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students' essay writing**

The case of third year students of English at Biskra University

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DECLARATION OF INTEGRITY

I, **Djehiche Zahia**, solemnly declare that the dissertation titled: **Investigating The Effects of Vocabulary Shortage on EFL Students' Essay Writing. The Case of Third-Year EFL Students at Biskra University.** submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

All thanks to my dear mother **Djema** for her sacrifice, and my dear sister, **Rawia**, for their patience, understanding, and support for me to complete this work.

To my best friends, **Khawla sakry**, **Rezig Samah**, **Charrouf Djouhaina**, **Sabah** and **Romaissa** truly deserve my thanks as they always offer me great support both academically and emotionally.

Special thanks to the teacher whom I appreciate and respect and who is like me and my role model in life Mrs. **Yabaqa Nakhla**.

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I would like to take this opportunity to thank those who were a part of this process by contributing ideas and offering support.

The Effect of Vocabulary Shortage on EFL Students' Essay Writing

Abstract

This study takes the form of mixed-methods research to gather data to assess the effects of a vocabulary shortage on third-year EFL students' essay writing at Mohamed Khider University of Biskra. the aim of this study is to look into and identifying the effects of a vocabulary shortage on third-year EFL students' essay writing. To achieve the aims of the study and test the hypothesis, two data gathering tools were used: a semi-structured interview with teachers and a semi-structured questionnaire with EFL students at Mohamed Khider University of Biskra, with a sample of thirty-three students from a population about (n=253), and five teachers of written expression at the same university. The analysis of the obtained data indicates from the students' questionnaire revealed that EFL students are aware of the importance of learning vocabulary to use it in writing essays, but they lack vocabulary, which reflects on their writing. On the other hand, the teachers' interviews showed that teachers do agree with the importance of gathering and memorizing terminologies in terms of not being limited in writing in various academic situations.

Key words: Identifaying, Vocabulary Shortage, EFL students, Effects, Essay writing

List of Abbreviations and Acronyms

FL: Foreign Language

EFL: English as a Foreign Language

VSS: Vocabulary Self-collection Strategy

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General Introduction

General Introduction

Introduction

As an essential part of a language, vocabulary plays a significant role in the learning process. Because scientists placed more emphasis on grammar and phonology than vocabulary, the value of teaching vocabulary was not recognized until the 1970s and early 1980s. One of the fundamental components of language that must be grasped in order to learn to write is vocabulary, because it is considered a crucial process in mastering any foreign language. This importance is not limited to only one aspect of the language but to several aspects. In this research, the researcher sheds light on writing because it is a complicated skill for most students. Therefore, the present study's primary goal is to identify the effects of a vocabulary shortage on third-year EFL students' essay writing.

1. Statement of the Problem

Writing is an important skill in language production, and this skill is a tool for communication and for conveying ideas and knowledge through written texts. Undergraduate students are required to do different writing tasks such as, paragraphs, research papers and essays. This cannot be an easy task because writing is a complex skill that requires the mastery of different writing aspects such as grammar, style and having a huge vocabulary size.

If students have rich vocabulary, they will produce a well-written essay; in contrast, if the students have a shortage in vocabulary, then, their essays will be negatively affected. It has been observed that many third –year EFL students at Biskra

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University suffer from a shortage of vocabulary that affects their ability to write correct academic essay.

2. The Research Questions

Throughout the current study, the researcher seeks to answer the following raised question:

RQ1. To what extent does the shortage of vocabulary affect EFL students' essay writing?

3. The Research Hypothesis

As a first attempt to answer our main research question, we hypothesize that:

If students have vocabulary shortage, this will affect negatively their essay writing.

4. The Research Aims

This study aims at:

- Identifying the effects of vocabulary shortage on third-year EFL students' essay writing.

5. Significance of the Study

The importance of this study lies in the fact that it deals with a problem faced by third-year EFL students at Mohamed Kheider University. It is the effects of a shortage of vocabulary on EFL students' essay writing. Unlike other studies that are concerned with grammar in general, our study will focus on the shortage of vocabulary and its effects on EFL student essays.

