



Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages

English Language

Sciences of the language

Submitted and Defended by:

REMADNA Ines

On: Monday, 28 Jun 2021

**The Role of Acquiring Vocabulary to Improve the Foreign
Language Learners Written Production
Case Study: Second Year LMD Students English Division at
University Mohamed Kheider of Biskra**

Board Of Examiners :

Dr. Said SLIMANI	MCB	President
Dr. Youcef LAALA	MCB	Supervisor
Mrs . Samira MESSAIBI	MAB	Examiner

Academic	Year	:	2020/2021
-----------------	-------------	----------	------------------

DEDICATION

This modest work is dedicated :

To my parents for their big motivation ,love and support

To my brother who is always stood behind me Mohamed Sadek

To my faithful friends that helped me Nardjes, Lydia, Rayen and my sweetheart Wissal.

ACKNOWLEDGEMENTS

First think to the most merciful Allah for giving me the ability for better education, This work has been also completed successfully due to the prominent contribution of many peoples.

I would like to express a special appreciation to my respectful supervisor Dr . Laala Youcef who accompanied me along the way with his accurate advice, guidance and considerable patience . without him this work could not be achieved .

I would like to express my deepest thanks to the jury members, Mr,Slimani Said and Mrs Messaibi Smira .

Also I would like to express my gratitude to all the teachers of the department of English at University of Mohamed Khieder Biskra. We are also indebted to second year LMD students who accepted to fill in the questionnaire.

I would like to say thank you to all persons who contributed this work .

ABSTRACT

The present investigation aims to study the correlation between vocabulary acquisition and its influence on the students' written production , a great majority of second year LMD students in Mohamed Kheider University find difficulties when writing. Thus , in order to check the hypothesis that stipulate if second year students of English are acquiring vocabulary with an effective strategies , then their written production will be improved . To confirm this hypothesis, a descriptive study has been conducted, questionnaire and a written interview were used as data gathering tools. The questionnaire was administered to students and the interview to teachers at the department of English at University of Mohamed Kheider Biskra. From the results obtained, it can be conclude that students are in need to be taught vocabulary with an effective strategies in order to improve their written production because they face difficulties and obstacles with vocabulary use. Thus , writing in the foreign language is a serious problem for second year students . consequently, if teachers are aware of the importance of the significant status of the vocabulary teaching , students will overcome some of their major obstacles while writing.

List of Abbreviations

LMD	License, Master and Doctorate
EFL	English as a Foreign Language
%	Percentage

List Of Tables

Table1: Word Wall for Martin's: The Life of Dr. Martin Luther King, Jr. (Rapport, 2001, p.107-108)..... 19

Table 2:Comparison between the product and the process Approaches (Adapted from Nemouchi, 2008)..... 33

List of Figures

Figure01: Vocabulary Self-Collection Strategy Graph, (Martin, 2002, p.91).....	13
Figure02: Word Maps for Vocabulary in Thomas Jefferson by (Harness, 2003, p.97).....	15
Figure03: : Graphic Morphemic Analysis of the Word immigrants (Halpern, 2003, p.103) .17	
Figure04: Students’ Gender Distribution.....	17
Figure05: The Choice of Learning English.....	43
Figure06: The Students’ Level of English.....	44
Figure07: The Difficulty of The Writing Skill.....	44
Figure08: Students’ Attitudes Towards What Is A Good Writing.....	45
Figure09: Students’ Motivation Towards Academic writing.....	46
Figure10: Students’ View Towards The Most Difficult Element Writing.....	47
Figure11: Students’ Attitudes Towards Assigning Writing Topic.....	48
Figure12: Students’ Familiarity With The Writing Stages.....	48
Figure 13 : Students’ Attitude of Having a Good Vocabulary Knowledge in English....	49
Figure14: Students’ Use of Dictionary.....	50
Figure15: The Students’ Use of The Strategy to Form A Good Vocabulary Knowledge Successful Writing	51
Figure16: Students’ View Towards The Influence of Vocabulary Knowledge on The Successful Writing.....	52
Figure17: Teachers’ Qualification.....	53
Figure18: Teachers’ Teaching Experience.....	56
Figure19: Teachers’ Suggestion Towards The Strategies of Teaching Academic Writing	56
Figure20: Teachers’ Focusing While Assessing Students.....	57
Figure21: Teachers’ Opinion Towards The Aspect That Students Should Master Before Writing.....	58
Figure22: Teachers’ Opinion About The Time Allocated For Written Expression.....	59
Figure23: The Aspect That Students Have Problem In.....	60
Figure24: Teachers’ Preferences For The Vocabulary Teaching Strategies.....	61
Figure25: Teachers’ Role In Academic Writing.....	62

Table of Contents

DEDICATION	I
ACKNOLDGEMENTS	II
ABSTRACT	III
List of Abbreviations	IV
List Of Tables	V
List of Figures	VI
General Introduction	1
1.Statement of the problem	1
2. Aims of the study	1
3. Research Questions	2
4. Hypothesis	2
5. Research Methodology	2
6. Population	3
7. Data gathering tools	3
8. Structure of the Study	3
CHAPTER ONE : ACQUIRING VOCABULARY	5
Introduction	5
1. Definition of vocabulary	5
2. The importance of vocabulary knowledge	6
3. Types of Vocabulary	7
3.1. Receptive Vocabulary	8
3.2. Productive Vocabulary	8
4. Teaching Vocabulary and Strategies for Teaching Vocabulary	8
4.1. Teaching Vocabulary	8
4.2. Strategies for Teaching Vocabulary	9
4.2.1. Vocabulary Self-Collection Strategy	9
4.2.2. Word Mapping Strategy	12
4.2.3. The Graphic Morphemic Analysis Strategy :	14
Pr	
efix4.2.4. The Interactive Word Wall Strategy	15
4.2.5. Vocabulary Journals	18
5. The Role of Teachers in Developing Vocabulary Appropriate Use	18
6. The Relation between Writing Skill and Vocabulary	19
Conclusion	20

Introduction	22
1. Definition Of Writing Skill	22
2.1. The Nature of Writing	23
2.2. Aspects Of Writing	23
3. The Basic Rules of Writing	24
3.1. Grammar	24
3.2. Purpose	24
3.3. Clarity	25
3.4. Coherence And Cohesion	25
3.5. Unity	26
3.6. Use Of Evidence	26
3.7. Brevity And Simplicity	27
4. Process Of Writing	27
4.1. Prewriting	27
4.2. Drafting	28
4.3. Revising	28
4.4. Editing	28
4.5. Publishing	29
5. Approaches To Teaching Writing	29
5.1. The Free-Writing Approach	29
5.2. The Genre Approach	30
5.3. The Product Oriented Approach	30
5.4. The Process Approach	31
6. Learners' Major Difficulties In The Writing Skill	32
6.1. Grammar	33
6.2. The Linguistic Problems	34
6.3. Spelling	34
6.4. Organization	34
6.5. Punctuation	35
6.6. First Language Interference	35
7. The Importance Of The Writing Skill	36
Conclusion	37
Chapter Three: Fieldwork And Data Analysis	39
Part One: Students' Questionnaire	39
Introduction	39
1. The Administration of the Questionnaire	39

2. Discription of The Questionnaire	39
3. Analysis of The Students' Questionnaire.....	40
3. Discussion Of The Findings	52
Conclusion	53
Part Two : The Teachers ' Interview	53
Introduction.....	53
1. Administration of The Interview:	54
2. Description of The Interview :.....	54
3. Analysis of The Teachers' Interview:	54
4. Discussion Of The Results.....	63
Conclusion	63
General conclusion	64
Recommendations	65
References	68
Appendices.....	74
APPENDIX:1 Students' Questionnaire	74
APPENDIX :2 Teachers' Interview	77

General Introduction

General Introduction

Vocabulary considered as one of the essential skills for teaching and learning a foreign language. It is the substantial element to improve all the other skills like reading comprehension, listening comprehension, writing comprehension, speaking, spelling and pronunciation. Writing is a compounded process requires vocabulary knowledge that facilitates the capacity to write accurately. Moreover, writing in a foreign language is more complicated because English is a world language. The aim of the present research is to concentrate on the role of teaching vocabulary to English foreign language (EFL) learners in improving their writing skills.

1.Statement of the problem

The vocabulary knowledge that students have has an effective impact on the production of their writing skills. However, the deficient vocabulary knowledge is a central matter in the foreign language learning. The second year students of English at Mohamed Khider university of Biskra face many difficulties and obstacles while writing; their lack of vocabulary prevents them from expressing their thoughts. The students declare that even they are at a more advanced level but they still face this issue with vocabulary.

2. Aims of the study

The aim of this present investigation is to explore the scope improvement of teaching vocabulary for second year students of English vocabulary learning and also to detect the positive effects this research output on the students vocabulary learning development. The lexical items are the fundamentals of learning a foreign language, by the

process of memorizing the new words. Furthermore, teachers are also responsible about how can the students raise their knowledge of vocabulary.

3. Research Questions

This research aims to be answer the following questions .

- Why academic writing is difficult for second year LMD students in Mohamed Kheider University?
- What are the most effective strategies that help learners to acquire more vocabulary ?
- To what extent can vocabulary help in enhancing writing ?

4. Hypothesis

We hypothesize that the more EFL learners gain vocabulary , their written production will be developed .

5. Research Methodology

In order to investigate the nature of the relation between the vocabulary teaching and writing skill's development, we have to check the credibility of the hypothesis based on the descriptive method .

6. Population

The sample population of this study will be about twenty five second year LMD students of English at Mohamed Khider University. This choice of population is based on that students of second year LMD have already been take the courses of English written expression teachers in Mohamed Khider University .

7. Data gathering tools

This research includes two data collecting tools, a questionnaire for second year LMD students and a written interview for the teachers .

8. Structure of the Study

This study consists of three chapters :

Chapter one will deal with vocabulary teaching via vocabulary definitions and its importance, types of vocabulary, the most effective methods and modern strategies for teaching vocabulary. Finally, we will see the main aspects of the vocabulary in addition to the steps of teaching vocabulary and we will spot the light on the relation between writing and vocabulary.

Chapter two will give a brief overview about the writing skills and it has divided into two main parts. The first part explored the nature of writing and it's aspects, the basic rules of writing . the second part of this chapter defined the plentiful approaches to teaching writing expression appropriately and the difficulties that face learners in writing.

Chapter three is designed for our case study which will discuss the data analysis of the questionnaire . this dissertation will conclude with a general conclusion.

Chapter One: Acquiring Vocabulary

CHAPTER ONE : ACQUIRING VOCABULARY

Introduction

Vocabulary is considered as one fundamental component of language learning. Subsequently, it is mostly accepted that vocabulary should be at the core of language teaching and taught in a well-structured and regular foundation. So, recently vocabulary has been the concern of numerous researchers such as Kamil Heibert ,BinTahir, and teachers in order to investigate how it can be best taught. Hence, in this chapter, we have cast the light on vocabulary definitions and its importance. Then, we define the distinguish between the two kinds of vocabulary. We will also look at certain strategies for teaching vocabularyfor improving the foreign language learners' vocabulary. After that, we detect the role of teachers in developing vocabulary appropriate use. Finally, we shed light on the relation between writing and vocabulary.

1. Definition of vocabulary

Learning a new language cannot be parted from vocabulary. Meaning that in learning a new language individuals have to know its vocabulary. Vocabulary can be defined in several ways. Specialists have suggested some definitions about vocabulary. According to Kamil and Heibert (2005), vocabulary can be generically defined as knowledge of words or word meaning. They stated that vocabulary learning is the basis of language and without vocabulary, one cannot learn any language; it is the knowledge of words. Accordingly, Min and Hsu (2010), stated that vocabulary learning is closely related to foreign languages. In the foreign language learning process, the readers need to understand most of the vocabulary and the contextual meanings used in the passage. A better understanding of the vocabulary

meaning, it would produce a better understanding on the whole meaning of the text. The knowledge about the meaning of words is called vocabulary (Kamil & Heibert, 2005).

Nation (1990) claimed that vocabulary is knowledge of words in speech and writing that includes syntax, collocation, frequency of use, compatibility, meaning, concept and relationship with other word vocabulary knowledge. More simply, Schmitt (2000) concluded that vocabulary knowledge is knowledge of the components of vocabulary, lexical organization, receptive and productive mastery and fluency. Therefore, the process is more than just knowing the word, but also understand the various aspects of the process and vocabulary constructs.

According to Richards and Rodgers (1986, p. 255) vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often do not accomplish their potential and may be downcast from making use of language learning opportunities around them for instance listening to the native speaker, using language in different context, reading or watching television.

2. The importance of vocabulary knowledge

Vocabulary knowledge plays an important role in foreign language learning, both in the first language and second language. Several theorists and investigators in learning stated that vocabulary learning and foreign language learning have a strong relationship to each other (Qian & Schedl 2004). They added that many researchers also discovered the strong relationship between foreign language learning and vocabulary learning. Zhang and Annual (2008) studied the correlation of vocabulary knowledge in foreign language learning and the result showed that there is a significant strong relationship between foreign language learning and vocabulary knowledge. According to Stahl and Nagy (2006), Vocabulary learning is a

difficult process, because students need to be motivated in vocabulary learning, engage in vocabulary instruction, and meet vocabulary learning standards to pursue the required accomplishment.

In learning English, vocabulary is one of some important parts for mastering (BinTahir, 2012). Students can describe everything what they think without using grammar, but they can express nothing without vocabulary. Willkins claimed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”(1972, as cited in Thornbury, 2002, p. 13). Lewis (1997) said that vocabulary acquisition is the main task of Second Language Acquisition and the language skills such as listening, speaking, reading, writing and even translating. It means that all cannot go without vocabulary.

Furthermore, Read (2000, p. 1-2) has argued that vocabulary have to be at the central of language teaching, demanding tests to check the student’s improvement in vocabulary Learning. Mezynsky (1983) stated that teaching vocabulary affected comprehension, students need to learn words in deep and meaningful ways, Mezynsky added that the breadth of word knowledge is an important characteristic of successful vocabulary instruction and assessment. “Breadth of knowledge refers, to the varying degree of word knowledge necessary to fully know a word”.

3. Types of Vocabulary

Some experts classify vocabulary into two categories: receptive and productive vocabulary. Harmer (1991, as quoted in Gruneberg and Sykes, 1991, pp. 60-62) differentiated between these two forms of vocabulary. The first kind of language is the one that the students have been trained and are predictable in their ability to use. Provisionally, the second one refers to the words which the students will recognize when they see them but will most probably be unable to pronounce.

3.1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they perceive or encounter in reading text but do not use it in speaking and writing (Stuart, 2008). Learning the receptive vocabulary usually in the form in which the teacher will usually give the meaning of the word, using the word in a sentence, but just ask the learners to spell and pronounce only (Nagy, Anderson & Herman, 1987).

3.2. Productive Vocabulary

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

By and large, both receptive and productive vocabulary turned out to have a strong relationship and mutual in the development of the vocabulary, especially in improving the learners' language efficiency.

4. Teaching Vocabulary and Strategies for Teaching Vocabulary

4.1. Teaching Vocabulary

Vocabulary is first and foremost significant step in language acquisition but for teaching vocabulary is not easy to do. According to Brown (2000, p.7) "teaching is guiding and simplifying learning, allowing the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will control your philosophy of education, your teaching style, your approach, methods and classroom techniques". Based on this definition,

teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary using his teaching style, strategy and techniques and how to use it in everyday situation.

The teaching of vocabulary seems very important since without it, learners of a language cannot succeed in using the language. The knowledge of vocabulary is necessary for conveying messages, understanding a text, meeting academic and individual needs and learning the target language and culture.

