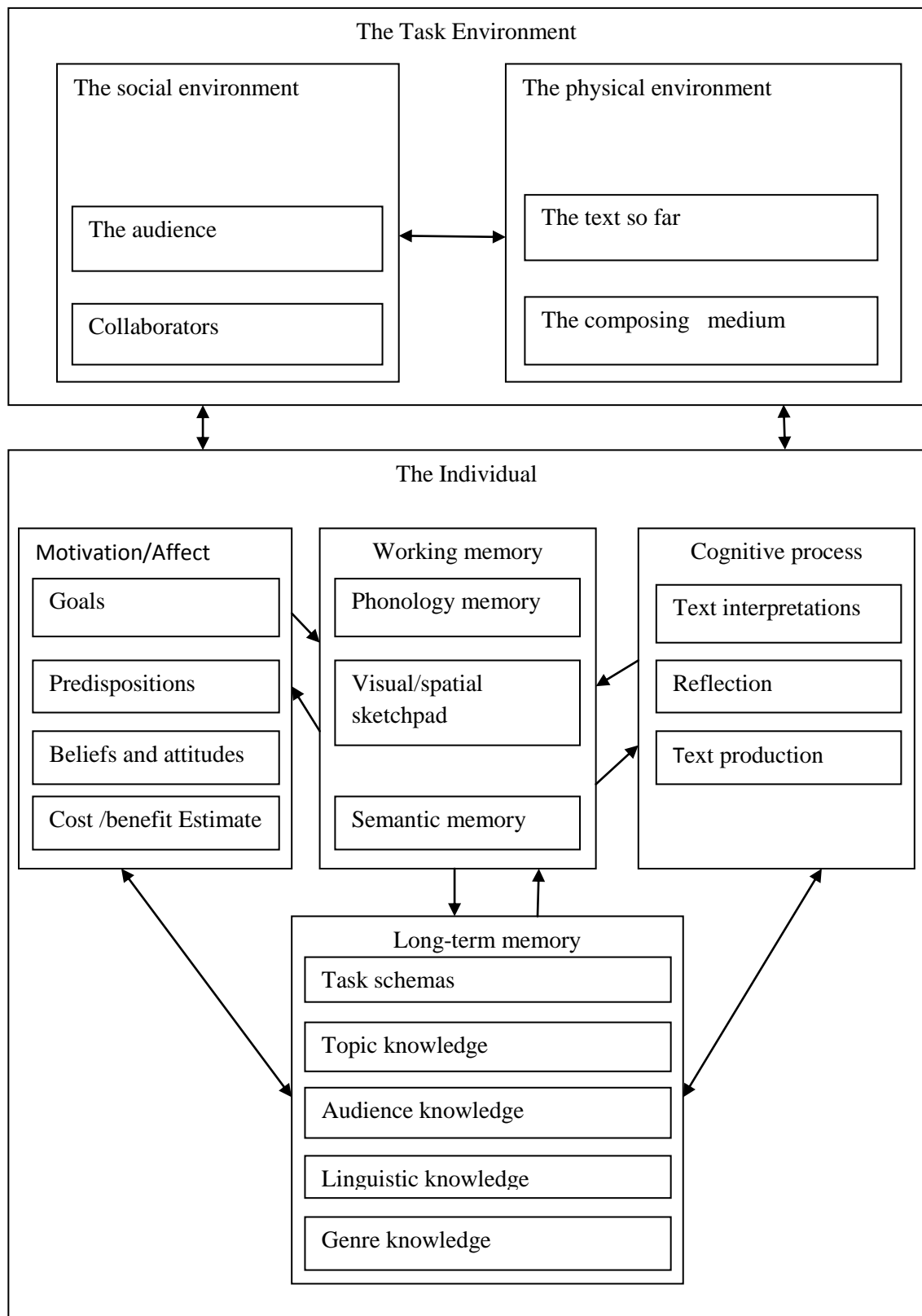


Figure 04: The Hayes (1996) cognitive model (Adapted from: Weigle; 2002: 26)

➤ **The Bereiter and Scardamalia (1987) Model**

Bereiter and Scardamalia suggest a two- model description of writing that addresses an apparent contradiction in writing. The first is the fact that, virtually every one in a literate society can learn to write as well as he can speak. While on the other hand, expertise in writing requires a difficult, labor-intensive process that solely some people master. Therefore; Bereiter & Scardamalia propose a difference between knowledge telling and knowledge transforming to resolve this apparent paradox.

Knowledge telling resembles impromptu speaking in that it requires a little bit of planning or revision. This kind of writing is called “natural” or “unproblematic”, as it can be done by any fluent speaker of a language who has an understanding of the writing system. The process of knowledge telling is based on the writer’s mental representation of the writing assignment to call up both content knowledge (what is known about the topic), and a writer’s discourse schemata (the writer’s knowledge about the forms of writing).

Bereiter & Scardamalia (1987: 9) reported that writing process ends when the memory probed to fail to find additional appropriate content. They describe this process quite aptly:

I have a whole bunch of ideas and write down until my supply of ideas is exhausted. Then I might try to think of more ideas up to the point when you can’t get any more ideas that are worth putting down on paper and then I would end it.

In contrast to “the natural and efficient” process of knowledge telling, knowledge transformation requires much more effort and competence, so it is accomplished with a great deal of practice. Hence, it does not require only putting one’s thoughts onto paper, but also using writing to innovate new knowledge. The first step in the process of knowledge transformation involves problem analysis and goal setting that lead to problem solving activities.

2.3. Getting the Message Across

In the writing process, the writer should take into account certain factors, which are:

2.3.1. The Audience

The writer does not write for himself, he writes for his readers. Therefore; the writer must clearly state his thought and ideas. According to Seely (1998: 93), we need to consider the

readers' skills, education, and level of comprehension. Meanwhile, these three factors can help us to choose the best vocabulary, sentence structure, and general style for our purpose. Moreover the teacher's role is to make his students aware about their audience. The latter, is a basic rudiment for effective writing. In support of this point, Hyland (2002:83) states:

[...] teachers need to focus on the role of the audience. Effective writing instruction involves guiding students to an awareness of their readers, and the interactional strategies, background understandings and rhetorical conventions these readers are likely to expect.

Furthermore, Weigle (2002:23) highlights the writer's role towards his readers very clearly:

Expert writers also take into account their audience, by considering among other things what a potential reader is likely to know about the subject, how much need to be explained and what can be left implicit, and what sorts of evidence the reader will likely find persuasive.

Hence, when communicating a message, the writer should be aware about his audience in terms of: (a) language skills and intelligence, (b) knowledge and understanding, (c) the relationship between the writer and the audience.

- **Language Skills and Intelligence**

According to Seely (1998: 96), knowing the level of the reader in using the language is very crucial factor. For example; a child will find it difficult to understand long and difficult sentences that contain unusual words. Meanwhile, it will be wrong to address highly educated adults as the five-year old. Hence, the writer should take into account three important factors in using the language which are: age, education, and intelligence.

- **Knowledge and Understanding**

Seely (1998: 95) notes that it is so important to the writer to be aware of the quantity of information, in which readers are likely to know about the subject.

- **The Relationship between the Writer and the Audience**

Seely (1998: 95) states that the relationship between the writer and his readers affects the way in which he expresses himself. Therefore; he needs to bear in mind two things:

- How well he knows his audience.

- How formal he wishes to be.

2.3.2. The Subject

Seely (1998: 93) notes that the subject is an important point in writing process; it has a major role and effect on our style.

We need to be precise and to use the correct terminology required by the subject. On the other hand, we have to try not to use language that is too difficult for our audience; to confuse or irritate them with jargon; or to offend them by being too blunt or too coy. We also need to avoid excessive use of clichés.

2.3.3. The Purpose

Seely states that the contact with others has always a reason, or a goal to achieve. So, if we recognize that purpose, we can decide which style we have to use, as well as to choose appropriate vocabulary and sentence structures (1998:95). Concerning the purpose, there are several purposes for writing skill which are: to interact, to inform, to find out, to influence, to regulate, to entertain, and to record (ibid: 119).

2.3.5. Time and Place

Another crucial element that should be accounted when writing is setting, which refers to time and place. Seely (1998: 93) claims that time and place have a great influence on the style we use and the message we deliver.

2.4. Stages of Writing Development

The ability to write well is not naturally acquired skill; it is usually learned through a set of practices in formal instruction settings or other environment. In addition to this, teaching writing as a process enables learners to use writing rather than just produce it. This process orientation aims at helping students to be aware of what they are exactly working on.

In other words, students need to consider how to deal with the different stages involved in the writing process. This means that the writer should go through a series of phases in order to have a final correct product. Hence, teachers should encourage their students to do a lot of writing practices in order to acquire this learned skill. As Hughes (1989: 75) said “the best way to test people’s writing ability is to get them to write”. Besides to this, Starkey argues that learners should take into account that having a good essay does not come from the first

writing, and the writer's ultimate goal is to know how to practise this task and not come up with a finished product (2004: 14). A process approach to writing instruction involves five recursive stages which are: planning, drafting, revising, editing, and publishing.

2.4.1. The Planning Stage

Planning is the most crucial step in the composing process, where the writer generates and explores ideas and information about the content he decides on. It is the first stage that contains all the things the writer does before he gets ready to write out the first version of his text. According to Brown (1989: 7) "most writing requires some preparation. How long you spent on this preparation, and what you do, largely depend on your reader, your purpose, the content and the writing situation."

Generally speaking, planning stage means coming up with ideas, also it requires the writer to think about what he wants to say and how he wants to say it. Besides to this, it consists of the pre- writing stage; this means that the pre-writing stage is a sub- step in the planning stage.