6. Research Methodology

6.1 The research approach

This study will be conducted to determine the effect of vocabulary shortage on EFL students' essay writing. The researcher will follow a mixed method approach since we will use a mixture of qualitative and quantitative data gathering tools including an interview with teachers and a questionnaire for EFL students at Biskra University. However, we assume that it will be more qualitative than quantitative because our study is carried out at the level of a small-scale study; besides, it is a case study.

6.2 Population and sample

6.2.1. Population

The current study deals with third-year EFL students and teachers of Written Expression at Biskra University

6.2.2 Sample

From about two hundred fifty three (n= 253) students of third –year, thirty three students will participate to answer the questionnaires in addition to five (05) teachers of Written Expression who are going to be interviewed.

6.3 Data collection tools

To achieve the purpose of this study , a questionnaires will be designed for third-year students of English as foreign language and an interview for the teacher' s of written expression . The results of the questionnaires and the interviews will be used to evaluate the aims of the study.

7. A Provisional Structure of the Dissertation

The study will be divided into three chapters. The first chapter is for Vocabulary in English Foreign language and chapter two is for essay writing. Chapter Three is for The research Findings and the data analysis.

Chapter one:
Vocabulary in English Foreign Language

Chapter one: Vocabulary in English Foreign Language

Introduction

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2. Types of vocabulary
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Introduction

Several academics and educators have recently been interested in vocabulary in order to learn more about how to teach it. Hence, in this section, we shed light on vocabulary definitions, types and importance. Then, lexical competence looks forward teaching vocabularies, its strategies and the steps of teaching it. Finally, we will shed light on the relationship between writing and vocabulary.

1. Definition of Vocabulary

One of the core aspects of learning a language is increasing one's vocabulary. Because every language has a unique vocabulary, it varies from one language to another. The definition of vocabulary in Oxford Dictionaries (2018) is "the body of words used in a particular language". Ur (1996) additionally asserted that "vocabulary can be defined roughly; as the words teachers teach in the foreign language'' (p.60). In other term, it implies that the vocabulary of a language consists of the words that are explicitly introduced and taught by teachers in the process of language instruction.

Vocabulary helps FL students communicate effectively. Vocabulary, according to Neuman and Dwyer (2009), can be described as "words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)'' (p.385). In other words, vocabulary has a role of facilitating effective communication for foreign language (FL) students.

Equally important, Ambruster, Lehr and Osborn (2003) also defined vocabulary and divided it into reading vocabulary, which is the written form, and oral vocabulary, or words we learn by listening. They asserted the words we need to know in order to speak clearly are referred to as our vocabulary.

Generally speaking, vocabulary can be divided into two categories: reading vocabulary and oral vocabulary. Furthermore, words we recognized or employ when speaking or listening are referred to as having an "oral vocabulary." The words we identify or employ in print are referred to as reading vocabulary (Lehr and Osborn, 2003, p.34).

2. Types of vocabulary

According to Hatch and Brown (1995), there are two primary categories of vocabulary.

2.1. Receptive Vocabulary: It is the group of words that students cannot produce but which they can recognize and comprehend when they hear or read them.

2.2. Productive Vocabulary: The students generate the words in speaking and writing that they comprehend. These are well-known and commonly used words.

3. The Importance of Vocabulary

Vocabulary is essential for language, making it impossible to learn without it. The importance of learning new words in any language has been clarified by Pickett (1978, as cited in Hedge, 2002). Pickett said that "this brings me to the subject of vocabulary learning, which to me always seems to be the key to any language. I am quite happy to pronounce words badly and make grammatical mistakes, but there is no escape from learning words" (As cited in Hedge, 2002, p.110–111). As a result, vocabulary is the key aspect of any language and is necessary to learn new words.

Accordingly, vocabulary is essential for EFL learners to absorb, expand, and use meaning. According to Willkins (1972, as cited in Thornbury, 2002), with no vocabulary, nothing can be spoken, and just a few words can be said without grammar. In other words,

vocabulary should be the central focus of language teaching, with tests to measure student improvement.