4.2. Strategies for Teaching Vocabulary

4.2.1. Vocabulary Self-Collection Strategy

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

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

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

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

(Graves, 2005)

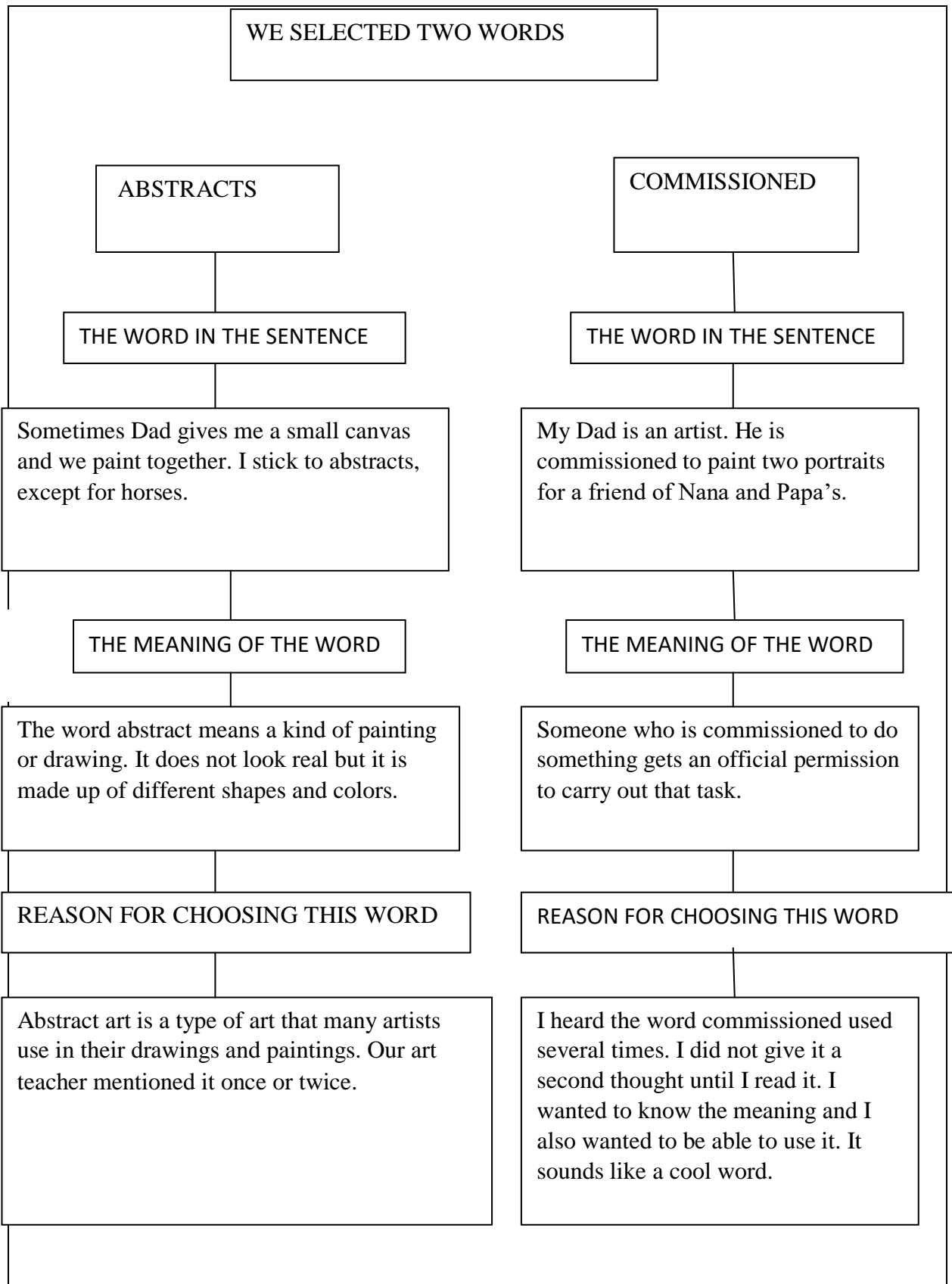


Figure 01: Vocabulary Self- Collection Strategy Graph, (Martin, 2002, p.19)

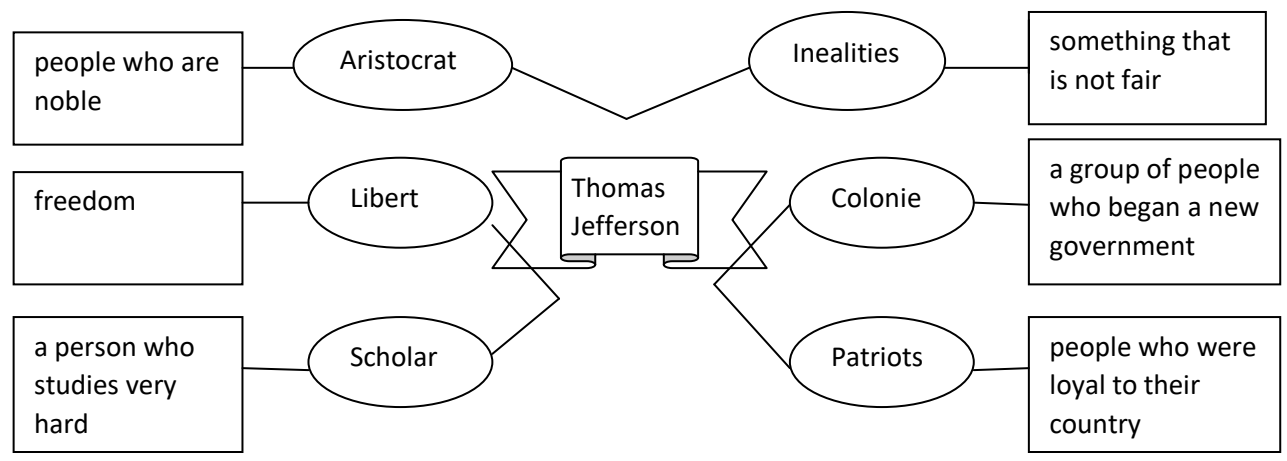
4.2.2. Word Mapping Strategy

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

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

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

WORD MAP BEFORE READING



WORD MAP DURING AND AFTER READING

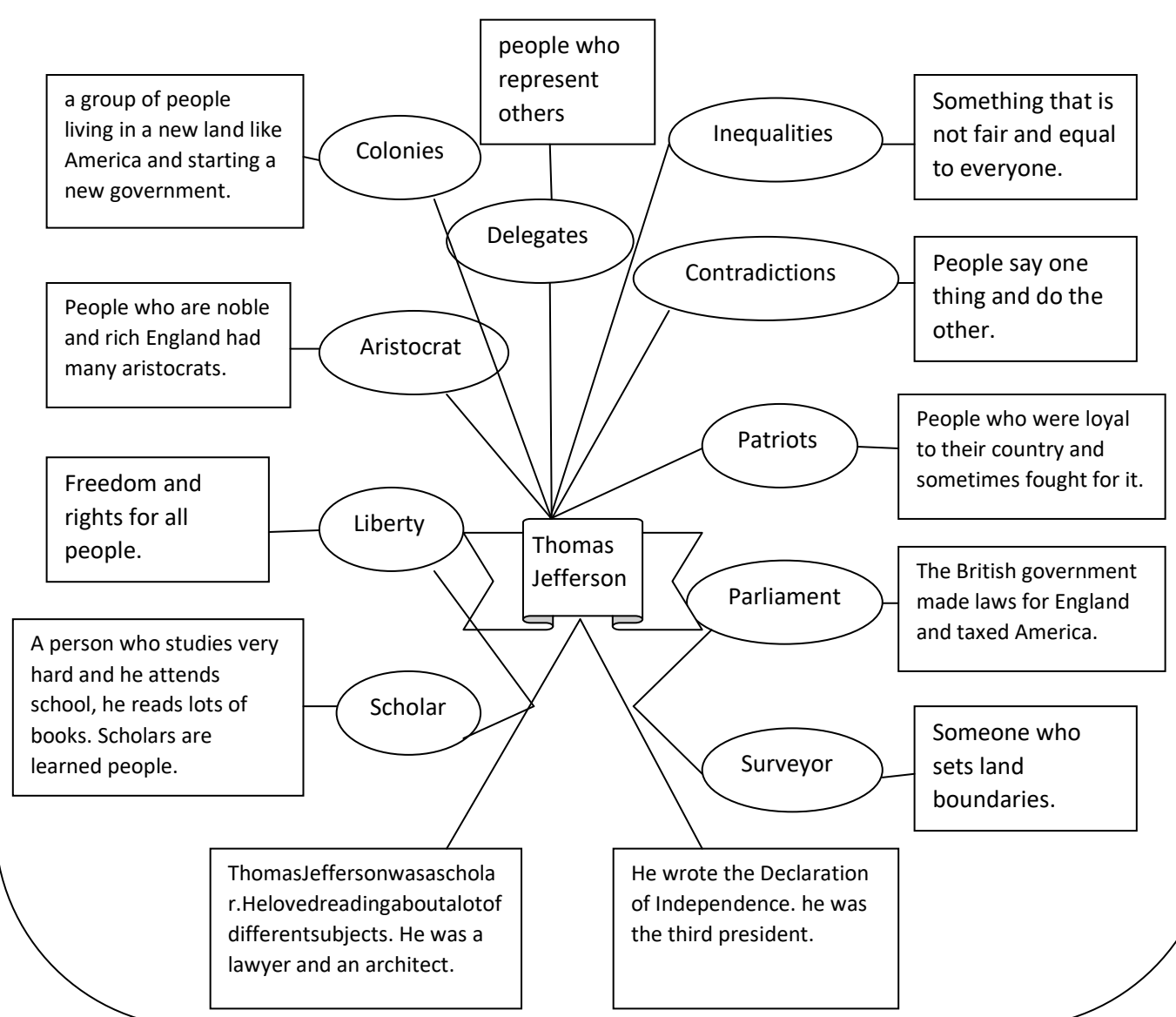


Figure 2: Word Maps for Vocabulary in Thomas Jefferson by (Harness, 2003, p.97)

4.2.3. The Graphic Morphemic Analysis Strategy :

It is an approach of learning word that will help students release the meaning of new and challenging words by analyzing the meaningful parts within a word. A morpheme is the smallest unit of meaning within a word. Morphemes can be root words or prefixes and suffixes. When teachers use morphemic analysis, they help students see the parts of words. In addition, they lead students to examine the word for its meaningful parts, which will lead them to discover the word's meaning. The Graphic Morphemic Analysis strategy employs a systematic approach to deconstructing a word into its meaningful parts (morphemes) to figure out what the word means through the use of a graphic. The Graphic Morphemic Analysis strategy helps students use a visual analysis of the word to deconstruct it and construct meaning from word relationship and contextual meanings. There are different steps that must be followed to succeed in this strategy:

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

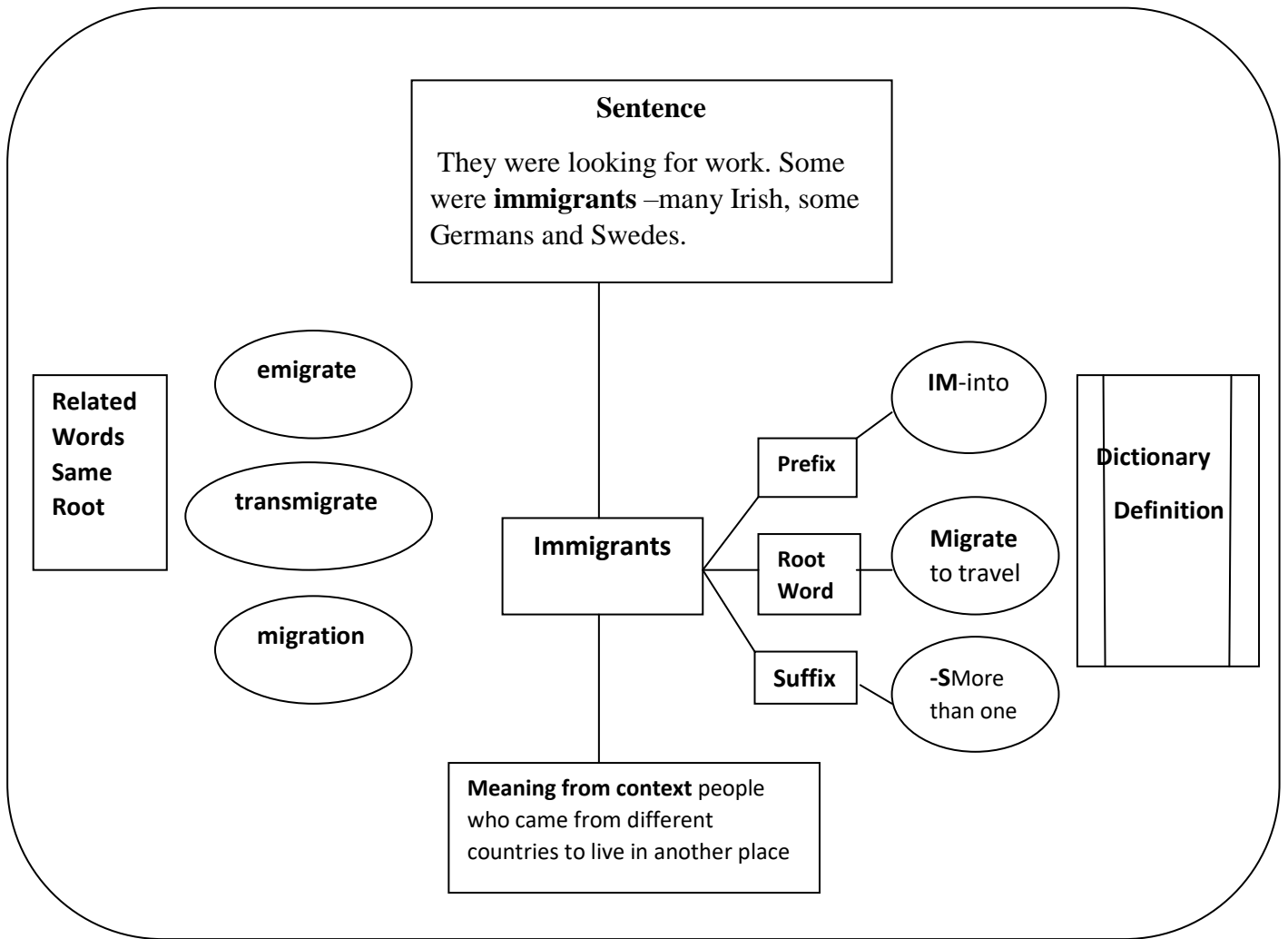


Figure 3: Graphic Morphemic Analysis of the Word immigrants (Halpern, 2003, p.103)

4.2.4. The Interactive Word Wall Strategy

This strategy supports a vocabulary-rich classroom environment where walls are alive with words. The classroom walls are decorated with new and interesting words that the students learn through interacting with their texts, the teacher, and one another. They are encouraged to use the words posted on the word wall for their own reading and writing. To help interaction and dialogue around the words, it is important to keep the words relevant; that is, “the posted words should be the focal point for thinking about and noticing how they are used” (Beck, McKeown, & Kucan, 2008, p. 52). Researchers stressed the importance of students’ active engagement in using word walls (Harmon, Wood, Hedrick, Vintinner, & Willeford, 2009). According to Cunningham (2005) word walls helps students learn highfrequency words, in addition to develop academic vocabulary or specialized words in content. Many teachers use this strategy during reading time to help students expand their vocabulary. The following are steps help teachers to use word wall strategy:

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

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

Table1: Word Wall for Martin's: The Life of Dr. Martin Luther King, Jr. (Rapport,

2001, p.107-108)

4.2.5. Vocabulary Journals

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

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

5. The Role of Teachers in Developing Vocabulary Appropriate Use

Teachers of university are supposed to encourage students to become aware of words. Words choice within written product is hard task to achieve by student alone. It enhanced only by teachers of written expression feedback and instructions. Scott and Nagy

(2009,p.115) argues how the role of teachers is important in improving students' level of using vocabulary inside written text:

“Teachers play a vital role in bringing word consciousness to the fore. We believe that when teachers “up the ante” by using sophisticated vocabulary in their classrooms, teach words fully so that students internalize rich word schemas, and create learning communities in which students can explore word use with a vocabulary coach at their side, they are giving their students tools they need to become successful in the world of schooling and beyond.”

Teachers' feedback is important to develop students' written work by providing for them the most effective errors especially, how to use vocabulary accurately. According to Sommers (2002), teachers recognize errors in usage, diction and style in a first draft and ask students to correct these errors when they revise. All that as a response to students' written work that given comments and thought make students conscious for these errors and how they should correct them. Teachers are not concerned only with gives comments about correcting that type of errors. Moreover, students are given messages such as, edit a sentence or to condense a sentence to achieve greater concision of style. As well as, comments such as, “paragraph needs to be more specific or to be developed more” are stated in the margins.

6. The Relation between Writing Skill and Vocabulary

The ability to write effectively centers upon having a sufficient vocabulary even more than does the ability to read. Once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but

that are understood well enough to use correctly.“ Writing is dependent upon the ability to draw upon words to describe an event” (Corona, Spangenberg, & Venet, 1998, p. 18)

The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing. As Ediger (1999) notes, “variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts” (p. 1). Corona, Spangenberg, and Venet (1998) agree: “At any level, written communication is more effective when a depth of vocabulary and command of language is evident.” (p.26)

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

Conclusion

Vocabulary learning has been one of the most important of current discussed subject. Along with this, language teachers and scholars have explored presently the importance of vocabulary in several instructional tasks. Hence, learning a second foreign language needs the learning of enormous number of words. In this chapter, we dealt with some important definitions of vocabulary learning, its importance. Then, we mentioned the two kinds of vocabulary and its strategies; also we dealt with the role of teachers in developing vocabulary appropriate use. We conclude this chapter by the relation between writing skill and vocabulary.