The most used pre-writing methods in the academic setting are brainstorming and free-writing. First, brainstorming means to storm or search the brain for ideas and information (ibid). Also it is explained by Oshima & Hogue (1999: 4) as "Brainstorming for ideas can get you started writing more quickly and save your time in the later stages of the writing process."

Second, the free writing means writing whatever comes to your mind about the chosen topic, without stopping to edit even when there are mistakes. Williams (2003:109) defines free writing as:

This technique involves writing nonstop for 5, 10, 15minutes. During this period, students keep generating words, even if they cannot think of anything meaningful to say. The rational is that, eventually, they will produce ideas that they can develop into an effective paper.

2.4.2. The 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 second stage in the writing process, where the writer jots down his thoughts and ideas based up on the pre-writing stage that he has used. Brown (1989: 14) said "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 rehearsing it. Also, learners should not normally 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 getting their ideas on paper, organizing their information logically, and develop the topic with ample detail regarding the audience as well as the purpose.

2.4.3. The Revising Stage

In fact, to revise means literally to “re-see”, or to “re- look” at your writing again. While, drafting is for the writer, revision is for the reader. This means that to revise is to look at your writing with a reader’s eye .Brown (1989: 20) explains that the revising stage involves checking the clarity and appropriateness of the content and the purpose for the reader in particular writing situation. Moreover; it requires a series of strategies such as; arranging, changing, adding, leaving out words, and so on. Furthermore; Mather & Jaffer (1899: 509) report that learners at the revising step focus on the clarity of their messages by recognizing their ideas and yielding their text with effective vocabulary. The revised step is sometimes abbreviated to (A.R.R.R) that stands for; A: Adding, R: Rearranging, R: Removing, R: Replacing approaches. All in all, the revising stage focuses on making the content clear for the reader.

2.4.4. The Editing / Proof Reading Stage

In this stage, the writer makes a final check to polish his draft. The writer should take into consideration that the conventions of English writing are correct. In other words, students should check the following; grammar, spelling, mechanics, and neatness. This is what Mather & Juffer (1899: 507) have tackled in the editing step, the students’ proofread and correct errors in punctuation, capitalization, spelling, and usage. Indeed, Hedge (2005: 23) expresses her view about revision and editing as follow: “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.

2.4.5. The Publishing Stage

It is the final step of the writing process where the writer releases his written text to public to find out how others feel about what he had written. It is worthy, that learners should pair in mind that even turning a paper into their teacher constitutes “publishing”. Williams (2003:107) defines publishing as “Sharing your finished text with its intended audience, publishing is not limited to getting the text printed in a journal; it includes turning a paper into a teacher, a boss, or an agency.”

2.5. Approaches to Teaching the Writing Skill

According to Harmer (2001:251), several of foreign language teaching approaches have emerged to spark practice in writing, either in the classroom or outside its setting. Whereas, each one of which brings the study of second language writing its goal, methods, focus; depending on what we want our learners to do: whether we want them to focus more on the final production of writing than its process, whether we want them to study several written genres, and whether we want them to write creatively either individually or cooperatively.

2.5.1. The Product Approach

In the aptly named, product approach, a student’s attention focuses on adhering to and duplicating models and in particular correct language. The product approach demands that a student focus, sequentially, on model, form, and duplication. In other words, it gives an emphasis on the production of well produced composition, and measures it according to; “Vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation, as well as content and organization.” Brown (1989:320). Hence, the teacher responses to writing in this approach tend to emphasis on correcting, adjusting, and identifying problems in the student’s control of the language system. “The first approach focuses on the product of writing by examining texts in various ways, either through their formal surface elements or their discourse structure.” Hyland (2002: 6). Therefore; the product approach is concerned, sequentially, with how well the writer knows the structure of the language, and writing is a duplication of texts produced by the teacher. Typically, students would find themselves studying model texts, and practicing different exercises aimed towards relevant features of text: punctuation, spelling, vocabulary, and rhetoric conventions. By this, learners in the last exercise can produce similar or parallel texts based on their own

information. In short, in this approach, the writer's goal is to master the grammatical and lexical system of the language. In support to that point, Badger and White (2000: 7) consider the product approach as:

[...] product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher.

2.5.2. The Process Approach

In the mid-1970's, the process approach started to replace the product approach. So, the process approach came as a reaction to the drawbacks of the product approach. This approach identifies four stages in writing: (1) pre-writing, (2) composing/ drafting, (3) revising, and (4) editing (Teribble, 1996). In other words, this approach shifts from focus on teaching writing as a product to focusing on the different stages that the writer goes through; generating ideas, drafting, evaluating (revising) , proof reading, and finally polishing it. Terrible (1996: 37) suggests that the process approach stresses “[...] writing activities which move learners from the generation of ideas and the collection of data to the “publication” of a finished text.”

Moreover, Silva (1990; in Hyland, 2002:89) has stated the principles of teaching the process approach as:

[...] this approach calls for providing a positive, encouraging, and collaborative work shop environment within which students, with ample time and minimal interference, for getting stated (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas), and for editing (attending to vocabulary, sentence structure, grammar and mechanics).

Writing, as Zamel (1983; in Hyland, 2002:11) considers it, is “a non linear, exploratory and generative process whereby writers discover and reformulate this idea as they attempt to approximate meaning.” Hence, this approach shifts the principles of teaching writing from a product approach which is devoted to form and accuracy to a process approach which is concerned with individual levels of fluency and expression. Furthermore; Oshima and Hogue (1999: 3) claim that:

It is important to note that writing is a process not a “product”. This means that a piece of writing, whether it is a composition for your English class or a lab report for your chemistry class, is never

complete that is, it is always possible to review and revise and review and revise again.

The following figure shows how we might produce a text

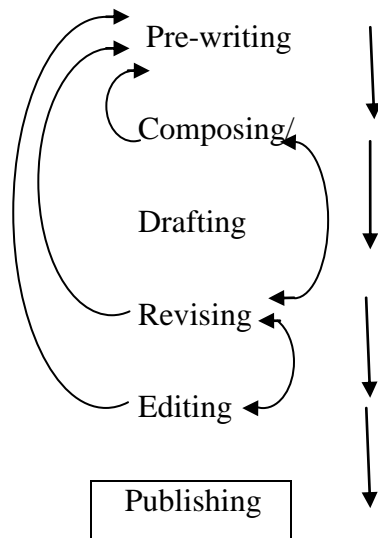


Figure 05: The process approach (Adapted from: Teribble, 1996: 39)

This process has been described by Raimes (1985: 229) as follows:

Contrary to what many text book advice, writers do not follow a neat sequence of planning, organizing, writing and then revising. For while a writer's product- the finished essay, story or novel- is presented in lines, the process that produces it is not linear at all instead, it is recursive.

By “recursive”, Raimes means that the process of writing does not just develop in a straight line, writers might move back words and for words. For instance; in the first draft the writer may decide to re-order some of ideas, or to take some ideas out and put different ones.

2.5.3. The Genre Approach

According to Lynch (1996: 148) the word genre can be defined as:

A genre is a type of text (e.g. recipe, prayers, advertisement), which is recognized as a “type” by its overall content, structure and function. The notion of genre is closely connected with that of an audience, and in particular with the idea that readers (and writers) of a specific genre are members of a community people sharing interests and expectations about its communicative purpose.

The genre approach became popular in the 1980s. It is developed by Halliday that emphasizes the relationship between language and its social function as claimed by Teribble (1996: 37):

In this approach, writing is seen as an essentially social activity in which texts are written to do things, the assumption being that if the reader cannot recognize the purpose of a text, communication will not be successful.

Moreover; Harmer (2001: 259) states that the genre approach aims at making learners aware about various factors; they need to have knowledge about the topic, the convention and style of the genre, and the context in which their writing will be read and by whom. In other words, students before proceeding their own writing, they should study texts in the genre they are going to write. Also, they might be given typical models of such writing before they start composing their own. For instance; if the teacher asks his students to write a business letters of various kinds, they have to look at typical samples of such letters, and then they begin to compose their own writing.

According to Lynch (1996: 149) teaching needs all the three forms of writing: the product, the process, and the genre approaches. So, he had ordered them according to the practical perspective of the classroom teacher.

Considerations of genre should come first because, even before putting pen to paper in response to a task, learners will have formed some idea of the broad shape of the text they should write [...] process should come next, because the learners will generate questions to which they need answers as they engage in the writing process. Attention to product should come last because the editing and correction of the (pre-) final text naturally cannot precede the other two.

2.5.4. The Creative Approach

According to Ur (1996: 169) “most people feel pride in their work and want it to be read.” This is more noticed in creative writing than in another written product. The creative writing approach focuses on the requirement of imaginative tasks as writing poetry, stories, and plays. It allows students to write starting from their own experience. Gaffied-Vile (1998; in Harmer, 2001:259) defines creative writing as “a journey of self-discovery and self-discovery promotes effective learning”. Teachers can also include class magazines, and if possible set up web sites for their classes on the internet. The aim behind this is to give the students an opportunity to practise language in a way that suits their needs, since the nature of human being consists of many feelings and desires that need to be expressed.

2.5.5. The Cooperative Approach

According to Boughey (1997; in Harmer, 2001: 260) group writing permits the teacher to provide more detailed and constructive feedback because the teacher deals with small number of groups rather than many individual students. Writing cooperatively can be a great beneficial for raising the students' motivation; it involves not only writing, but research, discussion, and peer evaluation. In addition to this, it is worthy to notice that individual students also find themselves saying or writing things they might not have come up with on their own, and the group's research is broader than an individual's one. Indeed, Brooks & Grundy (2001: 12) claim that:

We often suggest that students should work in pairs or groups. There are two reasons for this. The first is to raise the students' awareness of the writing process by planning their work in the particularly conscious way that writing collaboratively involves. The second is to make writing a less lonely or secretive activity than it sometimes appears to be.