4. The Lexical Competence

According to Richard (1976, in Read, 2002, p.25–27), "To find out the exact meaning of a term is not an easy process because it needs knowing numerous parts of knowledge. The first hypothesis contends that while a native speaker's grammatical flexibility may decline as they age, their vocabulary knowledge actually increases. Additionally, Richard's eight principles place focus on the various facets of word knowledge, which calls for examination of the following:

- Knowing a word's frequency in speech or writing is being aware of it.
- It is important to be aware of the words that might be connected to or associated with it.
- Understanding how to utilize this word in a range of contexts and functions.
- Being aware of the word's syntactic properties.
- Being aware of its fundamental structure and the possible extensions to it.
- Being aware of the word's relationships with other words in the
- Language that may use associative terms like synonymy and antonym, understanding the meaning of it.
- Being aware of the many different connotations attached to words.

5. Teaching Vocabulary

Teaching vocabulary is essential for language acquisition. As stated by Brown (2000, p.7) "Teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary using their teaching style, strategy, and techniques. As a

result, actively impart knowledge about vocabulary to students by utilising their own teaching style, strategies, and techniques.

5.1. Strategies for Teaching Vocabulary

There are five strategies.

5.1.1. Vocabulary Self-Collection Strategy

The Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that supports word consciousness. It was first introduced by Haggard (1982), and it has been adapted for several grade levels and educational contexts. The key benefits of using VSS are that students engage in their own learning, discover unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious. There are various steps of VSS, such as introducing the purpose of the strategy, demonstrating how to select and nominate important words from the readings, writing the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper, engaging students in the process of vocabulary self-selection, and providing guided practice to support the use of VSS during reading (Haggard, 1982).

The vocabulary self-collection strategy has several steps:

- Teachers explain to students the goal of VSS.
- Teachers provide examples of how to choose and suggest key terms from the readings.
- Teachers give examples of how students acquire a word's meaning by using context and other resources.
- On chart paper, teachers jot down the term, its definition, the context in which it was used, and the justification for choosing the word.
- Teachers encourage students to choose their own vocabulary.

Once students are comfortable with the technique, teachers offer guided practice to encourage the application of VSS while reading.

- Students debate the words they want to suggest in small groups.
- Students fill out a chart resembling the one in Figure 1 using the two words (Graves, 2005).