Chapter Two : The Writing Skills

Introduction

The writing skill is a hard task as compared to other skills , it requires more efforts and practice. It is a process of transmitting what we speak, read and listen into a written form. However , academic writing is a formal style of writing used in universities and scholarly publications which focuses on the precise, concise and backed up by evidence . In this chapter, we will present the basic principles of teaching writing starting by a definition of writing, its nature , and its different aspects . as well as , this chapter includes the current approaches to teaching writing .in addition to the stages which learners have to go through .in this chapter we will discuss the relationship between writing and vocabulary as these skills are combined one another .last but not least , it will defined the plentiful approaches to teaching writing expression appropriately .

1.Definition Of Writing Skill

Writing is a productive skill which representing language in a visual form .also, it is a way in which one can express his mood, feelings or whatever he wants to say in a written form ;that is, we combine letters to form words, and words to form sentences and so on .Crystal (2006,p.257) :” writing is a way of communication which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression”. Whereas, Bloomfield: “ writing is not language, but merely a way of recording language by means of visible marks .”(As cited in Crystal 1987,p.178). According to The Oxford Dictionary’s (2008)” writing is producing something in written form so that people can

read, perform, or use it ,etc.”We can say that writing involves communicating a message by make signs on page . the first condition to write is we need a message and a receiver for that message.

Richards and Renandya (2003, p.25) declared that “writing is concerned not only with generating and organizing ideas but also translating these ideas into readable texts”.

2.1. The Nature of Writing

Writing is a crucial means of communication, it is the skill on which the educational curricula focus on which is most used in the records of lectures , write outlines and reports ,and for the written exam in all most the modules.

“Writing is the transformation of the linguistic rules of language into usage” (Widdowson,2001,p.62).Consequently, students should be able to select the appropriate words or sentences when they produce any written discourse in order to write a coherent and meaningful paragraphs. Similarly, Lado (1983):” we mean by writing in a foreign language the ability to use structures , the lexical items , and their conventional representation in ordinary matter of fact writing “ (p,248).

2.2. Aspects Of Writing

“Writing involves two sub skills accuracy and having a message” Pulverness, Williams (2005,p.26). Meanwhile, Brown (2001,p.357) states that there are many constituent part that the student should take into consideration in writing :

1. Content: Is refers to the information and the development of ideas through facts or personal thoughts and opinions.

2. Organization: The different techniques that the writer follows in writing; the effectiveness of introduction, logical sequence of ideas , conclusion.
3. Syntax: The structure of sentences or the order of words.
4. Vocabulary: The choice of words that are mainly related to the content .

3.The Basic Rules of Writing

Academic writing is a basic instrument of communication ,characterized by specific features and rules concerning grammar, organization, purpose, word choice, unity , coherence and cohesion.

3.1. Grammar

Is defined by (Harmer J. ,2007) as “Knowledge of what words can go where and what form these words should take”. Besides, it is expressed by (Crystal ,2011) “the structural foundation of our ability to express our selves . The more we are aware of how it works , the more we can monitor the meaning and effectiveness of the way we use language”. That is to say , grammar is the application of the language rules.

3.2. Purpose

Academic writing tends to present knowledge generally, and to explain , inform and persuade specifically. Monippally and Pawar (2011) argued that this type of writing is also used to document research findings. In fact, the purpose depends on the chosen topic ; the way in which it is going to be developed as well as the target audience. Also, it may include analysing, revising and evaluating a subject under a study.

3.3. Clarity

It is the basic regulation in writing and without it communication will be impossible; writing needs to be enough clear for the readers to help them get the ideas easily. (Murray , 2008) explained how clarity is essential in writing essays and how it makes them readable. According to them clarity means avoiding ambiguous words and sentences that may convey more than one meaning or multiple interpretations. The key to achieving clarity is to make sentences short and to the point.

Moreover, Starkey(2004) suggested how the writer can clarify his writing as follows :

- **Eliminate Ambiguity:** Ambiguity means having two or more possible meanings. Ambiguous language can be either words and phrases that have more than one meaning, or word order that conveys a meaning different from the one intended by the writer.
- **Modifiers add precision :** Clarity in any piece of writing also involves the thoughtful use of modifiers, which make the idea clear and add meaning and originality.
- **Powerful, Precise Adjectives and Adverbs :** One way to accomplish clarity is to use powerful, precise adjectives and adverbs.
- **Be Concise :** The writer will not score points with his reader by using five sentences that express an idea that could have been stated in one. Wordiness is boring, and it takes up valuable time and space.

3.4. Coherence And Cohesion

Cohesion and Coherence are important elements in any kind of writing. They are particularly crucial in academic writing, where success or failure may depend on how clearly the learner has managed to communicate his ideas to the reader. Coherence is an important aspect in academic writing . Harmer (2004, p.25) argued that “ Readers can understand the writer’s purpose and writer’s line of thoughts only if a text is coherent.” He

adds “Coherence , therefore, is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and text construction” (Harmer ,2004, p.25). That means sequencing information and connecting ideas directly lead to coherence in the writer’s piece production.

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

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

As Murray (2008) said, “Coherencies perhaps the signal most important element in any kind of writing”.

3.5.Unity

Writers write sentences referring to the topic sentence to ensure that each sentence fits the main sentence to preserve the unity of the whole paragraph.

3.6. Use Of Evidence

Evidence is another feature that distinguishes academic writing from other forms of writing. Writers needs to support their claims and arguments through relevant strong evidence which comes in a form of facts, statistics, empirical research findings and expert opinions as well (Ng, 2003) .

3.7. Brevity And Simplicity

It is crucial to carry the maximum information with minimum words. Brevity is a fundamental feature because it saves the reader's patience and time, and help to communicate successfully .

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

4.Process Of Writing

The writing process is a series of steps to facilitate the procedure for the students write a paper. It is made up of several stages , Hillocks (1987) and Murray (1982) said that writers concentrate on writing as a recursive process in which they have the opportunity to plan, draft, revise, and edit their work (cited in Kamehameha Schools, 2007, p2). The writing process encompasses five steps:

4.1. Prewriting

Prewriting is the first stage, Murray (2001) defined prewriting as “ anything a writer does before beginning a draft” (Cited in Richards & Miller 2005, p.63). It is the stage in which the writer bring ideas and information about the topic. Oshema and Hogue (1998, p.2) agreed that “ prewriting is the first step in the writing process. In this step you gather ideas to write about .” The main base of this step is to keep ideas drift freely without worrying over appropriateness, organization, grammar, and spelling . There are several techniques can the students use. According to Galko (2001, p.19) stated some of them. For example: Brainstorming” let your ideas flow without judging them”, Free writing “ write down your thoughts as they come to you”, Asking questions” make a list of questions about your topic”, Listing” make a list of your ideas about a topic”.

4.2. Drafting

Brown (1989), p.14) said that: The drafting stage is where you really begin writing. The most important here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording”. Hedge (1988) also argued that drafting stages seems as the crafting stage. It is the stage where writers move from planning to writing text. Moreover, while drafting in the writing process, students should focus on putting their ideas and information on paper, organizing them logically. Also, Johnson (2008, p. 179) emphasizes that “ drafting is the writer’s first attempt to capture ideas on paper. Quantity is valued over quality”.

4.3. Revising

Hedge (1988, p.23, as cited in Tribble, 1996, p.115) considers revision as the stage which distinguishes good writers from poor writers when she said “ Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later.”

Revising is re-seeing my approach, topic, arguments, organization, and conclusion, and experimenting with change. Furthermore, Starkey (2004, p.56) stated that revising derive from Latin word “ revisere” which means “ to visit” look at again”. So, the students corrects the different mistakes , Harmer (2001, p. 258) stated “ this stage involves student to check his or her draft and makes possible changes”.

4.4. Editing

In this stage, the student makes the last check to correct his draft. Students should check the following: grammar, spelling, mechanics, and neatness. This is what Mather & Juffer (1899, p.507) have tackled in the editing step. Hedge (2005, p.23) express her view about revision and editing as follows: “ Good writers tend to concentrate on getting the

content right first and leave details like correcting spelling, punctuation, and grammar until later.”

4.5. Publishing

Publishing is the final stage of the writing process . Zemach and Rumisek (2003) state that writers rewrite the final draft, make any changes they want, and publish their output afterwards. When writers have finished the last draft, they also make sure that they did not miss any mistake , for example: spelling, punctuation, and paragraph indention.

5.Approaches To Teaching Writing

Writing can be taught in different ways using various approaches. Applying one Approach or another depends on what we want our learner to do either we want them focus on the product of writing or its process, or we want to encourage creative writing.

5.1. The Free-Writing Approach

This approach is the idea that when students are permitted to write without any control or restrictions. This approach enhance the capacity in writing to the students by promoting them to write as much as possible and as swiftly as possible without worrying about grammar or spelling mistakes because all the focus is on content and fluently not on form.” In this way students feel that they are actually writing; not only performing exercise of some kind; they write what they want to write and consequently writing is an enjoyable experience.” (Byrne, 1988, p.22)

The free-writing approach builds confidence, drives inspiration, develops muscle memory and good habits, also it generates honesty on the writing.

5.2.The Genre Approach

The genre approach means that genre writing is kind of text or writing work itself. It views that the language (writing form) must be related to social function of the text. “The central belief here is that we don’t just write, we write something to achieve some purposes: it is a way of getting something done .” (Richards & Renandya 2003, p.18). That is when one writes a story, a request and so on, he has to follow certain social conventions for the organization of his message, so that the reader recognizes his purpose. According to Richards and Renandya (ibid) “this abstract ,socially recognized ways of using language for particular purposes are called genres.”

However, Harmer (2001, p.258-259) agrees that before students write , they should have many information about a genre that they will write like it. Dudley-Evans (1997, p.154) stated that “three stages in genre approaches to writing. First, a model of a particular genre is introduced and analysed. Then , learners carry out exercises which manipulate relevant language forms and finally, produce a short text” .

5.3. The Product Oriented Approach

This approach is concerned with the final version of the process, it is based on the activities which entail from the student to be absorbed in mimicking and transforming modelled texts ;furthermore , the prescription of a model was seen fundamental. The product_oriented approach concentrates on the accurate use of form. The main role of the model is important in the sense that it leads students to achieve the last point in their writing production. The model then comes first and shows a completed text as White (1988, p. 6) claimed “ what the model does not demonstrate is how the original arrived at that particular product. In other words, it gives no indication of the process.”

5.4. The Process Approach

The process approach initiated in the mid-1970's to substitute the product approach. This approach includes four stages in writing: (1) pre-writing, (2) drafting, (3) revising, and (4) editing (Teribble, 1996 , p37). Terrible (1996, p. 37) suggested that the process approach highlighting “ writing activities which move learners from the generation of ideas and the collection of data to the ‘publication’ of a finished text.

Product Approach	Process Approach
<p>This is a traditional approach, in which students focus on the study of model text. Accuracy is given priority and conventions are taken from the mode. the following stages have been identified:</p> <p>1/ Texts are read and features of the genre are analysed. For instance, if studying a business letter, students should focus on the terminology and grammar constructions specific to this type of letter.</p> <p>2/ This requires a controlled practice of the underlined features which usually done in isolation.so, if students are studying a formal letter, they may be asked to make formal requests in which they practice the ‘I would be grateful if you would....’ Structure.</p>	<p>This is the new trend of teaching writing; which concern is given to fluency. It is mainly based on the identification of the steps a writer goes through when engaging in the act of writing. He has to be conscious of them so that he can gain control of them.</p> <p>These steps are:</p> <p>1/ Generating ideas by brainstorming and discussion. They are the students who carry out this task. Thus, the role of the teacher in this approach is restricted to provide only language support if required so as not inhibiting students in the production of ideas.</p> <p>2/Students extend ideas and assess their quality and usefulness.</p> <p>3/Then, they organize the ideas using different</p>

<p>3/Organization of ideas. This stage is very important. Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as equally important as the control of language.</p> <p>4/At the end of the learning process, students have a variety of writing tasks. they choose one and individually they use the skills, structures, and vocabulary they have learnt to produce the text; to show what they can do as fluent and competent users of language.</p>	<p>forms like maps, spider diagrams and others.</p> <p>This phase is crucial as it helps students establish the chronological order of ideas and hence, they find it easy to structure their texts.</p> <p>4/After establish the hierarchical relationship of ideas, students move to write the first draft. This usually done in class and often in pairs.</p> <p>5/ Students exchange and read each other's drafts. By responding as readers , students become aware of the fact that a writer is producing something to be read, and thus can improve their own drafts.</p> <p>6/ A final draft is written.</p> <p>7/ Students once again exchange and read each other's work and perhaps this time write a response or reply.</p>
--	---

Table.2. Comparison between the product and the process

Approaches (Adapted from Nemouchi, 2008)

6. Learners' Major Difficulties In The Writing Skill

Writing is a difficult task for the majority of English –language students than the other skills. According to Seely (1998), the main reasons for learners' major problems in

writing are related to grammar, vocabulary, spelling, punctuation, and native language interference.

6.1. Grammar

Grammar is considered as a corner for foreign language learning . it is defined as :

A group of rules that determine how language works, and describe things in a practical way. It can be classified into : Syntax that explains the way we organize words to create sentences. And Morphology which deals with the way words changed to fit into sentences. Grammar has two approaches : the traditional grammar and the modern descriptive grammar. (Seely, 1998,p. 159-160)

The major difficulties in grammar that may hinder learners' achievement in writing stated by Seely (1998) as follows:

- **The sentence** : Seely (1988) claimed that , the major problems in a sentence that may inhibit learners' achievement in writing are:
 - **The verb**: The sentence that does not contain a restricted verb, is not a sentence because the reader is waiting for something to arise, and simply we cannot exactly know what the intention of the writer.
 - **The object**: The common problem about the object is when some pronouns change according to either the word is the subject or the object of the sentence.
 - **Coordinating conjunction**: Seely (1998, p.161) said that “ the purpose of using the coordinating conjunction either with two clauses or with two phrases. If this does not happen , errors will occur.
 - **Adverbials** : Learners may find a problem where to place the adverbials. “...There is not much choice about where you put them in the sentence. Adverbials can pop up anywhere.” (Seely. 1998, p.161)

- **Word order** : In English language , the meaning of the sentence is mostly conveyed by the order of its words.

6.2. The Linguistic Problems

Hedge (2000, p.14) agreed that “ every writer, whether native speaker or second language writer experiences situations in which they are unable to think of the right words or feel dissatisfied with the sentence structure they have written”. Generally when students write a simple paragraph, they are not able to construct their sentences and how to select the accurate words . Therefore, their sentences have not achieve to express their ideas.

Also, Byrne (1988,p.4) asserted that writing is not a matter of producing graphic words, it is also the knowledge about the way how to organize your ideas and the ability to address your thoughts.

6.3. Spelling

Spelling can be a source of great frustration for EFL learners. According to Seely (1988, p.209), the problem with English spelling is due to its linguistic history. English language have a problem of the missing relation between the letters and their sounds. He also claims that “ There are over forty sounds in English (...) and we only have the same twenty-six letters in the alphabet. So we have to combine letters in different ways to represent “ the missing sound “ (Seely, 1988, p.209).

6.4. Organization

Most of the EFL learners face a difficulty to realize an organized academic piece of writing. Organization is an essential element that the writer must take into consideration. When the reader get the presented work in a structured format, this organization it guides him and make the task of reading more easy. Starkey (2004,p.02) claimed“ you will guide your

reader from your first to last sentence . He also argues that EFL writers find a great challenge when they start writing because they just start in a blank sheet of paper and write whatever going in mind,” it is important to recognize that in order to do it well , you must commit yourself to a process”(2004, p.01).

6.5. Punctuation

Learners do not give the full value of punctuation, they believe that it does not have an effective effect on their written production, so they give it less attention and focus. Seely (1988, p.226) refers to punctuation as a group of conventions that facilitate reading the written English. The rules of punctuation are convention agreed upon, and the purpose of its use is not just for decoration , but they are used to separate a text into sections in which the reader’s eye and brain can assimilate.

He also stated 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 .