2.6. General Perspective on the Importance of the Writing Skill

Generally speaking, there are two basic ways of communication with people, either with speaking or writing. Concerning writing, it is so significant because it is used in higher education and in work place. This means that, if learners do not know how to express themselves in writing, they will not be able to communicate appropriately with their professors, employers, peers, and so on. Also, Bjork and Raisanen (1997:8) determined the role of writing as a thinking tool and a tool for learners to extend their knowledge.

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, 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 also for professional communication such as proposals, memos, reports, applications, preliminary interviews, e-mails, and more are required for a college learner or successful graduate. Also, in the context of education, writing is a predictor of academic success. As Harmer (2001: 3) states; we need to remember that most of the exams depends on how students write in order to measure their knowledge. Moreover; writing is a crucial element of communication in society as Hyland (2002: 69) states that "writing is one of the main ways that we create a coherent social reality through

engaging with others both personally or professionally.” Hence, the ability to write well allows individuals from different cultures and backgrounds to communicate.

2.7. Learners’ major Difficulties in the Writing Skill

Writing is a difficult task for many English- language students than the other skills. Indeed, for many people, writing is too difficult even in their first language. As mentioned in Hedge (2005:07) that the English poet Strachey explains the difficulties that he experiences in writing. Whereas; he put it like this: “first, I write one sentence. Then I write another. That’s how I write. And so I go on. But I have a feeling writing ought to be like running through a field.” Therefore; 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 expense of: grammar, vocabulary, spelling, punctuation, and native language interference.

2. 7.1. Grammar

It is a group of rules that determine how language works, and describes things in a practical way. It can be classified into two: 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: 159- 160).

When learning English, grammar for many people is considered the most difficult part. Seely suggests that most learners have the idea that grammar appears too difficult or even impossible to grasp due to the way it has been introduced to them in schools, or later in their lives (ibid). Seely states the major difficulties in grammar that may hamper learners’ achievement in writing as follows:

- **The Sentence:** Seely (1998: 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:
 - **The Verb:** the sentence that does not include a finite verb, is not a sentence because the reader is left waiting for something to occur, and simply we can not exactly know

what the writer meant. Also, another possible problem concerning the verb is the lack of subject-verb argument.

- **The Object:** the commonest problem concerning the object is when some pronouns change according to whether the word is the subject or the object of the sentence.
- **Adverbials:** learners may face a difficulty where to place the adverbials. “[...] there is not much choice about where you put them in the sentence. Adverbials can pop up anywhere.”(1998: 161).
- **Coordinating Conjunction:** Seely 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 (ibid: 180).
- **Word Order:** in English, much of the meaning of the sentence is conveyed via the order of its words.

2.7.2. 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 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.

Moreover, Tosuncuoglu (1973: 136) argues that any language has its own difficulties concerning word's mastery. His claim is that learning the words/ items of a foreign language is not an easy task to do because every word has its form, meaning and usage, so; each of these aspects of the words has its trouble spots. Indeed, foreign learners need to differentiate between a common core vocabularies which are 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: 150) said 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.

2.7.3. Spelling

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 can not be solved unless we use a series of conventions. These rules developed over a period of time when vocabulary and pronunciation of English were also developing. Seely 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” (1998: 209). Another reason is that many words have been derived from other languages, and plenty of them kept their original spelling, but changed their pronunciation.

2.7.4. Punctuation

Seely claims that punctuation is a group of conventions that facilitate reading the written English. It is crucial to emphasize that the rules of punctuation are conventions agreed up on, 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. Seely 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. “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.” (Seely, 1998: 226). Hence, the way of using punctuation marks differs from one person to another. In punctuation, the most confused parts are: comma, apostrophe, and abbreviations.

- **Comma:** the comma is used to make a short pause, and it is an essential part that makes writing clear. It helps the reader see quickly which items in a sentence are related and which are separated. Seely says (1998: 229) “The person who has learned how to use commas has learned how to write.”

- **Apostrophe:** the apostrophe is the most misused punctuation mark in English. On posters, chalked up on green states, even in broad sheet news papers we see it wrongly used. Apostrophes have only two purposes which are:
 - To show that one or more letters have been abandoned, this happens with contractions.
 - To Show possession.

The fact that what makes it worse is, if we neglect it totally, it would cause no problem of confusion in our writing. However; at the same time we are stuck with it.

- **Abbreviation:** because the process of punctuation is in change, some writers are not clear whether, or when, they would use a full stop.

2.7.5. Interference of the Native Language

When learning a new language, learners have to take into account that there will be many factors, which may affect this learned language. One of these factors is interference of the mother tongue. Interference or language transfer is a crucial cognitive factor which is linked to writing error, and it can be defined as the influence resulting from similarities and differences between the aimed language and any other language which has been previously learned. According to Mc Laughlin (1988; in Bhela, 1999: 2), transfer errors happen because of the learner's paucity to the necessary information in the second language. In addition, Dualay et al (1982: *ibid*) define 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, however; this may cause problem. In support of this point, Beardsmore (1982; *ibid*: 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 are used within the context of L2; resulting in errors in L2, as the structures of the two languages are different. Other definition is given by Lott (1983: *ibid*) "Errors in the learner's foreign language that can be traced back to the mother tongue." To solve this problem, Shen (1988; in Weigle, 2002:37)) 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 grasp the uniqueness of writing as a skill with its own characteristics and conventions. We also fully grasp the difficulty of learning to write well in any language, even in our mother tongue. Hence, 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: 7) said:

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.

Conclusion:

The reconsideration of the status of writing in language teaching is as a result of change in perception according to what is going to be taught. This change leads to the view that writing is a skill that can be learned and developed via a lot of practices. Also, the writing skill is a highly complex form of communication because it is both a skill and a tool of self expression. It is how we organize our ideas to convey a point.

Chapter two has discussed the nature of writing from two angles; starting by making a distinction between writing and speaking that is beneficial to identify the textual qualities and factors governing writing, and writing as a cognitive ability . It has also dealt with the different stages of writing development which the learner is supposed to go through, as well as to the approaches of teaching writing appropriately. Moreover, that chapter has treated the importance of writing especially from the educational context through strengthening its position in language teaching and learning. And then finally, it has tackled the learner’s major difficulties in this acquired skill when writing in a foreign or a second language.

A decorative graphic of a scroll with a light gray background and a black border. The scroll is partially unrolled, with the top and bottom edges showing a darker gray shadow. The text is centered within the unrolled portion.

Chapter Three

ANALYSIS OF THE FINDINGS

Chapter Three

Analysis of the Findings

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Chapter Three

Description and Analysis of the Students' Questionnaire

3.1. Analysis of the Students' Questionnaire

Introduction

The method that will be used in this research is the descriptive method since it helps us find the relationship between teaching vocabulary strategies and writing skill's improvement. Depending on the questionnaire as a data gathering tool.

The students' questionnaire is administered to first year LMD students of English at Biskra University. It is designed specifically to 41 students who have experienced learning English as their specialty for the first time and have accomplished two full semesters. Thus, this survey aims at investigating the role of teaching vocabulary in developing EFL learners' achievement in the writing skill. So, this study attempts to focus on developing students' writing skill and foster them to achieve their final goals in learning the foreign language through teaching vocabulary acquisition.

3.1. 1. Design and Description of the Students' Questionnaire

The students' questionnaire is designed to first year LMD students of the Department of English at Biskra University who have accomplished only two full semesters.

The questionnaire is composed of three sections of twenty six 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 first –year English students to express their thoughts and views about writing in general and teaching-learning vocabulary acquisition in particular.

Section One: Personal Information (1-4 Questions)

Section one contains four questions. It attempts to obtain personal information about participants such as: their gender, age, and whether studying English at University was personal choice or imposed, in addition to the number of years of studying English as a foreign language.

Section Two: The Writing Skill (5- 15Question)

This section contains eleven questions. Its overall objective is to clarify how much writing is important in the learning process. In addition to checking whether they are able to write or

whether they appreciate writing in the target language or not, whether they follow the sequence of planning, drafting, revising and editing. Besides to this, it attempts to investigate students' major difficulties that students face when writing such topics.

Section Three: Vocabulary Acquisition (16- 26 Questions)

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 concerning the strategies and techniques they use in order to improve their English vocabulary.

3.2. Analysis of the Students' Questionnaire

Section One: Personal Information

Item One: Gender

Gender	Number of students	Percentage %
Male	7	17.07
Female	34	82.93

Table 04: Students' gender distribution

Table one shows the participants' total number which is 41 students, 7 of them are males (17.07%); whereas, the number of females is 34 (82.93%). The fact that (82.93%) of the participants are females is mainly due to the females' interest in learning literature and foreign languages, in addition to the teaching profession which is considered by people in our country to be a feminine job. Thus, the current studies confirm that the females are the most suitable ones for learning and acquiring Multilanguage rather than the males, but this is not an alternative fact because there are a lot of males who overwhelm the females to learn more than one language

Item Two: Age

Age	Number of students	Percentage %
18-20	31	75.61
20-25	9	21.96
More than 25	1	2.43

Table 05: Students' age distribution

Following the results shown in table two, we notice that most of first year LMD students are aged between 18-20 years old because they are new baccalaureate holders. It reveals (75.61%) of students who are fresher, for this reason ; learning English or any foreign language will be very simple and easy without age difficulties because the age is very crucial factor in studying languages. About(21.96%) of the students are aged between 20-25, this could be due to their failure in the baccalaureate exam or other unknown causes, and the rest about (2.43%) are more than 25 years old and this could be due to their jobs' needs that require studying English.