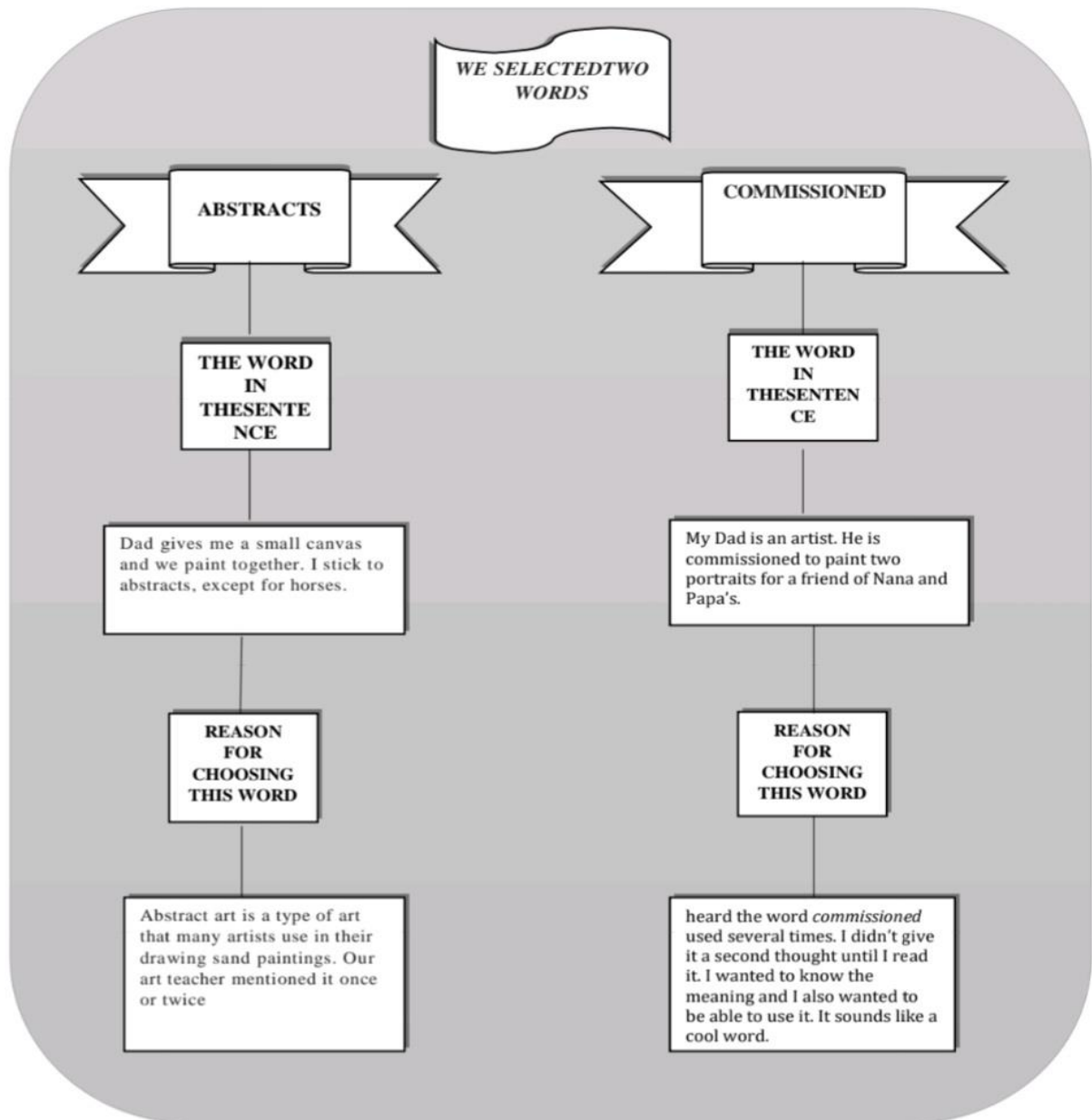


Figure 1.1: Vocabulary Self-Collection Strategy Graph, (Martin, 2002, p.91)

5.1.2. Word Mapping Strategy

The word mapping strategy is a powerful approach to teaching vocabulary because it involves students in thinking about word relationships and helps them study the characteristics of word concepts, classify words, and understand the relationships between words (Graves, 2008).

The vocabulary diagram technique is explained in detail in the related to picture, along with examples of how it might be taught in a classroom.