6.6. First Language Interference

Learners have to take into consideration that there will be many factors that may affect the process of learning a new language. The interference of the native language is one of crucial difficulties can hamper students writing, and it can be defined as the influence resulting from similarities and variances among the target language and any other language which has been previously learned. According to Daulay (1982) defined interference as “The automatic transfer, due to habit, of the surface structure of the first language into the surface of the target language”. Moreover, learners may use their linguistic elements, phonological, grammatical, lexical , and orthographical rules of their first language when they write in other

language. Besides, Lott (1983, p.03) explains more interference “ Errors in the learners’ foreign language that can be traced back to the mother tongue.”

To sum up, effective writing requires a number of things; a high degree of organization in the development of information ,ideas or argument; the careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter. So writing as a skill is important and not easy to grasp needs more attention for it’s difficulties.

7.The Importance Of The Writing Skill

Generally, there are two basic ways of communication with people, speaking or writing. Written communication is an exceptional characteristics of the human species. Without communication , the real essence of life would be lost, which is why writing has been deeply integrated into the school curricular as a way to significantly improve the communication skill of students. Also , Bjork and Raisanen (1997, p.6) determined the role of writing as a thinking tool and a tool for learners to extend their knowledge. They state:

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

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

Conclusion

The writing skill is really a complex task that needs a lot of effort , and from what has been previously mentioned, it is both a skill and a mean of self-expression. Therefore, both teachers and learners need the necessary and the basic information that makes the process of teaching and learning the writing skill easier and important.

This chapter, includes the general overview and the important elements of writing skill. Also we have mentioned the basic approaches of writing and the process of writing. This, we have spot the light to the EFL learners' major difficulties in writing.

Chapter Three:
Fieldwork and Data Analysis

Chapter Three: Fieldwork And Data Analysis

Part One: Students' Questionnaire

Introduction

The previous chapters provide an overview of academic writing and the importance of vocabulary knowledge for improving the writing competence. The questionnaire is one of the most important basics in any research. The current chapter is submitting the findings of the relationship between teaching vocabulary and writing production improvement. The data was collected via a questionnaire directed to second year students at Mohamed Kheider University.

1.The Administration of the Questionnaire

The target population of this study is second year science of language LMD students of English at Mohamed Kheider University of Biskra. There are 50 students selected randomly from each group. The choice of second year students was based on the consideration that they have already been introduced to English written expression. They have learned some basic skills of writing like producing different types of sentences and paragraphs according to second year of written expression syllabus.

2.Discription of The Questionnaire

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

Section One: personal information (Q1-Q3): contains three questions. It tries to obtain personal information about participants such as: gender, to what extent they are satisfied to the choice of learning English at University, the level of the English language.

Section Two:the writing skill (Q4-Q9): this section contains six questions it is about describing the writing skill. It aims at exploring how students deal with writing, and taking into account the different aspects involved in the writing process.

Section Three : Vocabulary Teaching (Q10-Q15): 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. Analysis of The Students’ Questionnaire

Section one: Personal information

Q1:The first question is about the gender of students

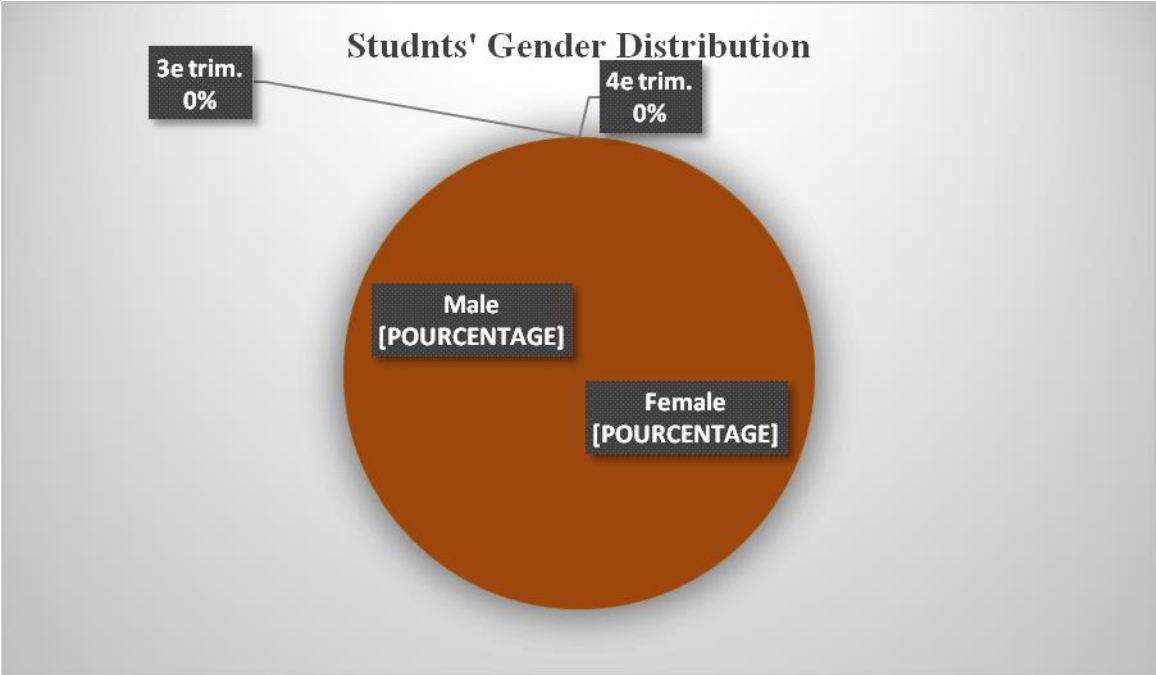


Figure 04: Students' Gender Distribution

The participants' total number is 50 students, 12 of them are males (24%) whereas, the number of females is 38 (76%). This variation is due to the females are more interested towards studying foreign languages and English in particular; for that, females are dominate on language teaching. Males in general interested towards studying scientific and technical branches. Therefore, we found only 12 males with a percentage of (24%) prefer to study English.

Q2: The second question is about the choice of studying English.

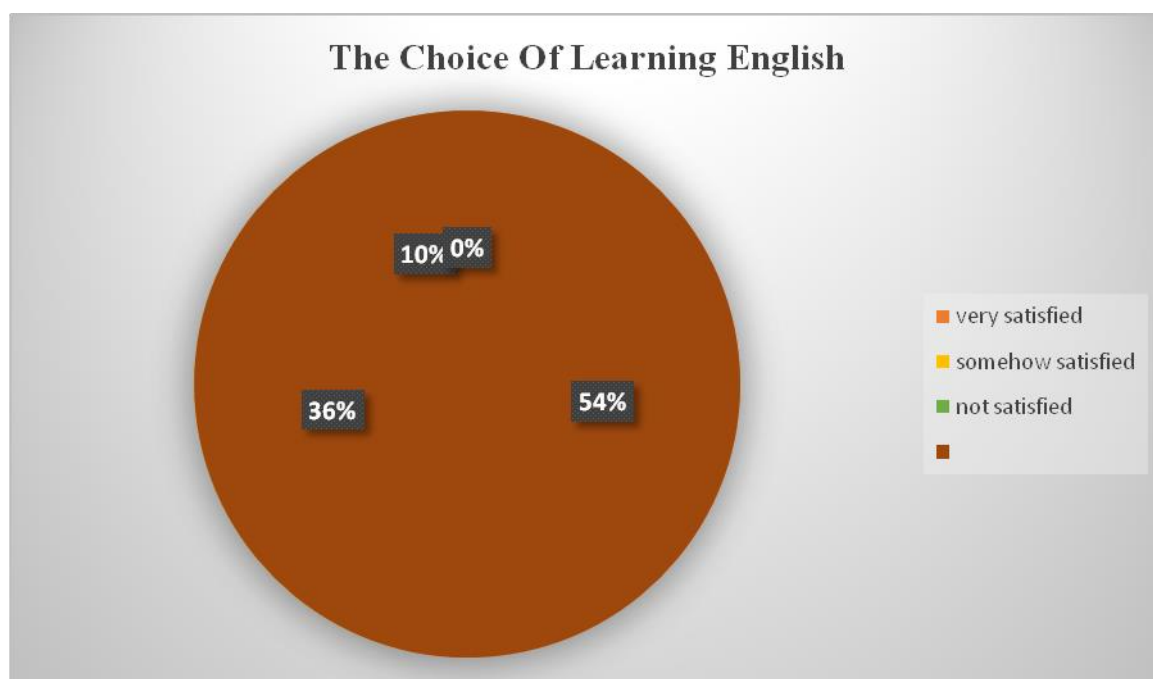


Figure 05: The Choice of Learning English

According to figure(04), we can say that the majority of the students are very satisfied to choose learning English (59%) and about (39%)of them are somehow satisfied and only (10%) of the students are not satisfied at all.

Q3: The question is about the students' level of English.

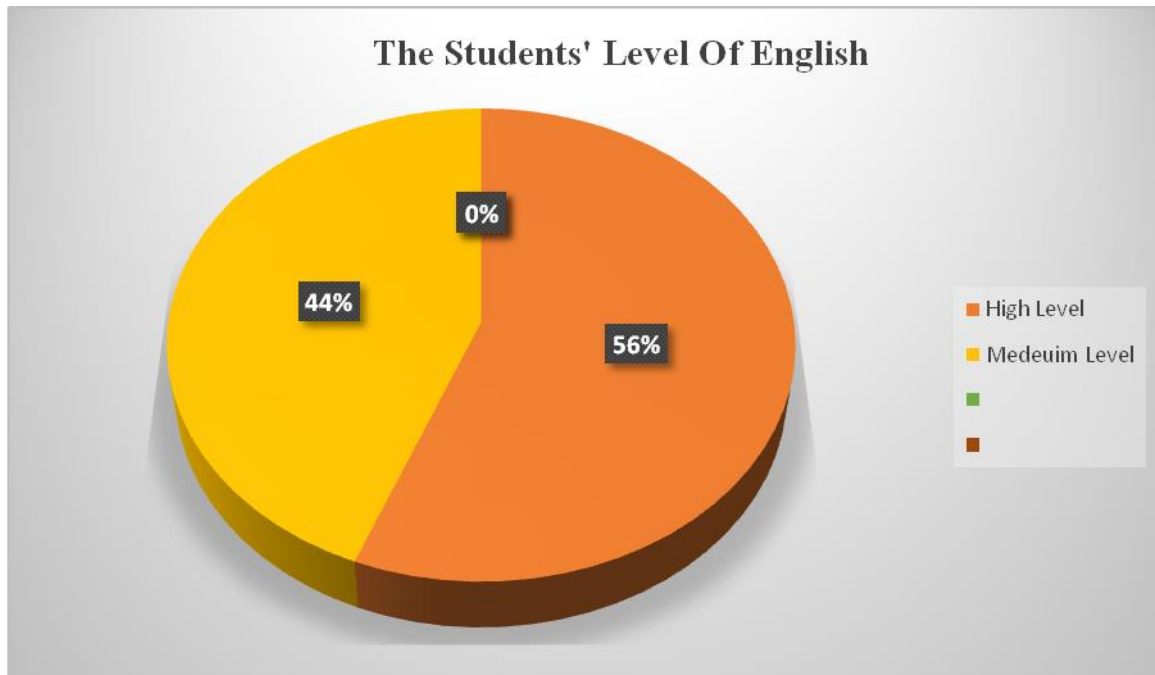


Figure 06: The Students' Level of English

From the above figure, it is apparent that (56%) of students have a high level of English. However, (44%) of them their level of English is medium.

Section Tow: The Writing Skill

Q4: The question is whether writing in a second language is an easy task or not.

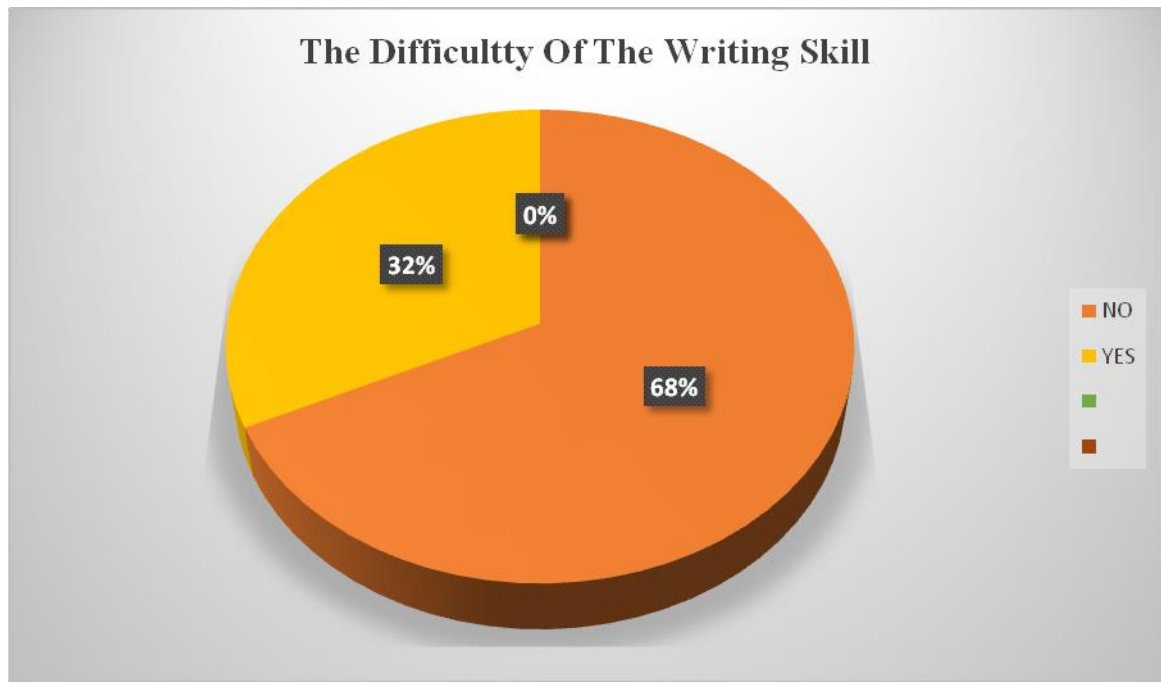


Figure07: The Difficulty of The Writing Skill

(68%) of the learner's view that writing is not easy task to learn, it is a hard matter of gathering ideas, lack of vocabulary and grammar mistakes and it needs more practice. However, (32%) of the respondents said that is an easy task and just they have to use the rules they learned and they think that English language is an easy language to be learned compared to other languages.

Q5: The question is good writing is:

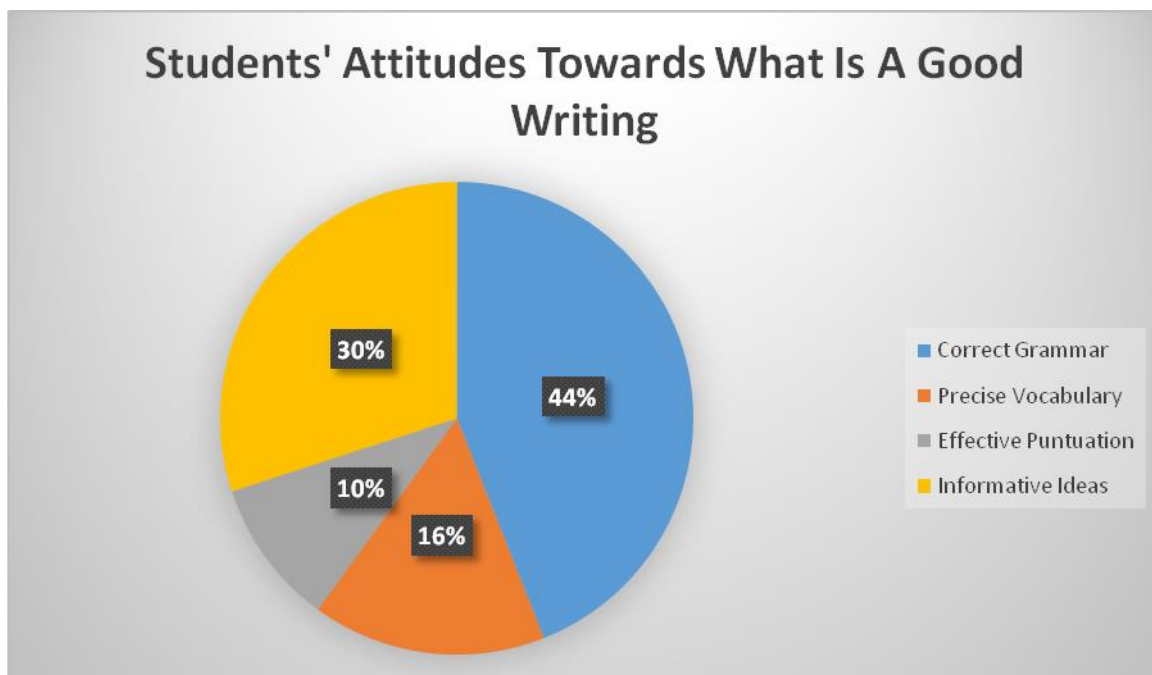


Figure08: Students' Attitudes Towards What Is A Good Writing

Most of Participants view that a good writing is a matter of correct use of grammar rules (44%), it means they focus on grammar rules and its use in the writing skill. (30%) of the students believe that a good writing is a matter of obtaining informative ideas, and precise vocabulary (16%); whereas, (10%) of the learners think that a good writing is based only on effective punctuation. The students have different views about what a good writing is, but no one recognizes that a good writing is a combination of all language aspects.