Item Three: You have chosen English as:

Question three is designed to know whether the students' choice to learn English at University is personal or imposed. This question is resulted in the following responses.

Responses	Number of students	Percentage %
A personal choice	38	92.69
A parents' choice	3	7.31
Imposed by the Department	0	00

Table 06: Students' choice to learn English at University

According to the previous table, we noticed that (92.69%) of our respondents have registered at the English Division at Biskra University voluntarily. This signifies their interest and

willingness to learn English. While, (7.31%) of the students are obliged to study English at University because their parents have forced them to choose it for their careers.

Item Four: How many years have you been studying English?

Number of years	Number of students	Percentage %
3	1	2.43
7	32	78.07
8	7	17.07
10	1	2.43

Table 07: Number of years of studying English

More than half of our respondents have been studying English for seven years.

Item Five: Do you appreciate writing in the target language?

Responses	Number of students	Percentage %
Yes	36	87.81
No	5	12.19

Table 08: Students' appreciation of writing in the target language

The above table indicates that the majority of our respondents appreciate writing in English. Whereas, it shows that almost all the student under a percentage of (87.81%) find that writing in a second language is an interesting task to do. However the rest proportion under the percentage of 12.19% has said they do not like to write in their target language. This is may be due to their low level, or due to the nature of writing skill that is characterized by its difficulty.

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

Responses	Number of students	Percentage %
Yes	11	26.82
No	30	73.18

Table 9: The difficulty of the writing skill

This table reveals that (73.18%) of the learners 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 .Also, because writing is the most difficult skill to master in the foreign language, or even in the learners' first language. So, learners need to do a lot of practice in order to cope in learning this basic skill. However; (26.82%) of the respondents said that writing is an easy task to do.

20 out of 30 respondents who have answered “No” to question “6” gave the following justifications to their concern of writing:

- It is too difficult (4 students).
- It needs strong vocabulary knowledge (8 students).
- It needs too much practice (3 students).
- It has a lot of rules and conventions (5students).

Item Seven: In your opinion, good writing is:

Responses	Number of students	Percentage %
Correct grammar	11	26.82
Precise vocabulary	12	29.26
Effective punctuation	4	9.75
Informative ideas	14	34.17

Table 10: Students' attitudes on good writing

The previous table reveals that (34. 17%) of our informants concur that good writing is informative ideas. Then, precise vocabulary with a rate of (29.21%), correct grammar with a rate of (26.82%), and (9.75%) for effective punctuation.

The results shown above indicate that the students' focus is on the content rather than the form. In other words, they intended to focus on the use of language rather than its usage.

Item Eight: Writing skill is necessary for you to improve?

Responses	Number of students	Percentage %
Yes	40	97.56
No	1	2.43

Table 11: The necessity of developing the writing skill

The above table shows that the majority of our learners are aware of the importance of improving their writing skill. It reveals that (97.57%) of them know that writing has a significant role especially in higher education because it is a tool through which students measure their knowledge especially in exams.

Item Nine: Are you motivated to write academically in English?

Responses	Number of students	Percentage %
Yes	23	56.10
No	18	43.90

Table 12: Students attitudes towards writing academically

As table (9) shows, (56.10%) of our respondents are motivated to write academically in English because writing is the most needed skill in academic setting. In contrast to this, (43.90%) is the percentage of participants who are not motivated to write academically

Item Ten: Your ability to write in the English language is:

Responses	Number of students	Percentage %
Weak	7	17.07
Average	27	65.86
Good	7	17.07

Table 13: Students' ability in writing in English

According to this table, it is noticed that (65.86%) of the learners have answered that their level in writing in English is medium. And that rate indicates that our respondents are not satisfied with their performance level in writing. However; they are just in their first year. So, with much more studying and practice, their achievement in this acquired skill will be enhanced.

Item Eleven: How would you value yourself in the following language skills in English?

	Writing		Speaking		Listening		Reading	
	N°	%	N°	%	N°	%	N°	%
Very weak	2	4.87	00	00	4	9.75	00	00
Weak	10	24.39	11	26.82	6	14.63	3	7.31
Average	18	43.92	18	43.92	16	39.04	13	31.70
Good	8	19.51	10	24.39	10	24.39	16	39.04
Very good	3	7.31	2	4.87	5	12.19	9	21.95

Table 14: Students' self evaluation for their language skills

This table reveals that the vast majority of our respondent with a rate of (43.92%) rates their level as medium in the two productive skills (writing & speaking). This is obvious because learning any foreign language does not come from the first time. So, learners develop gradually their competence in learning the language skills. However; a number of students

claimed that they are weak in those two productive skills; whereas, the rate of speaking is about (26.82%), while writing is with a rate of (24.39%).

Concerning the receptive skills, our participants rate themselves in the average level, where the percentage of listening is (39.04%), and the reading skill with a rate of (31.70%). Also, a number of our informants valued their level in the reading skill as being good where the percentage is raised to (39.04%), and this is due to the students' extensive reading task.

Item Twelve: In the writing process, how much attention do you give to the following stages?

	The planning stage		The drafting stage		The revising stage		The editing stage	
	N°	%	N°	%	N°	%	N°	%
Not a lot	16	39.02	19	46.34	13	31.70	24	58.54
A lot	25	60.98	22	53.66	28	68.30	17	41.46

Table 15: Students' given attention to the different stages of writing development

According to the previous table, the majority of students (68.30%) concur that they give much attention to the revising stage. This indicates that learners' focus is on the clarity of their messages by recognizing their ideas and providing their texts with effective vocabulary, so that it will be easier for the reader to grasp their written texts. However; (31.70%) agree that they do not give much attention to the revising stage. This implies that those respondents do not give much consideration to their readers, since the aim from the revising stage is to make the content clear for the reader.

Item Thirteen: According to you, what are the main difficulties you encounter in writing in English?

In this item students were asked to give two main difficulties which they encounter when writing in English.

- Vocabulary (repeated 20 times).
- Grammar (repeated 18times).
- Content (repeated 4 times).
- Punctuation (repeated 3times).

- Spelling (repeated 3times).
- Organization (also 3 times).

The highest proportion 88% argues that the main difficulties they encounter in writing in English are the same as was expected. They said that the English language has a complex rules concerning grammar, spelling, punctuation, in addition to the limited vocabulary they have .so, those are their main difficulties in writing in English. The rest have not answered.

Item Fourteen: When writing, do you have a difficulty in:

1. Grammar

Rate of difficulty	Number of years	Percentage %
Often	12	29.26
Some times	25	60.99
Never	4	9.75

Table 16: The rate of students' difficulties in grammar

2. Vocabulary

Rate of difficulty	Number of years	Percentage %
Often	17	41.48
Some times	22	53.65
Never	2	4.87

Table 16: The rate of students' difficulties in vocabulary

3. Mechanics

Rate of difficulty	Number of years	Percentage %
Often	19	46.34
Some times	16	39.02
Never	6	14.63

Table 16: The rate of students' difficulties in mechanic

4. Organization (flow of ideas)

Rate of difficulty	Number of students	Percentage %
Often	7	17.07
Some times	19	46.34
Never	15	36.58

Table 16: the rate of students' difficulties in organization

5. Content (quality of ideas)

Rate of difficulty	Number of students	Percentage %
Often	9	21.96
Some times	17	41.46
Never	15	36.58

Table 16: The rate of students' difficulties in content

If we combine the results of “often” and “some times”, we observe that the learners classified their difficulties in writing as:

- Vocabulary with 39 times (95.13%).
- Grammar with 37 times (90.25%).
- Mechanics 35 times (85.37%).
- Organization of ideas has occurred 26 times (63.41%).
- Content/ quality of ideas has occurred 26 times (63.41%).

This implies that the formal features (a form-based) of language constitute a serious problem that students encounter when performing a writing assignment. In other words, first year students face difficulties with the usage of the language.

Item Fifteen: When assigning a writing topic, do you focus on:

Responses	Number of students	Percentage %
The purpose of writing	4	9.75
The content structure	11	26.82
The audience	7	17.07
All of them	19	46.36

Table 17: Students' attitudes towards written topic

(46.36%) of our informants agree that when they assign a writing topic, they focus on all the factors mentioned above. This indicates that most of first year students are aware of the factors that make the writing process more effective. (26.82%) of our informants said that in their written topics, they concentrate on the content structure (ideas, argument) when a written topic is assigned. This is because the students' matter is how to organize their ideas and arguments. Also, (17.07%) of the respondents said that they focus on the audience; it means for whom they are writing their topics. However; only (9.75%) who have reported that they concentrate on the purpose of writing; it means, why do they write such topics? or simply, for what reason they write.

Section Two: Vocabulary Acquisition

Item Sixteen: Which type of dictionary do you use?

Responses	Number of students	Percentage %
Bilingual	12	29.26
Monolingual	29	70.74

Table 18: Students' perception on kinds of dictionary

This table shows that most of the respondents prefer to use the monolingual dictionary. It reveals that (70.74%) of the respondents use the monolingual dictionary because they find it

more helpful and useful than the bilingual dictionary; since it provides them with clear explanation and definition of words. However; the rest of the participants (29.26%) use the bilingual one because they have low level in English.

Item Seventeen: Which of these strategies do you prefer to use?

Responses	Students ' number	Percentage %
Focusing on meaning	9	21.95
Focusing on form	3	7.33
Focusing on language context	7	17.07
All of them	22	53.65

Table 19: Students' preferences in using vocabulary strategies

This table shows that (53.65%) 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 can be used in different position, 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 in their target language.