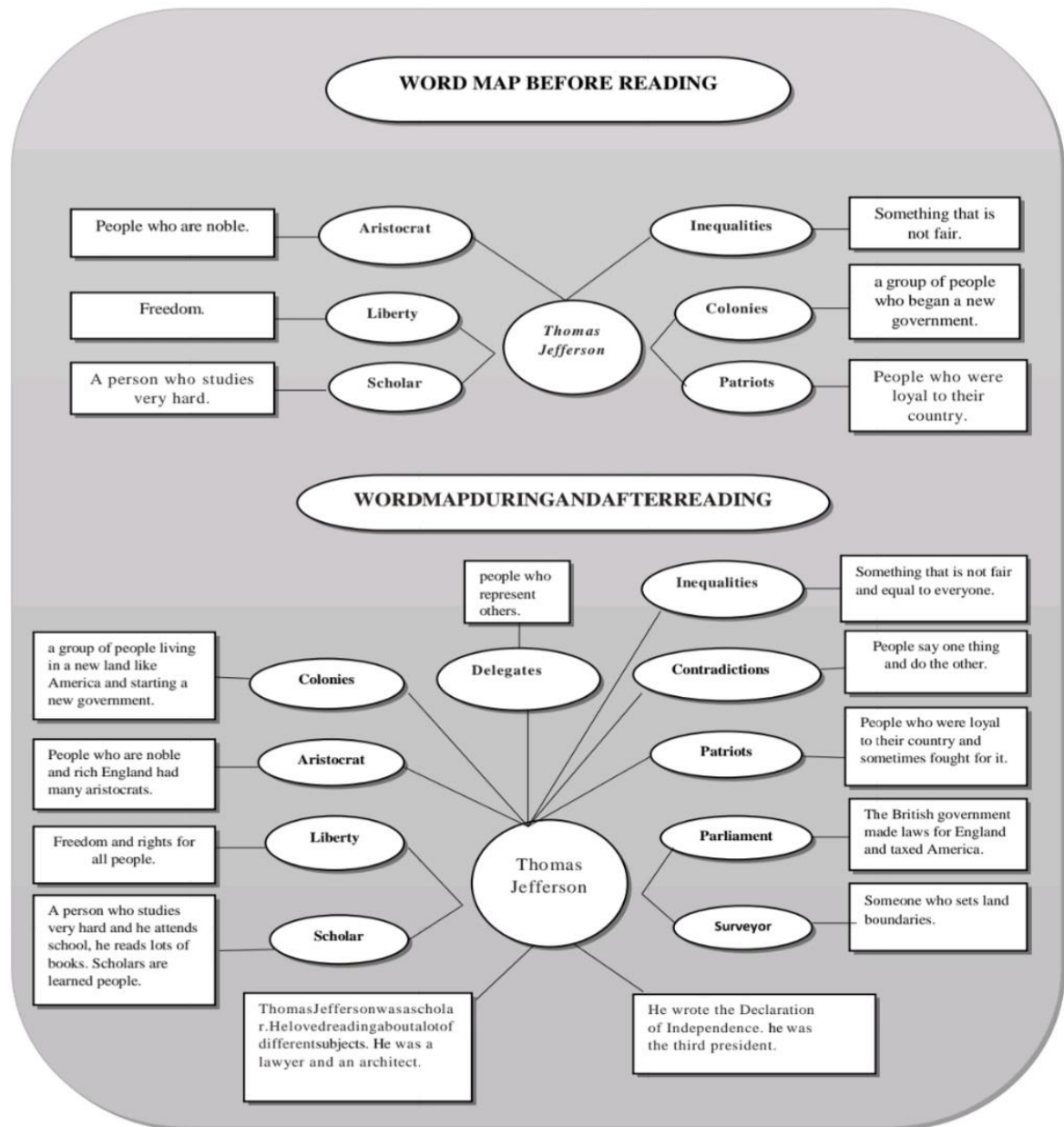


Figure 1.2. Word Maps for Vocabulary in Thomas Jefferson by (Cheryl Harness, 2004, p.97)

5.1.3. The Graphic Morphemic Analysis Strategy

The Graphic Morphemic Analysis strategy is an approach to word learning that will help readers to comprehend new and challenging words through investigating the essential elements of a word. The smallest semantic component of a word is known as a morpheme. Most individuals define morphemes as roots, affixes, prefixes, and suffixes. The goal of the Graphic Morphemic Analysis strategy is to identify the meaning of a word using a graphic by systematically dissecting it down into its component morphemes. The Graphic Morphemic Analysis strategy helps students in employing a visual analysis of the word to dissect it and construct meaning from word relationships and contextual meanings, similar to morpheme triangles Winters (2009) and morpheme circles (Harmon, Wood and Hedrick, 2006).

In order to use this technique successfully, the following strategies must be taken:

- To teach the method, pick a word from the required texts.
- Hold a conversation with the class about the strategy's goal.
- Use a think-aloud to show how to break a word down into its component components.
- Show how to determine the meaning of each word segment.
- Walk students through the process of analyzing a word and determining its meaning using the graphic organizer.
- Type the phrase that uses the target word in the relevant field.
- Explain to them how to determine the word's definition.
- Verify the word's definition in the dictionary to see what it means (Grave, 2005, p.101–102).