Q6: Do you find yourself qualified to write academically in the English language ?

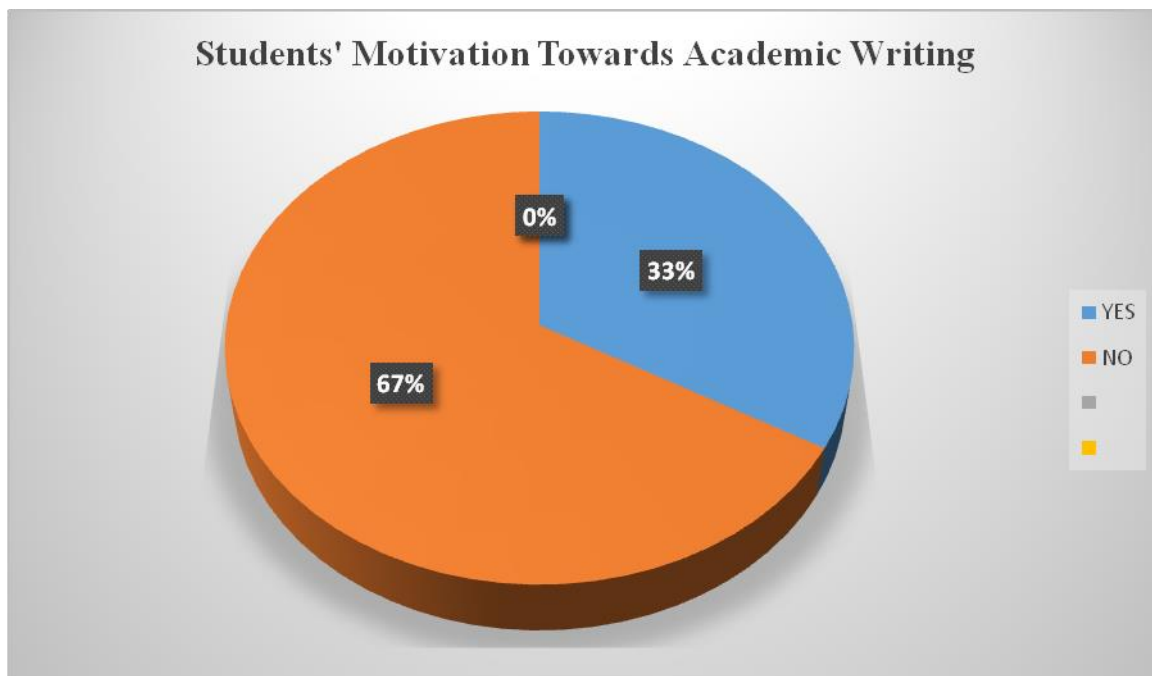


Figure 09 : Students' Motivation Towards Academic Writing

The results show in the figure(08) that (67%) of students answered “ NO” they think that they are not competent enough to write academically in English. Whereas (33%) of students answer “YES” they are motivated to write academically in English assumed that academic writing is an important tool in the educational setting as well as they need to develop their writing proficiency.

Q7: The question is what difficulties students encounter when writing

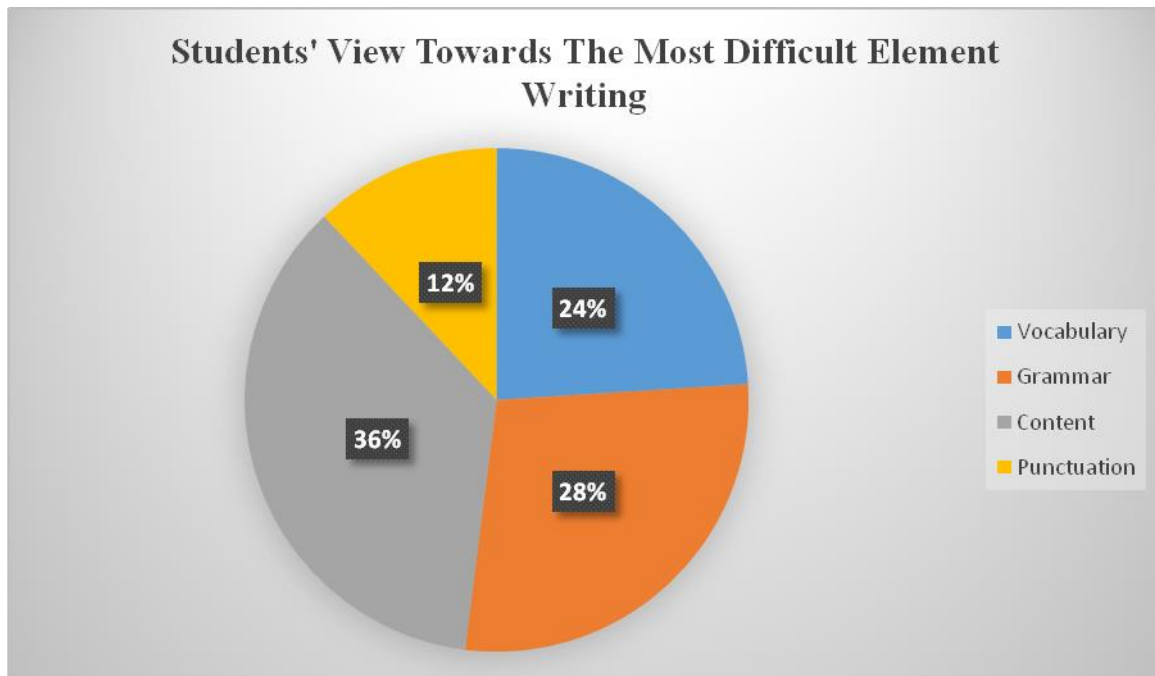


Figure10: Students' View Towards The Most Difficult Element Writing

Most of participants (36%) answered that content is the most difficult elements in writing. then comes Grammar with (28%). Then, comes vocabulary with (24%), and punctuation with the percentage of (12%).

Q8: On what do they focus when assigning a writing topic?

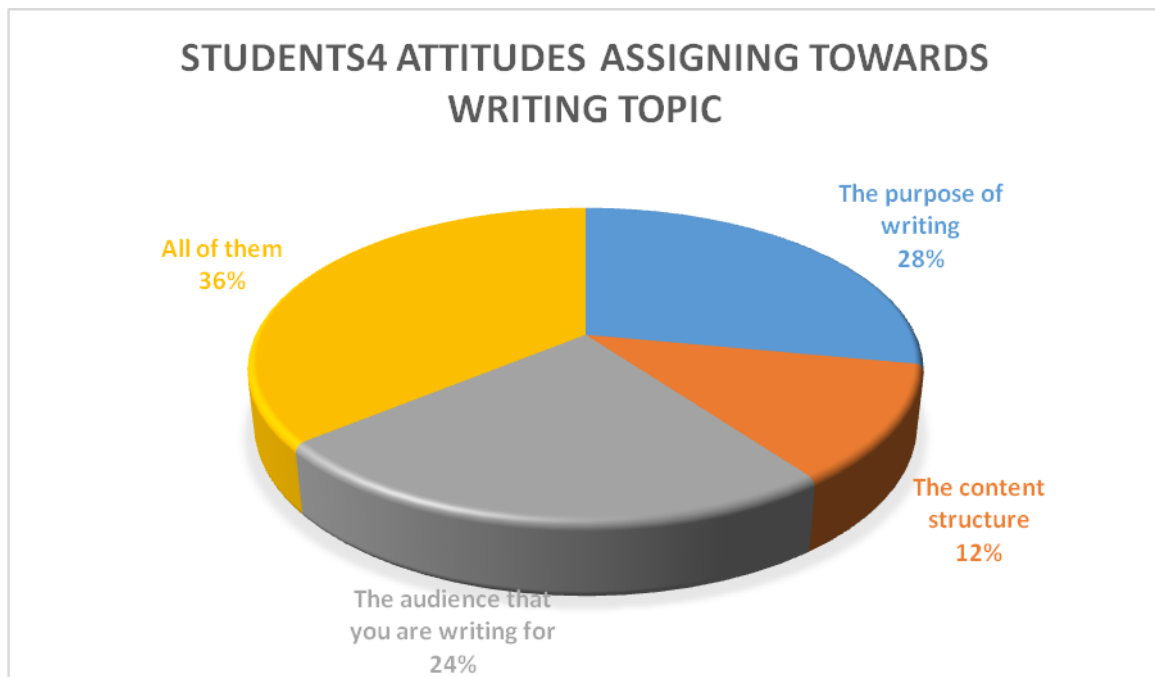


Figure11: Students' Attitudes Towards Assigning Writing Topic

Figure(10) shows that the majority of students (36%) answered that lack of practice. Then, (28%) of the students have reported that they focus on the purpose of writing.(24%) of our participants said that they focus on the audience that they are writing for. However, only (12%) said that they focus on the content structure when writing.

Q9: The question is about the stages that students familiar with

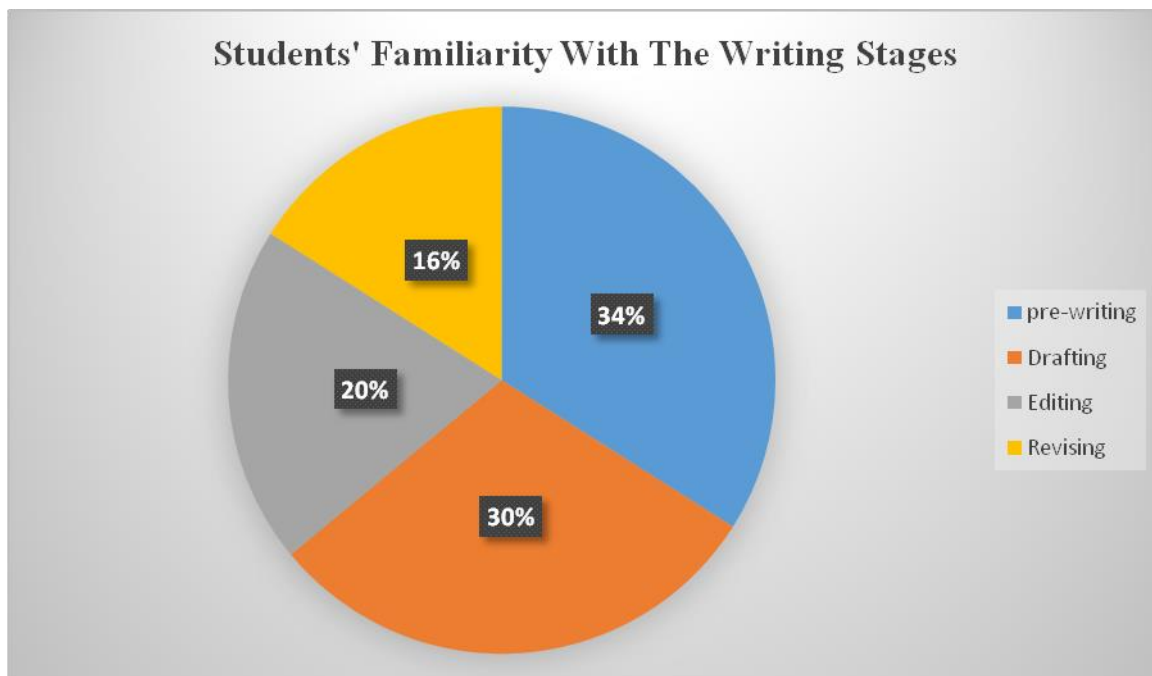


Figure12: Students' Familiarity With The Writing Stages

According to Figure (11), Pre-writing is the most familiar stage to students with (34%) followed by the drafting stage with (30%). Then the editing stage with a percentage of (20%) and the stage of revising with (16%). It is obvious that the pre-writing and the editing stages are the most familiar stages by the students because they considered as the basic step of writing and facilitate the act of writing for them, without neglecting the role of them to improving the quality of students' writings.

Section Three: Vocabulary Knowledge

Q10: The question is about the quality of students' vocabulary knowledge in the English language.

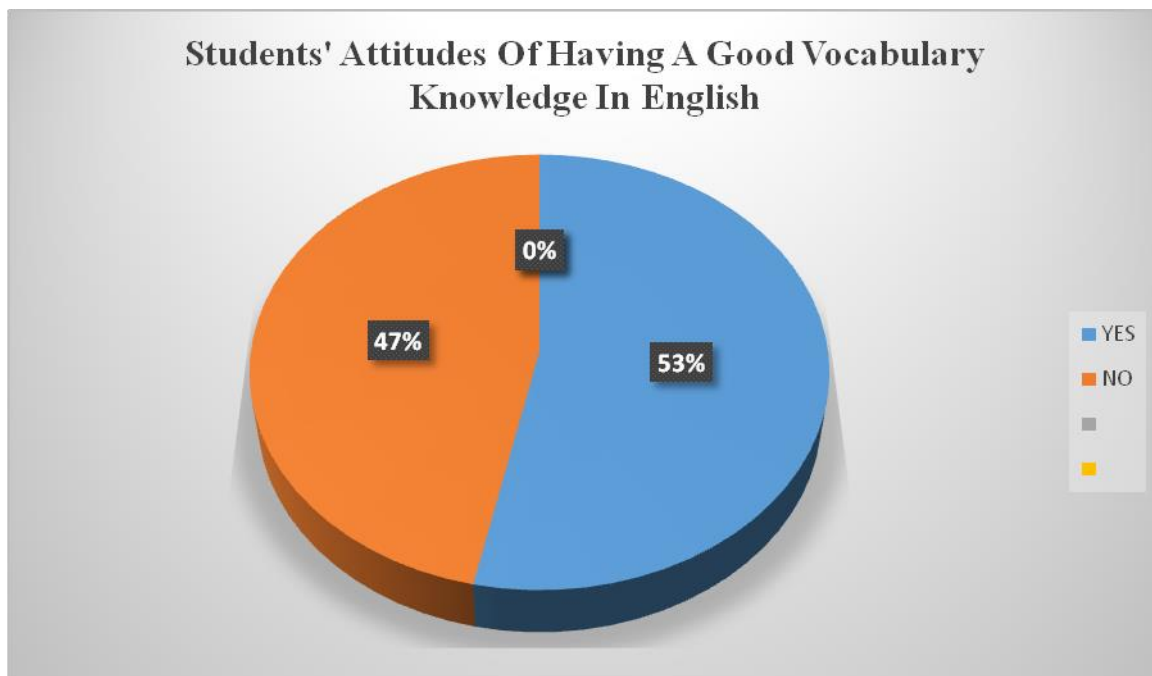


Figure 13 : Students' Attitude of Having a Good Vocabulary Knowledge in English

As it indicated in the Figure(13),shows that (53%) of the students said that they have good Vocabulary Knowledge in the English language. On the other hand, (47%) of participants think that they do not have good vocabulary knowledge .

Q11:The question is about if students use dictionaries.