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

Responses	Number of students	Percentage %
Yes	16	39.03
No	25	60.97

Table 20: Students' view of having good vocabulary knowledge in English

In fact, the results shown above were expected because for several times, our respondents complain from the problem of vocabulary's paucity. So, the rate of (60.97%) represents the students who do not have ample vocabulary.

(39.03%) of our participants said that they have good vocabulary knowledge in the English language, and this is due to their strategies that are followed by those students, and which are mentioned here after:

- Reading extensively as short stories, poems, and novels.
- Watching movies.
- Listening to music.
- Making a glossary.
- Using dictionaries.
- Translating words from their target language to their first language (Arabic).

Item Nineteen: If “No” which strategies do you use to form good vocabulary knowledge?

Percentage %	Responses	Number of students
48.80	Using a dictionary	20
12.19	Extensive reading	5
26.82	Taking notes	11
12.19	Guessing from context	5

Table 21: Students' vocabulary learning strategies

This table indicates that the vast majority of our respondents (48.80%) use the dictionary as a good strategy for building ample vocabulary in learning their target language. This is evidence which indicates that a dictionary is a useful and a necessary tool for learning a foreign language.

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

Responses	Number of students	Percentage %
Use a dictionary	30	73.17
Ignore it	3	7.31
Reread the text and grasp the word from the context	8	19.52

Table 22: Hurdles in understanding a word in text

The previous table shows that (73.17%) of the students depend on the use of the dictionary for grasping meaning from a text. This is evidence that denotes that the dictionary is a crucial mean. (19.52%) of the participants depend on grasping uncommon terms from the context, and this is due to the good vocabulary knowledge that help them to determine the meaning of uncommon terms. However; the rest respondents with a rate of (7.31%) have said that they simply ignore those uncommon terms.

Item Twenty One: Is guessing from the context enough for the development of vocabulary in English?

Responses	Number of students	Percentage %
Yes	17	41.46
No	24	58.54

Table 23: The strategy of guessing from context

In fact, guessing from the context is a complex strategy for beginners who are not yet familiar with their target language, since it needs knowing almost all the words in order to understand the meaning successfully. According to Liu and Nation (1985; 2001:233) “It is likely that at least 95% of the running words need to be already familiar to the learners for this to happen”. So, (58.54%) of our respondents think that guessing is not enough for their vocabulary development, because they do not have enough words to guess from the context.

While, the rest of the participants choose to answer positively, and this is may be due to the good vocabulary knowledge that they have.

Item Twenty Two: How often do you use a dictionary?

Responses	Number of students	Percentage %
Always	20	48.79
Some times	18	43.90
Rarely	3	7.31
Never	0	00

Table 24: the students' use of dictionary

Nearly half of the populations (48.79%) of our respondents use always the dictionary. this is 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 necessary mean in learning a foreign language. Then, (43.90%) 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 (7.31%) of the students use rarely the dictionary to look for the meaning of certain words.

Item Twenty Three: In your opinion, which type of vocabulary learning is better to remember more?

Responses	Number of students	Percentage %
Incidental learning	3	7.31
Intentional learning	10	24.39
Both	28	68.30

Table 25: Incidental and intentional vocabulary learning

The table above indicates that (68.30%) of the participants answered that both incidental and intentional learning lead to remember more because gathering some explicit vocabulary instruction as well as to some other selected reading passages lead to much more gains of

vocabulary knowledge. While, (24.39%) answered that intentional vocabulary learning is better to build up good vocabulary knowledge, since they are not natives. However; only (7.31%) that contains the students' perception about incidental learning as being good technique for acquiring vocabulary knowledge because they do a lot of reading.

Item Twenty Four: Your English language knowledge is:

Responses	Number of students	Percentage %
Receptive	22	53.67
Productive	11	26.82
Both	8	19.51

Table 26: Learners' kind of English language knowledge

This table reveals that (53.67%) of the participants say that they have a receptive English language knowledge which have revealed about their drawbacks in English. Whereas, they have claimed that they suffer from the problem of transferring the receptive knowledge to a productive one. This is due to the learners' paucity of vocabulary knowledge. Therefore; it is up to the teacher to make learners receive and produce the English language via teaching them vocabulary in an efficient manner.

Item Twenty Five: Do you think that the vocabulary knowledge influence successful writing?

Responses	Number of students	Percentage %
Yes	41	100
No	00	00

Table 27: The impact of good vocabulary knowledge on successful writing

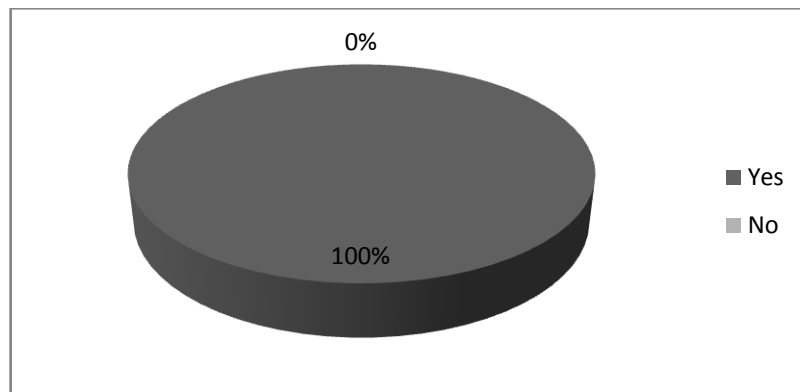


Figure 06: the impact of good knowledge on successful writing

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

Item Twenty six: In your opinion, what should teachers do in order to develop the learners' vocabulary knowledge?

Responses	Number of the students	Percentage %
Training learners in the strategy of guessing	12	29.26
Adopting games	5	12.19
Using pictures and gestures	16	39.04
Focusing on dictionary	8	19.51

Table 28: Learners' preferences in vocabulary teaching strategies

According to the above table, (39.04%) of our respondents prefer their teachers to use pictures and gestures as a teaching strategy to enhance their vocabulary bank. This indicates that our respondents' learning style is to learn visually. In other words, our respondents prefer learning vocabulary with pictures and gestures because according to them, learning through pictures and gestures is easier than the other strategies.

3. 2. Analysis of the Teachers ' Questionnaire

Introduction

This survey is managed to eight English teachers of written expression course who have been teaching English at Biskra University. It aims at providing us with insights about the teaching of vocabulary acquisition, teaching the writing skill, and it also clarifies the importance they give to vocabulary in enhancing the foreign language learners' writing skill. In fact, teachers have provided us with a very useful data which will be commented later on:

3.2.1. Design and Description of the Teachers' Questionnaire

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

Section One: 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 to first year students.

Section Two: Section two contains (9) questions. Its overall objective is to help us to find out the teachers' views 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 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: this section contains six questions. It attempts to investigate the attitudes of the teachers of written expression (WE) course about the vocabulary teaching strategies and the degree of importance they give to them in their classroom. These attitudes are determined by whether the teacher finds any occasion in the classroom to focus on vocabulary and how to manage to do so (i.e. the vocabulary teaching strategies). In other words, do teachers present new words in every lesson?. In addition to this, it attempts to investigate whether the students have difficulty with vocabulary mastery or not.

3.2.2. Analysis of the Teachers' Questionnaire

Section One: General Information

Item One: What is your qualification?

Teachers' qualification	Number of teachers	Percentage %
License	1	12.5
Magister	7	87.5
Doctorate	0	00

Table 29: The teachers' qualification

This table reveals the teachers' qualification that could identify the degree of our teachers. Their qualifications are nearly the same, whereas, most of our population has the Magister Degree, they are under the percentage of (87.5 %). Also, (12.5%) of the participants have the License Degree.

Item Two: How long have you been teaching English?

Experience in teaching	Number of teachers	Percentage %
1-5	2	25
6-10	5	62.5
25	1	12.5

Table 30: The teachers' experience

This table shows the teachers' experience in the field of teaching the English language. So, (62.5 %) of our teachers have an experience from 6to 10 years. Whereas, 25% them have an experience of teaching English language from 1 to 5 years. And the rest proportion (12.5 %) constitutes the percentage of one teacher who had been teaching the English language for a long time, this indicates that this teacher is very old in the domain of teaching and also has a good experience in teaching.

Item Three: How many years have you been teaching written expression to first- year students?

Number of years	Number of teachers	Percentage %
1	5	62.5
8	1	12.5
9	1	12.5

Table 31: Experience of teaching written expression to first- year students

The above table shows that the vast majority (62.5%) of the informants have experienced teaching written expression to first year students for one year. This is may be due to the fact that the informants have high qualification (the Magister ²Degree) that is why they are directed to teach in high levels such as working with second and third year students. While, (12.5%) of our participants have claimed that they have been teaching the written expression module to first year students for more than 8 years. Also, the rest proportion (12.5%) have said that they have not experienced teaching the written expression module to first year because they usually work with Master one and Master two.

Section Two: Teaching the Writing Skill

Item Four: Writing is an easy task to teach?