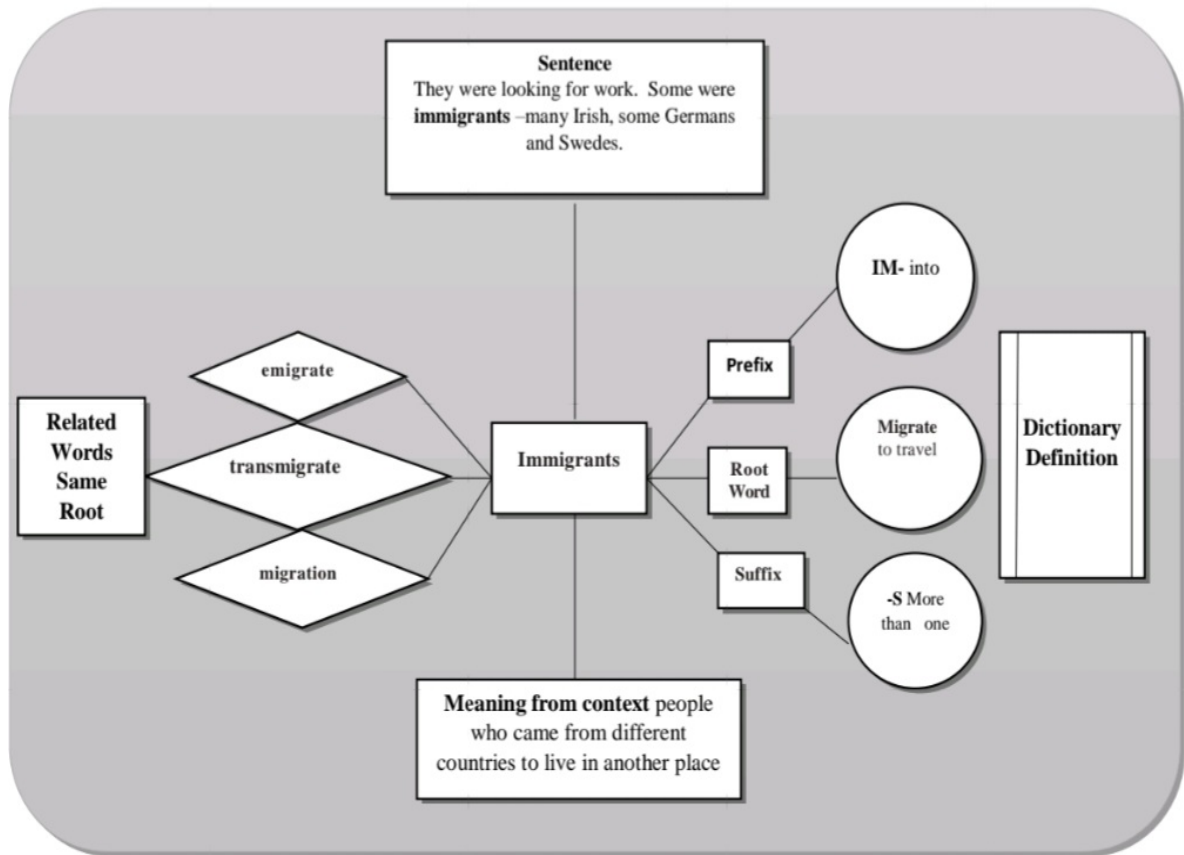


Figure 1.3. Graphic Morphemic Analysis of the Word immigrants (Halpern, 2003, p.103).

5.1.4. The Interactive Word Wall Strategy

The Interactive Word Wall strategy promotes a classroom environment rich in vocabulary where the walls are alive with words. Interactivity is essential for the word wall technique to work. The students interact with their texts, the teacher, and one another to learn new and exciting words, which are displayed on the classroom walls. They are inspired to write and read using the words that are displayed on the word wall. Teachers have utilized word walls for a variety of word-study activities Wagstaff (1999). These include teaching high-frequency terms to young children, as described by Cunningham (2005), as well as expanding academic vocabulary or teaching specific words to older

students in content-area classes. To help pupils increase their vocabulary during reading time, many teachers employ the word wall.

The following points are steps for supporting an interactive word wall:

- The word wall should have a purpose.
- Choose the words that should be taught.
- Teach the words before reading.
- Students are permitted to add words to the words wall after reading.
- Establish an activity centered on the word wall (Graves, 2005, p.106-1007).

5.1.5. Vocabulary Journals

Students might benefit from vocabulary journals by using them to learn the definitions of unfamiliar words they come across while reading. In this journals, “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). These journals are a highly specific type of learning note. Students utilize vocabulary journals to respond to and behave themselves using their own words, concepts, and ideas. Students choose terms that are challenging, unusual, or utilized in many situations from their readings. They research the meanings of the terms in their diaries, draw parallels between the new words and their own experiences or ideas, and come up with comprehensive definitions. Teachers employ the following essential steps for examining vocabulary journals:

- Get students started with vocabulary journals.
- Give an example of word choice from a reading.