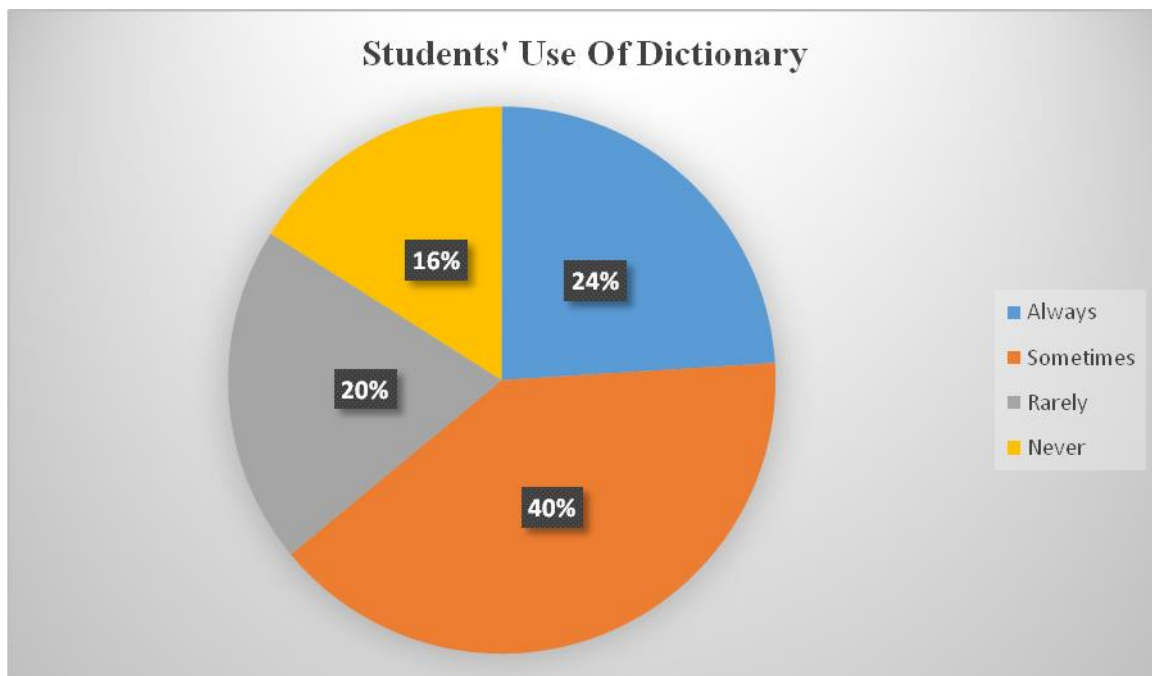


Figure 14: Students' Use of Dictionary

(40%) of our participants use sometimes use the dictionary .they use it time to time for explaining words that are not clear enough which need more explanation. Then, (24%) of the students said that they use it always. As well as, (20%) of our participants said that they rarely use the dictionary to look for the ambiguous words . Only (16%) of the students never use the dictionary while learning.

Q12: which strategy do you use to form good vocabulary knowledge ?

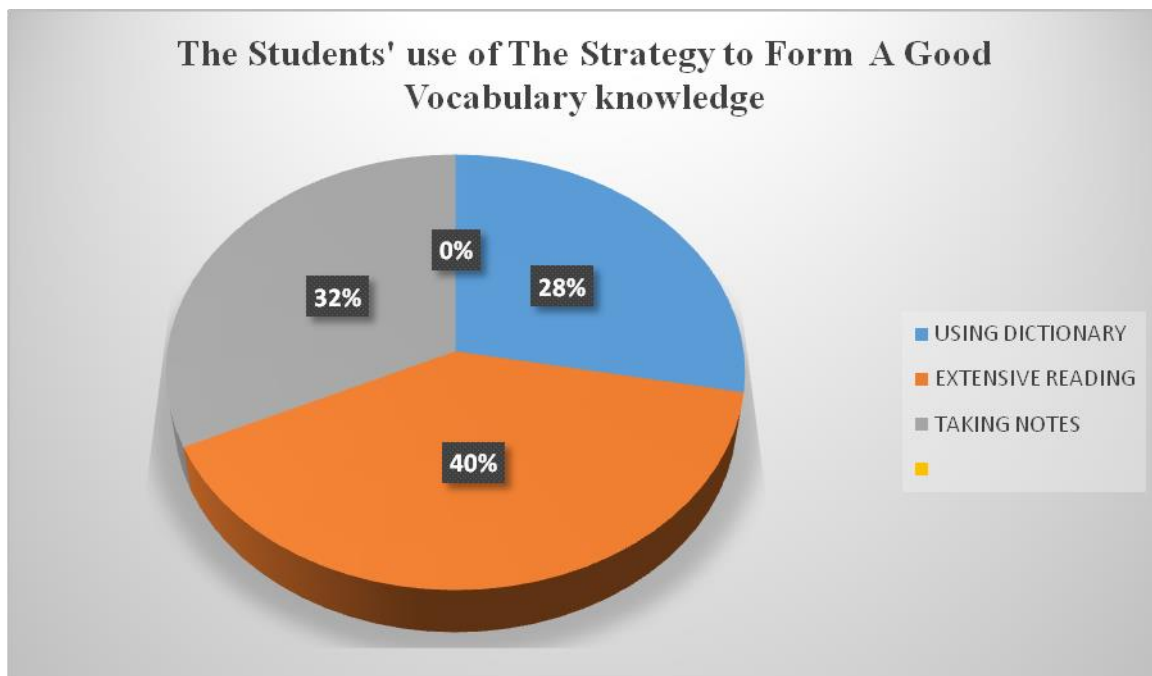


Figure15: The Students' Use of The Strategy to Form A Good Vocabulary Knowledge

According to the results shows above, indicate that (40%) of the students prefer to use the Extensive reading as a strategy to form a good vocabulary knowledge , gathering new words, new expressions. (32%) of our participants say that their preferable strategy is Using Dictionary as a strategy to improve their vocabulary and form a good one. However, only (28%) of the students prefer taking notes as a remark or rules in order to enhance their vocabulary knowledge.

Q13: Do you think that the vocabulary knowledge influence successful writing ?

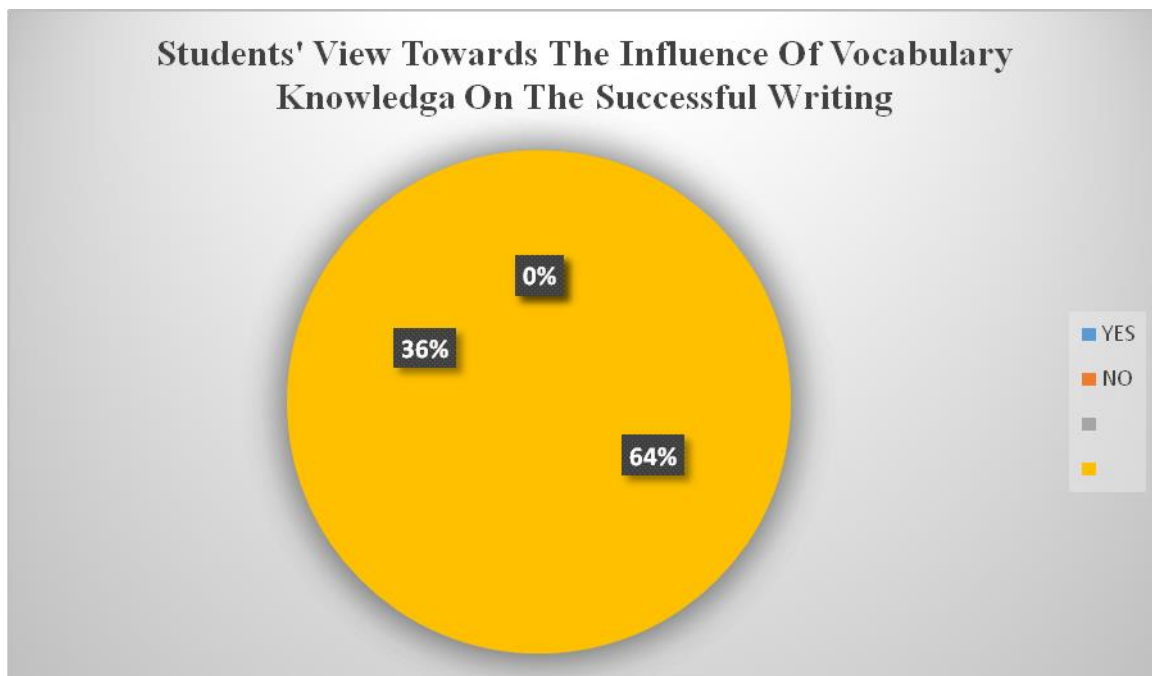


Figure16: Students’ View Towards The Influence of Vocabulary Knowledge on The Successful Writing

The results indicates that (64%) of the students’ opinions are yes, vocabulary knowledge influence to write successfully, they find it a crucial strategy for improving their writing style. however,(36%) of our participants say NO, because they mention other helping strategies such as extensive reading .

3. Discussion Of The Findings

The aim of this study is to investigate and determine the role of learning vocabulary to improve students’ writing comprehension skills. Through the analysis of the results obtained in this study we have gained valuable results about the needs of vocabulary knowledge in enhancing the writing production. According, to the results obtained from the students’ questionnaire, we can notice that students find the writing comprehension is not an easy task and it need an effective strategy to improve it. In addition to this, students view that a good writing is the use of correct grammar and we can see that the respondents are not motivated enough to write because they think that they are not competent to write

academically. These findings reveal that students are more familiar with the pre-writing strategy (34%) and editing strategy (30%) that leads to effective writing. Moreover, through the results above we can see that the majority of the students prefer to use the dictionary to look for ambiguous words and expressions, but (40%) of them believe that the extensive reading is the effective strategy to form a good vocabulary knowledge. Finally, students' questionnaire have also provide us with the influence of vocabulary knowledge on the successful writing.

Conclusion

The results obtained from the students' questionnaire demonstrate the substantial points that have been conducted in this research. It aimed at reveal the attitude and the believes of the second-year English students towards how the knowledge of vocabulary help in enhancing the writing production. Moreover, the findings of this questionnaire will certainly help teachers to choose the effective strategy for teaching vocabulary that may increase the students' competence to enrich their vocabulary stock.

Part Two : The Teachers ' Interview

Introduction

This interview is presented to six English teachers who have taught English at Mohamed kheider University. The aim of using teachers' interview as a data-gathering tool is that to extend useful information about teachers' views concerning teaching the written expression and show can the teacher develop the learners' vocabulary knowledge and use within written production. The variations of teachers' views are very important because they are conscious about the students' abilities and the writing skill difficulties. The purpose of this part of research is analysing each question depending on the teachers' answers.

1.Administration of The Interview:

The interview was given to six teachers of English at Mohamed Kheider University of Biskra. Their observations, opinions and advices are respected for the research conduct.

2.Description of The Interview :

The teachers' interview contains nine questions in three sections. The questions include close-ended and multiple choice questions , and for other questions teachers are asked to give suggestions, justifications .

Section Two: General information: the purpose is to extract the general background information of teachers: their qualifications, how many years have been teaching English at Mohamed Kheidr University.

Section Two: Teachers' approach to teaching academic writing: (Q1_Q6): the aim is to find out the teachers' views about teaching written expression . For example; which aspect students should master before they write, which strategy do you use when teaching : dictionaries, translation ..etc.

Section Three: Teachers' Opinion (Q6_Q9):this section is focused on the teachers' sights about their main role in teaching academic writing, the importance of vocabulary in teaching writing production.

3.Analysis of The Teachers' Interview:

Section One: General Information

- Teachers' qualification:

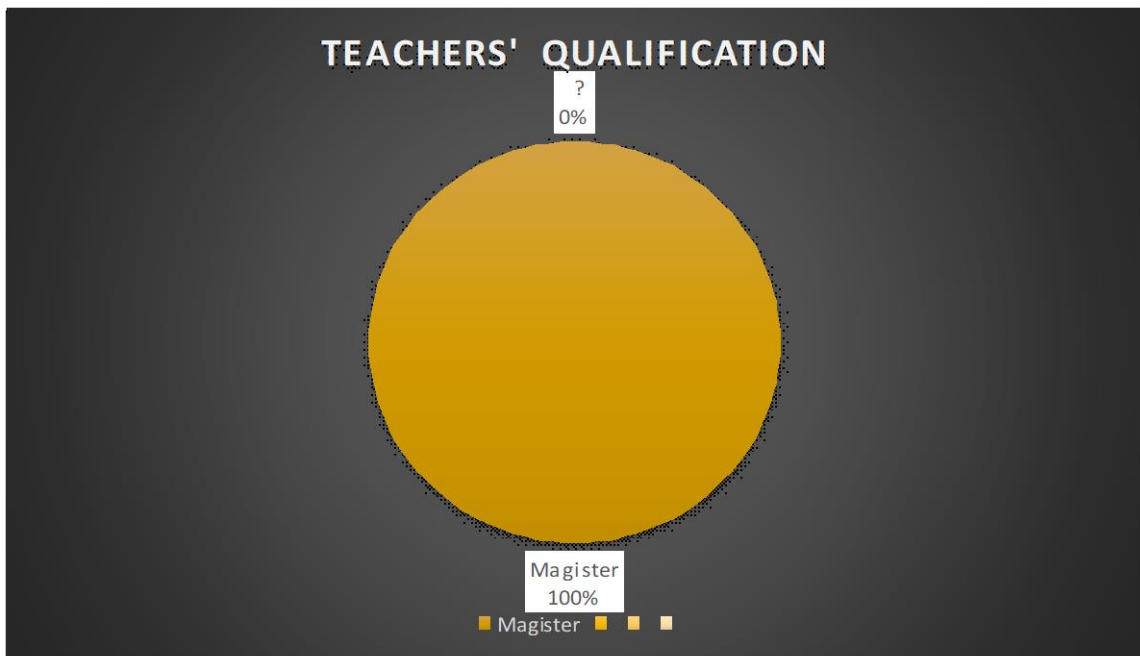


Figure17:Teachers' Qualification

The teachers' qualification are the same 'Magister'(100%).

- Teachers' teaching English at Mohamed Kheider University:

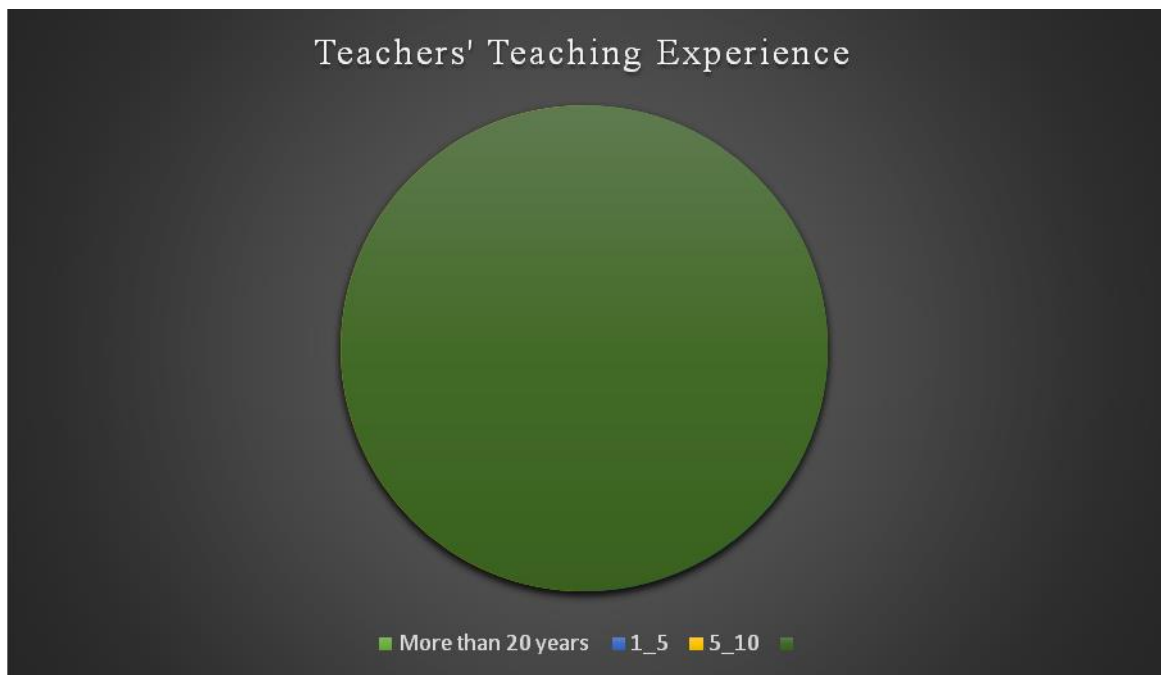


Figure18: Teachers' Teaching Experience

The (50%) of our teachers have the experience of teaching English from 1-5 years. Whereas, (33%) of them have more than twenty years of experience . The last proportion of (17%) constitutes the percentage of one teacher who had been teaching the English language for 1-5 years.

Section Two: Teachers' Approach to Teaching Academic Writing

Q1: what kind of strategies do you use to teach academic writing?



Figure19: Teachers' Suggestion Towards The Strategies of Teaching Academic Writing

The (67%) of our participants suggested the process approach as an effective strategy for teaching the academic writing. However, (33%) of teachers say that the pre-writing strategy is the more used in teaching academic writing.

Q2: This question is on what the teacher focus more, on form, content or language and style .