Responses	Number of teachers	Percentage %
Yes	2	25
No	6	75

Table 32: The difficulty of teaching the writing skill

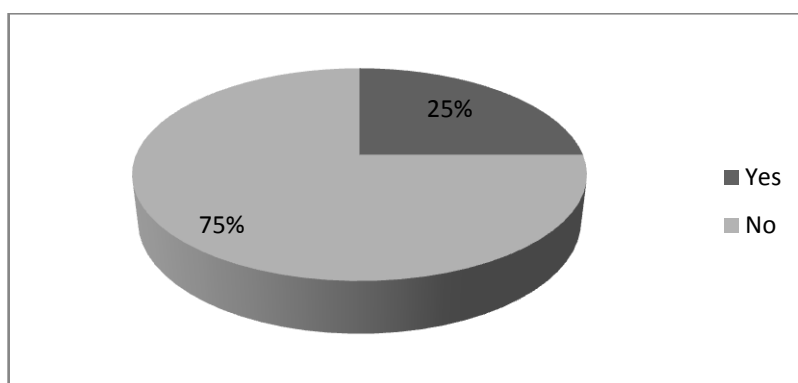


Figure 07: The difficulty of teaching the writing skill

The results show that 75% of the informants concur that writing is not an easy task to teach. This indicates that teachers agree that teaching the writing skill is too difficult. So, their own justifications are:

- Writing is the most difficult skill because it represents somehow the fruit product of all other skills.
- It is a skill that should be developed through practice and a clear attention to be drawn towards the main mechanics of that process (i.e. lack of practice).
- It requires a lot of preparation in order to achieve the goal of being good writers.
- Because writing is related to students' knowledge or the students' mastery of the language aspects such as grammar, vocabulary...
- Because of the mixed levels of the students and insufficient time.
- The writing skill is so hard to teach especially for first year students, and this is due to the students' weak prior knowledge..

Item Five: The time devoted to teaching written expression is sufficient to cover the most of the aspects required to improve the writing skills of the students.

Responses	Number of teachers	Percentage %
Yes	2	25
No	6	75

Table 33: Time allocated for WE course

This table reveals that the majority of our teachers with a rate of 75% agree that time is not sufficient for covering most of the aspects needed to develop learners' writing skill. Their justifications concerning this point are mentioned here after:

- Time is not enough for students to practise writing, and a good evidence for that is the paragraph. Whereas, the students are introduced to its parts and its characteristics. However; they do not have the chance to practise a lot in class, and this is due to time constraints. So, we need much time for both theory and practice. But unfortunately, we lack the one devoted for practice. Hence, the only solution for our students is to do much more practice at home by themselves (2 teachers).
- Developing the writing skills requires time especially for first year students, because they must know most of the basic rules.
- Teaching English in the Algerian school is not given too much attention especially before university level.
- Reading comprehension must be encouraged.
- 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 O level.

Item Six: Writing is a necessary skill to develop in your students?

Responses	Number of teachers	Percentage %
Yes	8	100
No	0	00

Table 34: The necessity of developing the writing skill

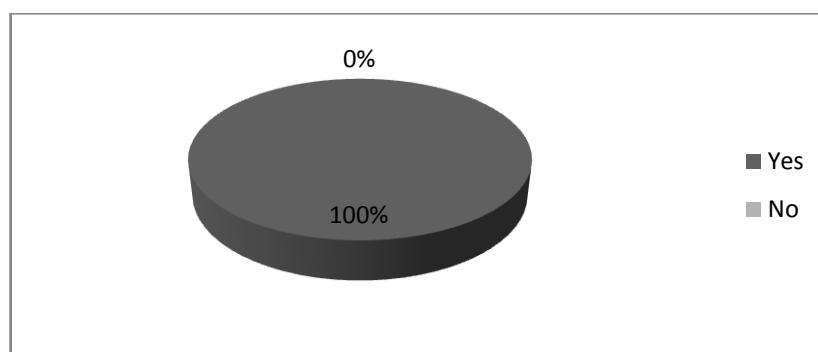


Figure 08: The necessity of developing the writing skill

The results shown above reveal that all teachers believe in one point which is the necessity of developing the learners' writing skill. This indicates that the informants are conscious of the role of the writing skill in enhancing the process of learning the English language, as well as to its importance in academic settings.

Item Seven: What role do you play to encourage your learners to write a paragraph?

Responses	Number of teachers	Percentage %
As a controller	1	12.5
As an organizer	2	25
As an assessor	1	12.5
As a prompter	1	12.5
All of them	3	37.5

Table 35: Teachers' opinions about their roles in writing

According to the results revealed in the table above, (37.5%) of the participants argued that their roles to motivate their students to write a paragraph would be tied to gather all the previous roles. This implies that the presence of the teacher within the classroom is very necessary.

Item Eight: Which element do you ask your students to give much emphasis on when writing?

Responses	Number of teachers	Percentage %
Grammar	1	12.5
Vocabulary	1	12.5
Mechanics	1	12.5
Organization	1	12.5
Content	1	12.5
All of them	2	37.5

Table 36: Teachers' focused aspect of language when writing

According to the previous table, (37.5%) of our participants ask their students to focus on all the elements mentioned above as they are writing. this implies that our teachers believe that all the above elements leads to good writing. As a result of this, students' attention must be drawn towards all the aspects mentioned above.

Item Nine: Do you encourage writing as:

Responses	Number of teachers	Percentage %
A product	2	25
A process	4	50
A genre	1	12.5
All of them	1	12.5

Table 37: Teachers' adapted approach in teaching writing

According to our respondents, teaching the writing skill works well with the process approach. So, half of the populations (50%) encourage writing as a process. Their explanations for this point are stated as follows:

- Within the writing process, students go through four essential stages which are planning, writing, revising and editing. So, when planning; they think about the genre, and when editing they think about the final product. In other words, writing is better to be taught as a process, because the process has steps to follow. So, it would be easy for most of the students to learn it (3 teachers).
- Writing is a final product of a process in which all the other skills should be involved (1 teacher).
- 25% of our informants prefer to teach writing as a product, but unfortunately they did not explain their justification. While the rest proportion is (12.5%) for both teaching writing in the genre approach and a combination among the three approaches that are mentioned before. The latter is justified as follows:
- Students when writing; they will produce something; this piece of writing can be done by following a process which make it a genre (or a specific type).

Item Ten: In your point of view, do you believe that correcting students' piece of writing is efficient?

Responses	Number of teachers	Percentage %
Yes	7	87.5
No	1	12.5

Table 38: Teachers' perceptions towards correcting students' pieces of writing

The previous table shows that (87.5%) of the teachers concur that correcting learners' pieces of writing is efficient. This implies that students need correction in order to recognize their mistakes. So, the majority of the teachers gave the following explanations:

- Correcting students' pieces of writing may help students to correct their mistakes to a certain extent.
- Correcting students' pieces of writing is efficient especially for evaluation and perfection.
- It is a good way that makes the students aware of their mistakes in order to avoid them in the future.
- Spotting the light on the students' mistakes is very useful especially for the students who are interested in improving their language.
- When students know their weaknesses, they will pay attention in the future.

- It is pretty important because it is the only way to get feedback and to improve the writing skill.
- Through correcting the students' pieces of writing, they will understand what they miss.

Also, (12.5%) of our respondents believe that it is not necessary for teachers to correct their students' pieces of writing. However; students should be provided by feedback orally as well as to the use of the technique of peer correction.

Item eleven: Do you teach the writing skill to:

Responses	0	00
Increase the students' vocabulary	2	25
Language development	2	25
Writing as a skill	4	50
All of them		

Table 39: Reasons for teaching the writing skill

The results shown above are slightly different. Whereas, 50% constitutes the proportion of our respondents who teach the writing skill for increasing the students' vocabulary, for language development, and teaching writing as a skill. However; (25%) is tended for both teaching writing as a skill and improving language development.

Item Twelve: do you think that your students are motivated to write in English

Responses	Number of teachers	Percentage %
Yes	2	25
No	6	75

Table 40: Teachers' attitudes towards their students' motivation in writing in English

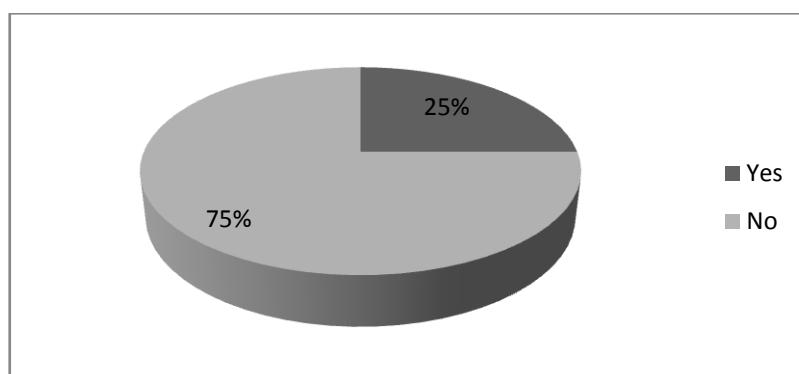


Figure 09: Teachers' attitudes towards their students' motivation in writing in English

75% of our participants think that their students are not motivated to write in English, and their own reasons are:

- Writing is the most difficult skill in learning- teaching a foreign language because it is controlled by different measures (2teachers).
- Learners encounter many problems at different levels when writing and this will inhibit their production.
- Students are not motivated to write in English because of their weak background knowledge.
- Students are not encouraged to write in any type of English writing, especially essays.

Concerning the rest proportion of our respondents which is about 25% answered "Yes" answer, also gave the following reasons:

- Most of the time, the students are willing to write because they want to express their ideas freely. So, they are not obliged to speak and face the teacher with some shyness.
- Because it is an essential part of their academic course and they know that without a good writing they cannot go further.
- Because they find the topics and the language interesting.

Section Three: The Importance of Teaching Vocabulary

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

Responses	Number of teachers	Percentage %
A bilingual dictionary	0	00
A monolingual dictionary	8	100

Table 41: Teachers' preferences for learners' dictionary use

This table reveals that the majority of our teachers believe in one view which is using the monolingual dictionary. 100% argue that, monolingual dictionaries contain much more information about each word than bilingual dictionaries do. However; it is better for first 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.