- Use a think-aloud exercise to demonstrate how to derive meaning from words.
- Keep a running list of the concepts that were utilized to examine the word's meaning?
- Promote the regular use and sharing of vocabulary journals by students.
- Encourage pupils to consult their vocabulary journals as a resource (Graves, 2005).

6. The Aspects of Vocabulary

Writers must take a keen interest in many parts of their written work in order to effectively employ vocabulary. When you are teaching vocabulary, a variety of lexical factors must be taken into account. According to Ur (1996, p.60), the following concepts should be included when teaching vocabulary: Form includes pronunciation, spelling, grammar, collocation, the aspects of meaning (appropriateness, connotation, and denotation), and the link between the meanings. The passages that follow provide further information on those topics to assist students in becoming more comfortable using language.

6.1. Form: Pronunciation and Spelling

Teachers must ensure that both aspects of word sounds and production are accurately presented and learned (Ur, 1996).

6.2. Grammar

Teachers must provide students with grammatical information at the same time as teaching form-based information, such as past and plural forms (Ur, 1996).

6.3. Collocation

Collocation is an alternative factor that makes a certain combination "right" or "wrong" in a given context, providing additional information about a new item (Ur, 1996).

6.4. Aspect of Meaning: Denotation, Connotation and Appropriateness

The meaning of a word is divided into two aspects: denotation and connotation. Denotation refers to the dictionary definition, while connotation refers to the suggestions associated with a word. Denotative meanings include good or danger, while connotative meanings include evil or danger (Ur, 1996).

6.5. Aspect of Meaning: Meaning Relationship

Word formation is the creation of new words through mechanisms such as gluing, back-formation, blending, clipping, calque, compounding, conversion and neologism (Ur, 1996).

7. Steps of Teaching Vocabulary

Teachers should consider three main principles in teaching vocabulary: selection, sequence, and presentation.

7.1. Selection:

Teachers must decide how many words to teach and how much vocabulary learners need to know. Vocabulary is used to determine how much vocabulary is needed to learn. Three types of information were suggested by McCarten (2007). First, the total number of words in the language. Second, the total number of words known by native speakers. Third, the total number of words required to use the language. Lastly, the researcher thought that teaching unfamiliar terms in a foreign language should be based on the total number of words in the language as well as the native speakers' vocabulary (McCarten, 2007).

In the same vein, three important principles are proposed by Beck Isabel, Margaret McKeown and Linda Kucan (2008) to select suitable words: familiarity, importance and usefulness. The teacher is responsible for deciding which words should be taught first to make learners feel interesting and better fit instructional objectives (Isabel & Mckeown and kucan, 2008).

7.2. Sequence:

Teachers choose which aspects of a word should be presented first, with some preferring to present the meaning first while others prefer to make learners guess the meaning by them. The results of the Nation's Vocabulary Levels Test show that the amount of vocabulary acquired varies by level (Nation, 1990, p.11–12). The results are summarized in the table below:

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

Table 1.1: Levels of Acquiring Vocabulary (Nation, 1990, p.11-12).

Low-frequency words are used for social objectives and not for academic studies. High-frequency words cover 87% of reading and text analysis, 800 words for academic studies, and technical terminologies for each field.

7.3. Presentation

Teacher's presentations of words to learners can be scheduled or unscheduled. Seal (1991) describes unscheduled vocabulary instruction as "the teaching of problem vocabulary that comes up without warning in the course of a lesson". Students may need to ask for explanations without prior preparation. As an alternative, deliberate vocabulary instruction is defined as "when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided before hand will be taught during the course of the lesson" (Seal, 1991, p.298). It is also known as "intentional vocabulary instruction"

(Hatch & Brown, 1995, p.415). Teachers use different techniques to correlate situations with objectives and involve learners in activities to practice and check understanding.

8. Vocabulary and Essay Writing

Vocabulary plays an important role in writing by enabling active use of the language. In the study by Coxhead (2012), the students completed reading and writing work that was integrated on their own. After completing the reading and writing tasks, they took part in an interview that centered on their academic background and language learning experiences. Students have an awareness of their academic audience and use academic or technical words in their writing.