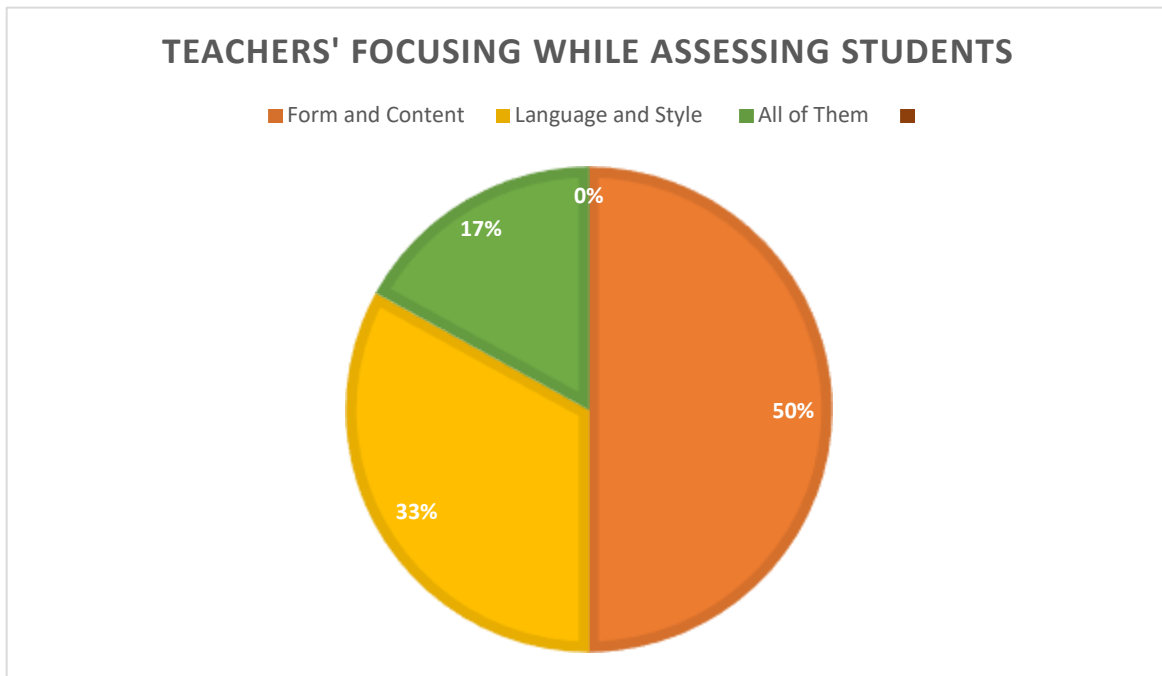


Figure20: Teachers’ Focusing While Assessing Students

According to the findings above we can see that (50%) of our participants focusing on the form and content because are most important .However, (33%) of the teachers say that all the aspects are relevant and (17%) of the teachers believe that the priority first is for the language and style . so that the students while finding the teachers focus more on the form and content they take them into consideration before writing and pay attention more on the form and content to have a good written production.

Q3:Teachers’ opinion about the aspect that student should master before they write

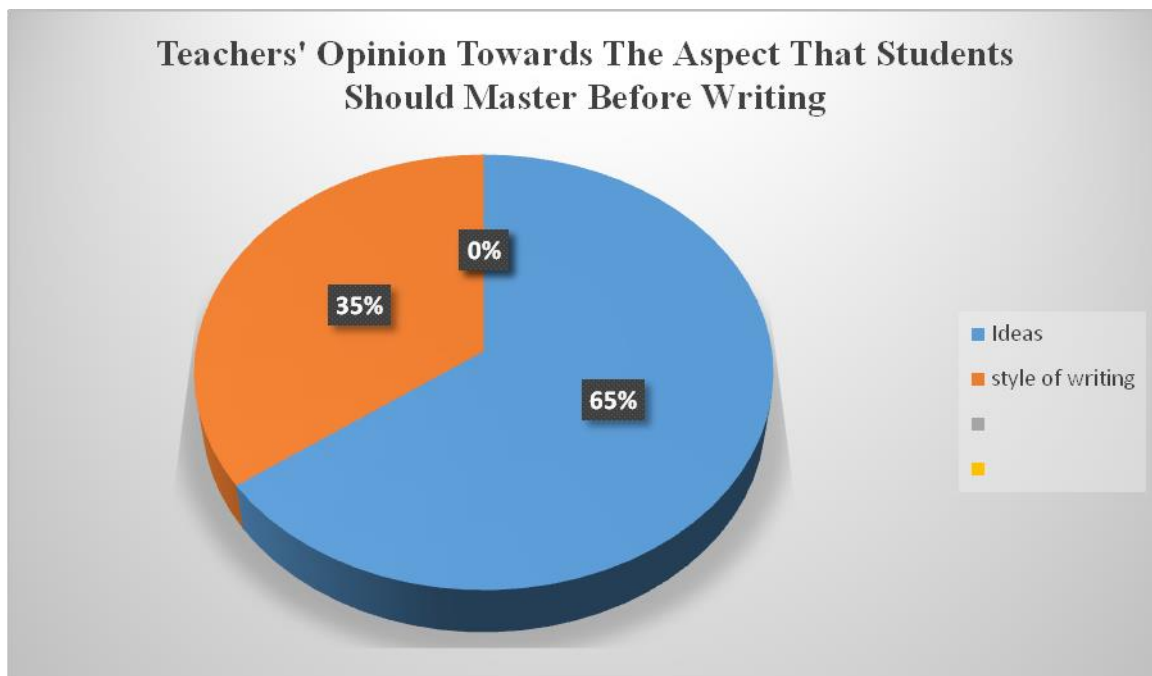


Figure21:Teachers’ Opinion Towards The Aspect That Students Should Master Before Writing

As it shown in the figure(20), (65%) of the participants said that students should master the aspect of developing ideas that are related to the main topic . However, the percentage (35%) of teachers said that the most important aspect is the style of writing which include the academic style , the body language and even with a simple ideas but students have write it in academic style.

Q4:Teachers’ opinion about the time allocated for written expression.

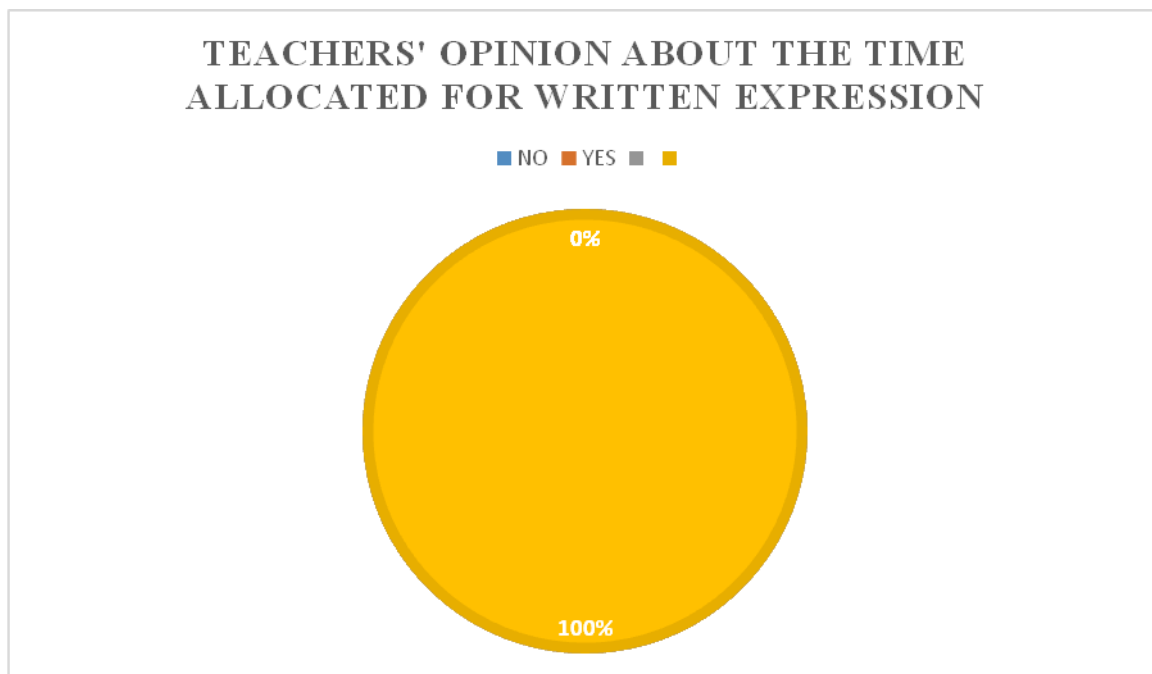


Figure22: Teachers’ Opinion About The Time Allocated For Written Expression

The results show that all of teachers (100%) believe that the time allocated written expression is not sufficient . Their justification is:

- Students need more time to know the most basic rules.
- Students did not cover all the aspects of first year so they need to recapitulate first year then enter the second year program.

Q5:The aspect that students have problem in.

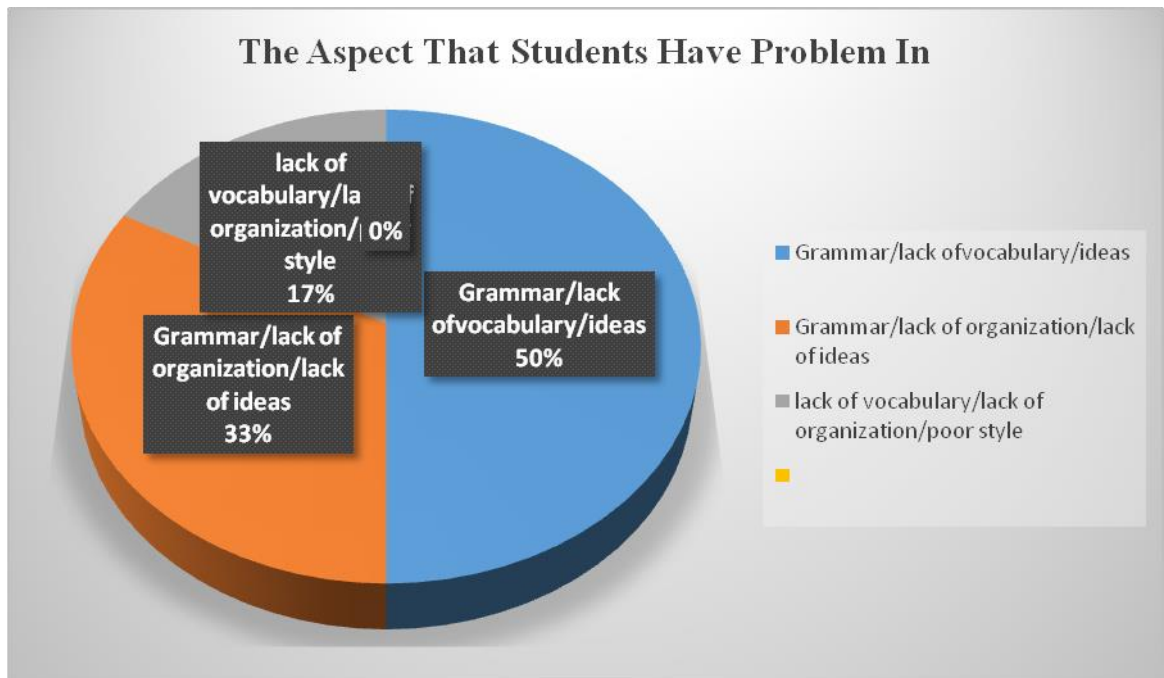


Figure23: The Aspect That Students Have Problem In

Half of the teachers (50%) have claimed that students have problem in “Grammar, Lack of Vocabulary, Lack of Ideas”, (33%) of them said that their student have problem in Grammar, lack of ideas and lack of organization. The last percentage (17%) of them claimed that students have problem with lack of vocabulary, lack of organization and lack of poor style. The reasons behind all these problems according to teachers’ opinion for example: lack of reading, lack of practice.

Q6: Teachers’ Preferences for The Vocabulary Teaching Strategies

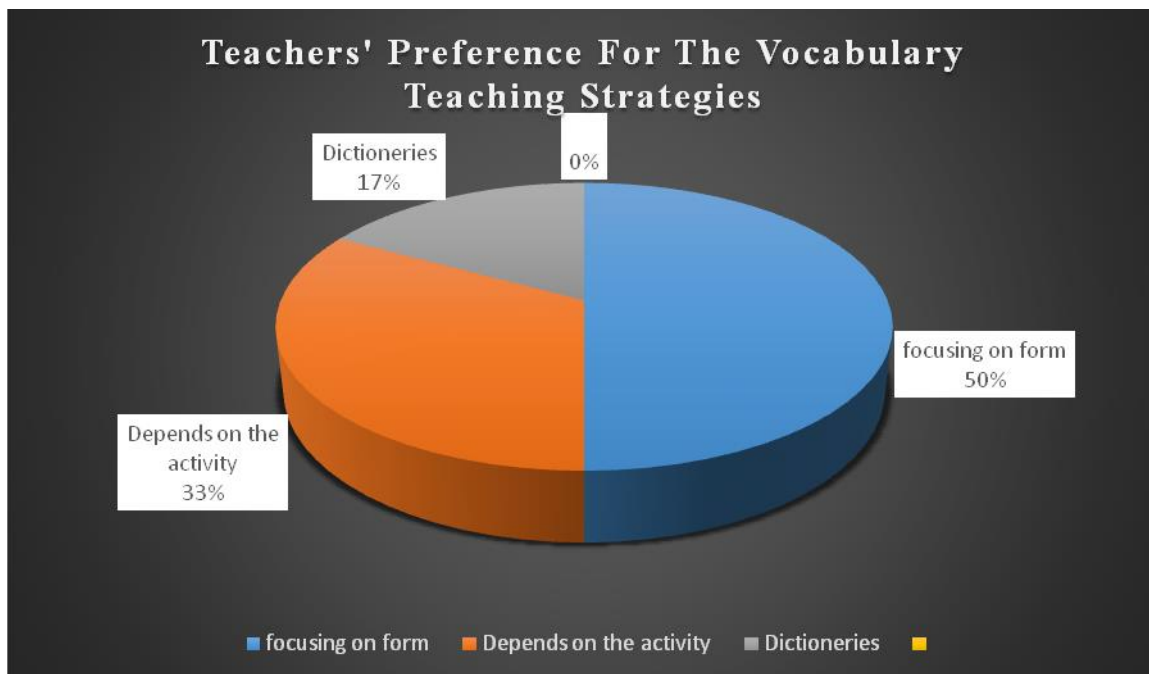


Figure24: Teachers' Preferences For The Vocabulary Teaching Strategies

The results above reveals the highest percentage (67%) is occupied by the strategy of “ focusing on form”, this strategy according to the teachers’ believe is the best one because words in any language do not exist alone; and the content has an important effect in the understanding of any ambiguous words. The informants (33%) claimed that the type of the strategy must chooses depends on the nature of the activity. However, (17%) have stated that Dictionaries are the best strategy for teaching vocabulary because they embed all of the pre-cited language features.

SECTION THREE : Teachers’ Opinion

Q7:Teachers’ Role In Academic Writing

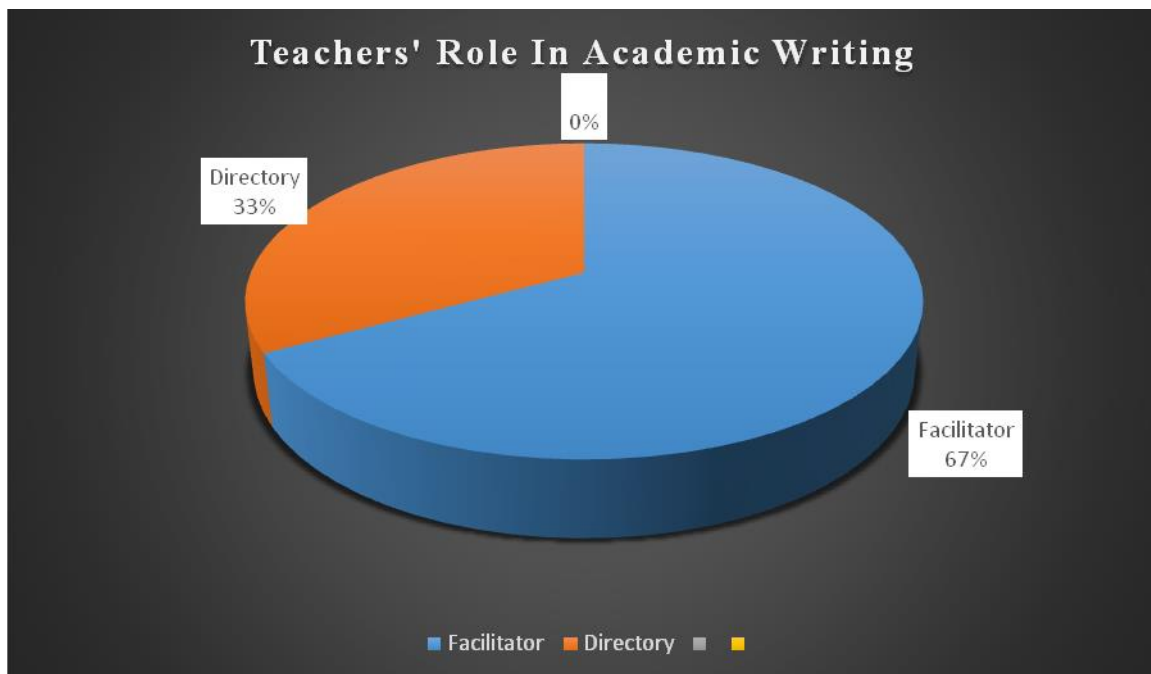


Figure25: Teachers' Role In Academic Writing

(67%) of the teachers claimed that the role of the teacher in academic writing is a facilitator, and (33%) of them believe that teachers' role is a directory to ensure the sound an safe application of the writing process.