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

Responses	Number of teachers	Percentage %
Yes	8	100
No	0	00

Table 42: Teachers' perception of introducing new words in every lesson

The table above shows that most of the teachers claim that they present new words/ items in every lesson. Whereas, 100% represents the whole population of our informants who have responded positively. This implies that teachers give great importance to vocabulary learning, and this is a good technique because as learners encounter new words, the process of learning vocabulary will be easier.

Item Fifteen: Have you received any training on how to teach vocabulary learning strategies?

Responses	Number of teachers	Percentage %
Yes	1	12.5
No	7	87.5

Table 43: Teachers' opinions about having certain training on the vocabulary teaching strategies

The previous table reveals that (87.5%) of our participants have not received any training for how to teach the strategies of vocabulary. This is due to the vocabulary neglect in language teaching. On the one hand, (12.5%) of the informants have responded that they got to work on games as a training vocabulary teaching strategy.

Item Sixteen: When you teach new vocabulary, do you use:

	Translation		Word in context		Definition		Synonyms/ antonyms	
	N °	%	N °	%	N°	%	N°	%
Always			3	37.5	4	50	5	62.5
Sometimes	1	12.5	4	50	3	37.5	2	25
Rarely					1	12.5		
If necessary	4	50	1	12.5			1	12.5
Never	3	37.5						

Table 44: The vocabulary teaching strategies

It appears from table (44) that the most used strategies are giving synonyms and opposites (6teachers corresponding (62.5%) said that they always use this strategy), and 5 teachers corresponding 50% said that they also always use the strategy of word definition. So, we believe that these two strategies make learners memorize new items and enlarge their repertoire. The same percentage is given to the word context strategy (also 5 teachers corresponding 50% state that they have “sometimes” resource to this strategy. This can be explained by the fact that it is difficult for first year students to determine exactly what a word means in certain context, but it

should be over practiced by teachers in order to be familiar with .Besides to this, 50% of our participants have claimed that they use the translation “if necessary”.

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

Responses	Number of teachers	Percentage %
Yes	8	100
No	0	00

Table 45: Teachers’ views about students’ vocabulary master

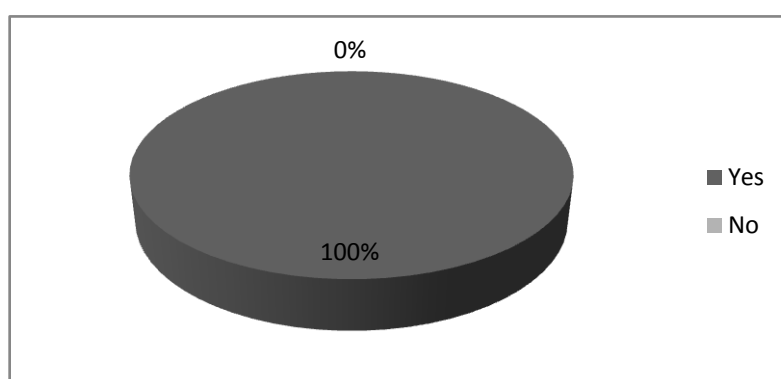


Figure 10: Teachers’ views about students’ vocabulary mastery

The above table shows that all the respondents with a rate of 100 % claimed that their students have troubles with vocabulary mastery. So, the learners’ paucity in vocabulary knowledge may be due to the insufficient techniques and strategies used by teachers when teaching new words. So if learners have a clear understanding about the tools and the strategies and the steps of learning vocabulary effectively, their vocabulary knowledge will be enhanced.

Item Eighteen: Which of these strategies do you prefer to teach?

a. Using dictionaries, b. translation, c. glossary, d. focusing on form, e. focusing on meaning, f. guessing from the context.

Responses	Number of teachers	Percentage %
a & b & f	1	12.5
a & b	1	12.5
C	0	00
D	0	00
d & e & f	1	12.5
e & f	1	12.5
F	3	37.5
All of them	1	12.5

Table 46: Teachers' preferences for the vocabulary teaching strategies

This table reveals that the highest score is occupied by the guessing from context strategy. Whereas, its percentage is about (37.5%), this strategy according to our informants is the best one since:

- 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.
- Students develop their imagination via the guessing from context strategy.

Concerning the strategies of using dictionary and translation; our informants (12.5%) 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 (12.5%) prefer to use all these strategies together because each word or term can be used in different position, different forms, with –of course- different meaning. Hence, sometimes words can be understood only from their position in the sentence, or through their form, but others need a dictionary to be explained.

3.3. Discussion of the Results

This research work is set to determine the role of teaching the vocabulary strategies to enhance EFL learners' writing skill. Besides, the results obtained are very significant.

According to the results obtained from the students' questionnaire, we can see that the respondents (56%) 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 informative ideas with a rate of (34.5 %), and they also consider vocabulary (29.26%) as an important aspect that leads to effective writing. This indicates that students are more conscious of the role of vocabulary in developing their writing competence.

Moreover, the learners have claimed that they have a lack in their English vocabulary. this can be interpreted by their less background awareness towards the steps of vocabulary learning, 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 first- 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.

As it is clearly noticed, the majority of written expression teachers being questioned were the ones who have the MA degree (87.5 %), this implies that the teachers' responses are reliable. It is also clear that most of written expression teachers use certain vocabulary teaching strategies. Nevertheless, some strategies or aspects concerning vocabulary teaching appeared to be neglected in the planned instruction such as glossary. While, others were practiced by the teachers with a different orientation such as the presentation of directly related words (i.e., synonyms and antonyms) in the teaching tasks, or analyzing word parts, as well as to the main focused strategy by teachers which is the guessing from context technique. This latter, as teachers argue provide a very fruitful results in vocabulary acquisition. In addition to this, some strategies were considered or suggested by some teachers as being very useful as the wide reading strategy and adopting games to teach new words. Indeed, it has been argued by teachers that students have a difficulty with vocabulary mastery. This implies 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 vocabulary paucity that learners have in their learning language in order to improve the students target language in general and writing in particular.

Conclusion

The results obtained from the analysis of the students' and the teachers' questionnaires reveal the major points that have been conducted in this research. It actually provides the respondents with a general overview about our work.

The students' questionnaire affirms that the majority of first- year English students have chosen English for their career. This of course, will facilitate the process of learning, and increase the learners' research of knowledge. So the analysis of the students' questionnaire allowed us to draw up on the following conclusions; there is a serious gap in our first- year students' ability to produce English to communicate effectively. This may be resourced to the learners' paucity of vocabulary knowledge. Despite of that, we deduced that first- 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 us design useful activities and choose the appropriate strategies for teaching vocabulary that may boost the students' abilities to enlarge their vocabulary stock.

The teachers' questionnaire evidenced that the majority of written expression teachers have a good experience in teaching, and this would be very helpful in encouraging the students to be active and proficient learners and writers. In order to ensure good and proficient writers, teachers should improve effective strategies for teaching vocabulary. Because our respondents have stated that first- year students still have difficulty with vocabulary mastery. This implies that efficient strategies for teaching vocabulary might be required to help learners acquire and recall the new words easily.

Pedagogical Implications

Introduction

After having consulted the role of teaching the strategies of vocabulary in fostering learners' writing skill, and in the light of our analysis and findings, we are in a good situation to recommend some suggestions that could be helpful for both students at the first place, and teachers as well. Since improving the students' writing skill is a basic skill in learning and teaching foreign languages, it is necessary for EFL learners to practise it inside the classroom or outside it. Depending on students' and teachers' questionnaires, we have set out some learning and teaching recommendations aiming at helping EFL learners to empower their writing skill through teaching and learning the vocabulary strategies.

- **Suggestions for Learners**

From the obtained results of the learners' questionnaire, it will be better if we conclude this research with some effective implications for learners which can help them to be more independent vocabulary learners in order to enlarge their vocabulary stock to enhance their writing ability.

The first implication of this study is that students should have great deal of lexical knowledge in order to overcome one aspect from learners' difficulties in writing as mentioned before in the theoretical part. This implies that students must do a wide range of reading which helps them be exposed to language or to new words, learning vocabulary, in addition to being exposed to different styles of written works.

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 to 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.

Since notebook, word cards are handy; learners should keep a personal selected vocabulary in order to review the words and add new information about the words such as adding new meanings, antonyms, word derivation, and synonyms at any time. By this they will become

more reliant vocabulary learners and that their vocabulary size and knowledge will be developed as well as to their improvement in their writing skill.

- **Suggestions for Teachers**

Based on the results obtained, developing the students' writing skill can be said to be a basic aspect in EFL teaching and learning. In addition to this, teaching learners the vocabulary strategies give improvement in their ability to write. The findings obtained from this study lead us to draw the following suggestions for teachers in order to make them more aware of the importance of teaching the vocabulary strategies to enhance the learners' writing skill.

First of all, it is advisable that teachers should be urged to teach their students the vocabulary strategies to help them enlarge their vocabulary bank which gives improvement in their ability to write. Other suggestion is that teachers should be aware of the importance of the strategy of guessing words from context. This strategy should be encouraged and developed even when learners are sure about the word's meaning because most of words have several meanings, and it is only the context that decides what meaning is intended by a particular writer.

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 practised, repeated and assessed, and learners should be equipped with vocabulary learning strategies and trained in order to use the strategies that suit their needs.

Moreover, it is advisable that teachers should focus on the importance of the word family. So, teachers should teach learners the most common prefixes and suffixes because this strategy has a lot of gains such as grasping the meaning of low frequency words from the context through breaking down the words into parts: their suffixes, roots and prefixes.

Furthermore, it is better to teach vocabulary as a separate module so that students will have a chance to be exposed to as much words as possible. By this, the students' vocabulary knowledge will be improved.