Q8: This is a free question about how Teachers develop the learners' vocabulary knowledge and use within written production?

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

- By providing students with much reading , good readers are always good writers.
- By reading first; then by modelling other varied styles then by applying theirs.
- Using much more activities that help in improving the vocabulary knowledge such as : give synonyms, filling the gaps ,etc.

Q9: Further comment about the importance of vocabulary in improving writing:

The written production is the most important skill for students and in the same time is considered as the most difficult one which require more motivation from the teacher to improve themselves on it based on specific strategies and knowledge. The student need more practice to enhance their level on the written skill, such as reading have a great impact on developing students' awareness about vocabulary acquisition.

4. Discussion Of The Results

The aim of this research is to define the impact of teaching vocabulary to improve foreign language learners' writing production.

As it is showing in the previous results we have gained valuable results about the effective strategies suggested of teaching vocabulary such as the pre-writing strategy and the approach strategy. We have noticed the aspects that students have problem in for example; the lack of grammar, vocabulary, ideas, organization. From our interview, we can see the several preferable strategies that teachers focusing in teaching vocabulary : form, dictionaries but others proposed to choose it depends on the activity. Certainly, have argued by the teachers that students face many difficulties in the production written so that according to the findings the teacher can have the role of facilitator or directory .

Conclusion

The second part has presented the analysis of teachers' interview aimed at showed the long experiences that teachers have in teaching ,this have such a great influence in the value of the nature of students' learning the writing production in specific and the English language in general. Second year students still facing difficulties with vocabulary mastery,

this reveal that the strategies used are not enough ,like wise students have to get more practice to upgrade their level in the written production.

General conclusion

Writing is totally a fundamental creative skill; consequently, our case study identify the role of teaching vocabulary to improve EFL learners “ written production”. Therefore, we have state the importance of teaching vocabulary to help the second/foreign language learners within their vocabulary knowledge so as to enhance their level in writing production. At the beginning of this dissertation, we tried to demonstrate a literature review about vocabulary teaching. English learners, particularly second - year students should learn vocabulary to enhance their skills in English to advance their proficiency when writing in an educational setting. Therefore , foreign language teachers should focus on the learners’ conscious and awareness about vocabulary in order to rich advanced levels of proficiency . Also, learners’ difficulties in writing production will be lessened. A second chapter was elaborated to cast the light on writing skill. Indeed, we come to confirm that the mastery of writing is very difficult that needs a lot of practice. As a result, both teachers and learners require the principle information that leads the process of teaching or learning of the writing production easier and considerable . One way to fulfil this is to focus on writing as process that needs different steps rather than product. According to the analysis of students questionnaire and teachers’ interview findings, it has been definite that educational writing is a very doubtful skill. Therefore , EFL learners find many obstacles. The gathered findings confirm the validity of the hypothesis which states that second year students can improve their written production only if they taught vocabulary.

Recommendations

Based on the theoretical part and analysis of the field work (students' questionnaire and teachers' interview) which emphasize the effects of acquiring vocabulary on improving second year students of English written productions for further enquiry. we recommend some pedagogical implications for both students and teachers on how to teach and learn vocabulary in order to develop the writing production.

For teachers

- Teachers should give ore importance for the strategy of teaching vocabulary in developing the fundamental skills, create a healthy atmosphere through which they can raise students' desireness to learn vocabulary.
- Teachers should guide their students on how to extend their vocabulary knowledge as well as how to use it properly. Also , they should remind learners about the knowledge of the foreign culture aid students to write similarly to native writers.
- Teacher should be facilitator and focus on the written expression as an important module . Therefore, should be learned in a good pedagogical method in which learners can practice different aspects of writing.

For Students

- Students must be aware of the relation between acquiring vocabulary and writing and how they complete each other.
- Students should write more often in order to strengthen their cognitive, vocabulary and comprehension skill.
- Students should be selective of which strategy is more effective for them in acquiring vocabulary.

For Syllabus Design

- Acquiring vocabulary is an effective strategy in improving the written production ; syllabus designers should give more interest and importance to writing comprehension by integrating the acquiring vocabulary in our educational syllabus as a practical not theoretical part in order to improve students' writing comprehension skills.

References

- Kamil, M., & Hiebert, E. (2005). Teaching and learning vocabulary: Perspectives and persistent issues. In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 1–23). Mahwah, NJ: Lawrence Erlbaum. Retrieved August 18, 2009, from PsycINFO database.
- Min, H. T. & Hsu, W. S. (2010). The impact of supplemental reading on vocabulary acquisition and retention with EFL learners in Taiwan. *Journal of National Taiwan Normal University*, 53(1), 83-115.
- Nation, I.S.P. (1990). *Teaching and Learning Vocabulary*. New York: Newbury House.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. U.S.A.: Cambridge University Press
- Richards, J.C. & T.S. Rodgers, (1986), *Approaches and Methods in Language Teaching: A Description and Analysis*. C.U.P. Cambridge.
- Qian, D. D., & Schedl, M. (2004). Evaluation of an in-depth vocabulary knowledge measure for assessing reading performance. *Language Testing*, 21(1), 28-52 Doi: 10.1191/0265532204lt273oa Retrieved from Academic Search Complete database.
- Zhang, L. J., & Anual, S. B. (2008). The role of vocabulary in reading comprehension: The case of secondary school students learning English in Singapore. *RELC Journal*, 39(1), 51-76.
- Stahl, S. A., & Nagy, W. (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bin Tahir, S. Z. (2012). *Teaching English as World Language: Pengajaran Bahasa Inggris*. Jakarta: Media Pustaka Qalam.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: Edward Arnold Ltd.
- Lewis, M. (1997). *Implementing the Lexical Approach*. UK: language Teaching Publication.

- Read, J. (2000). *Assessing Vocabulary*. Cambridge: Cambridge University Press.
- Mezynski, K. (1983). Issues concerning the acquisition of knowledge: Effects of vocabulary training on reading comprehension. *Review of Educational Research*, 53, 253-279.
- Harmer, J. (1991). *The Practice of English Language Teaching*, London: Longman Group UK Limited.
- Stuart, W., (2008). Receptive and productive vocabulary size of L2 learners, *Studies in Second Language Acquisition* .30(01), 79 – 95. Cambridge: Cambridge University Press
- Nagy, W. E., Anderson, R. C. & Herman, P. A. (1987). Learning word meanings from context during normal reading. *American Educational Research Journal*, 24, pp. 237–270.
- Stuart, W., (2005). Receptive and productive vocabulary learning: The Effects of Reading and Writing on Word Knowledge, *Studies in Second Language Acquisition* .27(01), 33 – 52. Cambridge: Cambridge University Press.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. New York: Longman
- Haggard, M. R. (1982). The Vocabulary Self-Collection strategy: An active approach to word learning. *Journal of Reading*, 27(3), 203–207.
- Graves, M. (2005). *The vocabulary Books Learning Instruction*. NY: Teachers College.
- Martin, A. M. (2002). *A corner of the universe*. New York: Scholastic.
- Graves, M. (2008). *Instruction on individual words: One size does not fit all*. Newark, DE: International Reading Association.
- Harness, C. (2003). *The revolutionary John Adams*. Washington, DC: National Geographic Society.
- Halpern, M. (2003). *Railroad fever: Building the Transcontinental Railroad, 1830–1870*. Washington, DC: National Geographic Society.

- Beck, I. L., McKeown, M. G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples*. New York: Guilford.
- Harmon, J. M., Wood, K. D., Hedrick, W. B., Vintinner, J., & Willeford, T. (2009). Interactive word walls: More than just reading and writing on the walls. *Journal of Adolescent and Adult Literacy*, 52(5), 398–409.
- Cunningham, P. M. (2005). *Phonics they use: Words for reading and writing* (4th ed.). New York: HarperCollins.
- Rappaport, D. (2001). *Martin's big words: The life of Dr. Martin Luther King, Jr.* New York: Hyperion Books for Children.
- Popp, M. S. (1997). *Learning journals in the K–8 classroom: Exploring ideas and information in the content areas*. Mahwah, NJ: Erlbaum.
- Scott, J. & Naggy, W. (2009). *Developing Word Consciousness*. Newark, D.E: International Reading Association.
- Sommers, N. (2002). *College Composition and Communication*. National of teachers of English .
- Corona, C. Spangenberger, S. & Venet, I. (1998). *Improving Student Writing through aLanguage Rich Environment*. M.A. Action Research Project, St. Xavier University .
- Ediger, M. (1999). Reading and Vocabulary Development. *Journal of Instructional Psychology*, 26.1, 7-15.
- Nation, I.S.P. (2001) *Learning Vocabulary in Another Language*. Cambridge University Press.
- Crystal, D. (2006). *The Encyclopedia of the English* (2nd ed). Cambridge: Cambridge

Crystal, D. (1987). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.

The Oxford Learners' Pocket Dictionary. (2008). (4th ed). Oxford University Press.

Richards, J. C., & Renandya, W.A. (2003) *Methodology in Language Teaching : An Anthology of Current Practice*. (3rd ed). Cambridge University Press.

Widdowson, H. G.(2001). *Teaching a language as communication*. (12 ed.). Oxford: Oxford University Press.

Lado. R. (1983). *Language Testing (Writing in a Foreign Language) – Language Pedagogy*.

Brown, D. (2001) *Teaching by principles: An Interactive Approach to Language Pedagogy*, Second Edition . New York: Pearson Education.

Harmer, J. (2007). *How to Teach English*. Pearson Longman. England.

Crystal, D. (2011). *Rediscover Grammar*. <http://www.davidcrystal.com/?fileid=-4959>.

Monippaly, M. M., & Pawar, B. S. (2011). *Academic writing: A guide for management*

Murray, N. (2008). *Writing Up Your University Assignments and Research Projects: A Practical Handbook*. UK: McGraw-Hill Education.

Starkey, L. (2004). *How To Write Great Essays*. New York: Learning Express.

Harmer , J. (2004). *How to Teach English*. Pearson Longman. England.

Shannon, P. (2011). *A guide to Academic and Scholarly Writing*. USA.

Murray, D. (2001). *The craft of revision* (4th ed.). New York. In Richards. C. & Miller, S.K.

Oshima, A., Hogue, A. (1998). *Writing Academic English*. (3ed). Addison Wesley: Longman. Oxford University Press.

- Galko, F.D. (2001). *Better writing Writing Write Now: Using Words to your advantage*. (1st ed). United States: Learning Express, New York.
- Brown, K. (1989). *Writing Matters: Writing Skill and Strategies for Students of English*. UK: Cambridge University Press.
- Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.
- Johnson, A. P. (2008). *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students* . USA: Rowman & Littlefield Education.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex, England: Longman.
- Hedge, T. (2005). *Writing*. Oxford: Oxford University Press.
- Daulay, S. (1982). *Second Language Acquisition*. London: Macmillan.
- Mather, N., & Jaffer, L.E. (1899). *WOODCOCK JOHNSON (R) iii: Reports, Recommendations and Strategies*. John Willy and Sons.
- Zemach, D.E., & Rumisek, L. A. (2003). *College writing: From paragraph to essay*.
- Byrne, D. (1988). *Teaching Writing Skill*. New York: Longman.
- Richards, J.C., & Renandya, W.A. (2003) *Methodology in Language teaching: An anthology of current practice*. (3rd ed.) Cambridge: Cambridge University Press.
- Dudley-Evans, T. (1997). 'Genre models for the teaching of academic writing to second language speakers: advantages and disadvantages'. Washington: U.S.A In Badger, R.& White, G. (2000). *A process genre approach to teaching writing* . ELT Journal (Vole 54/2 April): Oxford University Press.
- Teribble, C. (1996). *Language Teaching Writing: A Schema for Teacher Education* . Oxford:Oxford University Press.

- Nemouchi, A. (2008). Writing connection with grammar and literature in the study organization of the LMD system at the University of Constantine. Unpublished PhD Dissertation, University of Constantine.
- Bjork, L., & Raisanen, C (1997). Academic writing : A university writing course. Lund: Student Litterature.
- Hyland, K. (2002). Directives: Arguments and engagement in academic writing. *Applied Linguistics*. 23 (2): 215-239
- Seely, J. (1998). *Guide to Effective Writing and Speaking*. Oxford: Oxford University Press.
- Hedge, T. (2000) *Teaching and Learning in the language Classroom*. Oxford: Oxford University Press.
- Lott, T. (1983). *Second Language Writing*. London: Macmillan.
- Zhang, L. J., & Anual, S. B. (2008). The role of vocabulary in reading comprehension: The case of secondary school students learning English in Singapore. *RELC Journal*, 39(1), 51-76

Appendices

APPENDIX:1 Students' Questionnaire **Students' Questionnaire**

Dear students,

You are kindly requested to fill this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the importance of acquiring vocabulary in improving learners' writing production . therefore , we found it to involve our second year students of English at

Mohamed Khider university of Biskra in this study in order to include their opinions concerning the subject under investigation.

We would be so grateful if you could sincerely answer the following questions, so please , give as precise answers as you can. Tick (√) your answer(s) in the corresponding box certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

Section One: General Information

Q1: Gender

a. Female

b. Male

Q2: To what extent are you satisfied with your choice of learning English at University ?

- a. Very satisfied
- b. Somehow satisfied
- c. Not satisfied at all

Q3: Your level in the English language ?

- a. High level
- b. Medium level

Section two : The writing skill

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

- a. Yes
- b. No

In both cases please, explain :

.....
.....

Q5: In your opinion, good writing is :

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

Q6: Do you find yourself qualified to write academically in the English language ?

- a. Yes
- b. No

In both cases please, explain:

.....

Q7: When writing, the most difficult is :

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

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

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

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

- a. Pre-writing
- b. Drafting
- c. Revising
- d. Editing

Section Three: Vocabulary knowledge

Q10: In your opinion do you think that you have good vocabulary knowledge in the English language ?

- a. Yes
- b. No

Q11: Do you use dictionary ?

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

Q12:which strategy do you use to form good vocabulary knowledge?

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

Q13:Do you think that the vocabulary knowledge influences successful writing ?

a. Yes

b. No

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

APPENDIX :2 Teachers' Interview

Teachers' interview

Dear teacher,

The present study aims at investigating the importance and the role of acquiring vocabulary in improving learners' writing skill. We would appreciate you in taking time to answer the following questions based on your own experience . Thank you so much for your collaboration.

General background

- What is your qualification ?
.....
- How many years have you been teaching English language at the university ?
.....

Teachers’ approach to teaching academic writing

1. What kind of strategies do you use to teach academic writing ?
.....
.....
2. When assessing your students ,do you focus more on form, content or language and style ?
.....
.....
3. Which skill do you think students should master before they write ?
.....
.....
4. Do you think that the time devoted to teaching written expression is sufficient to cover most of the aspects required to improve the writing skills of the students ?
.....
.....
5. What are the aspects that your students often have problems with ,grammar , lack of vocabulary ,lack of ideas or lack of organization and poor style ?
.....
.....
6. Which of these strategies do you prefer to teach vocabulary , using dictionaries ,translation ,focusing on form, guessing from the context ,it depends on the activity and explain why ?
.....
.....
.....

Teachers’ opinion

7. What is the main role of the teacher in academic writing ?

-
.....
.....
8. In your opinion, how teachers develop the learners' vocabulary knowledge and use within written production ?

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

9. Please , add any further comment about the importance of vocabulary in improving writing .

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

Thank you for your time and for your collaboration