Conclusion

All in all, we have tried to suggest some suggestions for both partners of the teaching-learning process (teachers and students recommendations). The students' suggestions contain some recommendations that we think can provide help for first- year LMD students of

English to develop their writing skill and increase their proficiency in English vocabulary as well. On the other hand, the teachers' suggestions consist of some pedagogical implications, which we think may contribute in helping teachers to apply and teach the strategies of vocabulary in an effective way to raise the students' proficiency in English vocabulary in order to enhance their writing skill.

GENERAL CONCLUSION

Writing is certainly a cardinal productive skill; therefore, our case study aims at spotting the light on the role of teaching the vocabulary strategies to enhance EFL learners' writing skill. So, we have tried to overview the importance of teaching the vocabulary strategies to help the second/foreign language learners enlarge their vocabulary knowledge in order to optimize their level in writing competence; since this latter, is an expressive skill. In other words, in this study, we have focused on the role of applying or teaching certain effective strategies that seem very simple, but in fact, they are very useful for second/ foreign language students, especially the beginners to enlarge their vocabulary.

English learners, especially first- year students should practise these strategies to enrich their proficiency in English vocabulary in order to improve their abilities when writing particularly in an academic context. Thus, foreign language teachers should make their learners aware of these strategies that foster the foreign language learners' proficiency in English vocabulary, as well as varying and investigating activities in order to enlarge their students' vocabulary bank. By doing this, learners' difficulties in the writing skill will be lessened.

The findings of the teachers' and the students' questionnaires revealed that first year LMD students have a difficulty in vocabulary competence, and this –of course- makes writing a challenging task. So, it is up to the teacher to do other effective strategies, and learners should follow these added strategies in order to overcome those difficulties.

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APPENDICES

APPENDIX 'A' : Students' Questionnaire

APPENDIX 'B': Teachers' Questionnaire

APPENDIX 'c' : Résumé

Appendix 'A'

STUDENTS' QUESTIONNAIRE

Dear students,

You are kindly invited to fill in the following questionnaire, which is part of a research work on the role of teaching vocabulary strategies in fostering first year learners' writing skill. Its major aim is to provide us with insights about the writing skill. Also, to help us determine the vocabulary strategies that EFL students use to acquire vocabulary.

Your answers will be helpful and necessary to the research work.

Section One: Personal Information

1. Gender:

a- Male ☐

b- Female ☐

2. Age:

a- 18-20 years-old ☐

b- 20-25years-old ☐

c- More than 25 years old ☐

3. You have chosen English as:

a-Your personal choice ☐

b- Your parents' choice ☐

c-Imposed by the department ☐

4. How many years have you been studying English?

Number of years ☐

Section Two: the writing Skill

5. Do you appreciate writing in the target language?

a- Yes ☐

b- No ☐

6- Writing in a second language is an easy task for you to learn.

a- Yes ☐

b- No ☐

If "no", please justify your answer.

.....
.....

7. In your opinion, good writing is:

a- Correct grammar ☐

b- Precise vocabulary ☐

c- Effective punctuation ☐

d- Informative ideas ☐

8. Writing skill is necessary for you to improve?

a- Yes ☐

b- No ☐

9. Are you motivated to write academically in English?

a- Yes ☐

b- No ☐

10. Your ability to write in the English language is:

a-Weak ☐

b- Average ☐

c- Good ☐

11. How would you value yourself in the following language skills in English?

	Very weak	Weak	Average	Good	Very good
Writing					
Speaking					
Listening					
Reading					

12. In the writing process, how much attention do you give to the following stages?

	Not at all	A lot
Planning		
Drafting		
Revising		
Editing		

13. According to you, what are the main difficulties you encounter in writing in English?

(Give two main difficulties)

.....
.....

14. When writing, do you have a difficulty in:	Often	Sometimes	Never
Grammar			
Vocabulary			
Mechanics			
Organization (flow of ideas)			
Content (quality of ideas)			

15. 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 ☐

Section Two: Vocabulary Acquisition

16. Which type of dictionary do you use?

a- Bilingual (English-Arabic) ☐

b- Monolingual (English-English) ☐

17. 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 ☐

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

a- Yes ☐

b- No ☐

If “yes”, please what are the strategies you follow when learning English?

.....

19. If “no” which strategy do you use to form good vocabulary knowledge?

a- Using dictionary ☐

b- Extensive reading ☐

c- Taking notes ☐

d- Guessing from context ☐

20. 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 ☐

21. Is guessing from the context enough for the development of vocabulary in English?

a- Yes ☐

b- No ☐

22. How often do you use a dictionary?

a- Always ☐

b- Sometime ☐

c- Rarely ☐

d- Never ☐

23. In your opinion, which is better to remember more?

a- Incidental learning ☐

b- Intentional learning ☐

c- Both ☐

Please, justify your answer.

.....
.....

23. Your English language knowledge is:

a- Receptive ☐

b- Productive ☐

c- Both ☐

Please, state your reason whether it is receptive, or productive.

.....
.....

24. Do you think that the vocabulary knowledge influences successful writing?

a- Yes ☐

b- No ☐

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

25. In your opinion, what should teachers do in order to develop the learners' vocabulary knowledge?

A-Training learners in the strategy of guessing ☐

b- Adopting games ☐

C-Using pictures and gestures ☐

d- Focusing on dictionary ☐

Thank you for your cooperation

Appendix 'B'

Teachers' Questionnaire

Dear teachers,

This questionnaire investigates the role of teaching vocabulary to foster the foreign language learners' writing skill. It aims at finding out the teachers' concepts about teaching writing, teaching vocabulary, and the importance they give to vocabulary in enhancing and teaching writing. Your answers will be helpful and necessary to the research work.

Please, tick the appropriate answer or make a full statement when necessary.

May I thank you in advance for your collaboration.

Section One: General Information

1. What is your qualification?

a- License ☐

b-Magister ☐

c-Doctorate ☐

2. How long have you been teaching English?

Year's number ☐

3. How many years have you been teaching written expression to first –year students?

Years' number ☐

Section Two: Teaching the Writing Skill

4. Writing is an easy task to teach?

Yes ☐

No ☐

If “no”, please justify your answer.

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.....

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5. The time devoted to teaching written expression is sufficient to cover most of the aspects required to improve the writing skills of the students.

Yes ☐

No ☐

If “no”, please explain why?

.....

.....

6. Writing is a necessary skill to develop in your students?

Yes ☐

No ☐

7-What role do you play to encourage your learners to write a paragraph?

a-As a controller ☐

b-As an organizer ☐

c-As an assessor ☐

d-As a prompter ☐

8- 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) ☐

9- Do you encourage writing as:

a. A product? ☐

b. A process? ☐

c. A genre? ☐

Please, justify your answer.

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.....

.....

10- In your point of view, do you believe that correcting students’ piece of writing is efficient?

Yes ☐

No ☐

Please, explain your answer

.....

.....

.....

11- Do you teach the writing skill to?

a- Increase the students' vocabulary ☐

b- Language development ☐

c- Writing as a skill ☐

12- Do you think that your students are motivated to write in English?

Yes ☐

No ☐

Explain why and why not?

.....

.....

.....

.....

Section Three: The Importance of Teaching Vocabulary

13- What kind of dictionary do you suggest for your learners to use?

a -A bilingual dictionary ☐

b- A monolingual dictionary ☐

14- Do you introduce new word/ items in every lesson?

Yes ☐

No ☐

15- Have you received any training on how to teach vocabulary learning strategies?

Yes ☐

No ☐

If “yes”, please specify what type of training

.....

.....

16- When you teach new vocabulary do you use:

	Always	sometimes	Rarely	If necessary	Never
Translation					
Word in context					
Definition					
Synonyms/antonyms					

If you use others, please specify.

.....

.....

.....

17- In your opinion, do you think that your students have problems with vocabulary mastery?

Yes ☐

No ☐

18- 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?

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Thank you ...

Appendix ‘C’

RÉSUMÉ

Le vocabulaire est le corps des mots qui composent une langue, et son importance dans l'amélioration de la compétence d'écriture devrait être surestimée, car sans une connaissance suffisante de mots et leurs significations, la communication écrite sera mal comprise. C'est pour quoi, la présente étude met l'accent sur le rôle de l'enseignement de diverses stratégies de vocabulaire aux étudiants de première année universitaire d'anglais à Biskra, dans le but, d'une part, d'améliorer les compétences langagières, les compétences d'écriture en anglais chez les étudiants. D'autre part, de sensibiliser les enseignants à l'importance d'enseigner ses stratégies.

Nous avons mis comme une hypothèse fondamentale : l'enseignement des diverses stratégies de vocabulaire améliorent les compétences d'écriture chez les étudiants de première année universitaire d'anglais.

Pour confirmer cette hypothèse, nous nous sommes appuyés sur la méthode descriptive afin de trouver la relation entre les variables dépendantes et indépendantes qui sont mentionnés ci-dessus. Nous avons choisis le questionnaire pour recueillir les données de cette recherche.

Un questionnaire destiné aux étudiants pour leur donner l'occasion d'exprimer leurs opinions sur l'importance de l'acquisition de nouveaux mots concernant la maîtrise de l'écrit. D'après l'analyse de ce questionnaire, nous avons constaté clairement que ces derniers sont très motivés par l'écriture en anglais. Et un autre destiné aux enseignants universitaires pour connaître les différentes stratégies qui les utilisent dans l'enseignement de l'écrit en classe. Les résultats obtenus sont jugés très importants. Cela nous amène à affirmer que si les enseignants sont conscients des avantages des stratégies d'enseignement du vocabulaire comme indiqué dans l'hypothèse, les étudiants peuvent surmonter certains de leur incapacité à écrire.