Equally important, Vocabulary and writing are reciprocal, with vocabulary knowledge and size having an impact on writing. Accordingly, Laufer (1998) suggests that productive vocabulary develops simultaneously.

As well, converting receptive vocabulary into productive vocabulary is the final stage of vocabulary learning. Writing essays can lead to higher recall than reading, so language teachers may use new words to enhance retention.

Conclusion

This chapter defined vocabulary and discussed its various types while introducing pertinent words for vocabulary in English as a Foreign Language. The value of vocabulary and lexical competence has also been covered up, with an emphasis on teaching vocabulary and related techniques. Grammar, collocation, meaning and relationship between meanings, pronunciation and spelling are the five primary aspects of vocabulary that have been identified. We gradually introduce the steps of teaching vocabulary in the step after that. Thus, we discussed vocabulary and essay writing. Hence, the third-year EFL students

have a problem of vocabulary shortage, which affects their essay writing; this theoretical framework will contribute to identifying the problem in this study.

Chapter two: Essay Writing

Chapter Two: Essay Writing

Introduction

1. Definition of Essay:
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 - 5.4. Cohesion and Coherence

Introduction

The essay is an important part of the writing expression course. Especially, at the university students are expected to write essays. In particular, in EFL teaching the essay is an essential part of the learning and assessment process. Chapter two highlights essay writing. First, the researcher talked about the definition of an essay. Second, the main parts of the academic essay are described then, and its rhetorical modes are discussed. Finally, essay instructions are presented in light of the four approaches discussed in section besides, the students' difficulties in essay writing.

1. Definition of Essay:

According to Bailey (2015) and Meyers (2014), EFL students are expected to write an essay at university. In terms of academic writing, the essay continues to be the most common kind of assignment.

In the same vein, Van Geyte (2013) stated that an essay is a type of writing that focuses on a single idea and divides it into multiple paragraphs (one for each major point).

In the same study, Oshima and Hogue (2006) examined an opening paragraph that presents statements that are attractive to the readers and serves as one of the essay's main components. Equally important, body paragraphs that explore each topic's subtopic will grab the readers' attention. However, a closing paragraph summarizes the key ideas and includes additional quotations (Oshima & Hogue, 2006).

2. Structure of Academic Essay

An academic essay presents a coherent set of ideas that lead to argument, with a comprehensible structure that clearly states the information needed by the reader and the order in which they need to get it, while maintaining consistency and unity.

The obstacles to essay writing in terms of planning and preparation are mentioned by Connelly and Forsyth (2012). As a result, the academic essay has a particular connotation. Hence, by distributing and enlarging the three components that make up an essay—the introduction, body, and conclusion—structure aids students in planning and organizing their essays' resources.

Essay Outline

TITLE

I. Introductory paragraph

- A. Gets the reader's attention (capture his/her interest)
- B. Tells the reader what to expect in the essay
- C. Is usually shorter than the body paragraphs

II. Body Paragraph #1

- A. Often begins with a topic sentence
- B. Explains one of three major points about the topic
- C. Might contain reasons and examples
- D. Is linked to the following paragraph

III. Body Paragraph #2

- A. Might have the topic sentence as the second sentence
- B. Discusses a second major point about the topic
- C. Might contain quotations and statistics
- D. Is linked to the following paragraph

IV. Body Paragraph #3

- A. Might have the topic sentences as the last sentence
- B. Discusses the last major point about the topic
 - 1. The last point is often the most important point.
 - 2. The other paragraphs may have been building toward this one.

Figure 2.1 Reprinted from Essay Writing: Teaching The Basics From The Ground UP(Mackenzei,2007,p.13).

The essay structure is a guide to the reader, with main ideas and examples, and the conclusion is the student's impression.

2.1. Introduction of Academic Essay

The introduction outlines the main issues that will be presented in the body text paragraphs, explain and justify the analysis methods to be used. Moreover, it identifies and explains any difficult or ambiguous terms in the title and keywords. Direct readers by identifying aspects of the topic that students intend to cover and justify. Furthermore, Kellogg (2004) states that the excellent introductory paragraph includes ‘‘a rather broad, attention-catching comment on the topic’’ (p.23).

Equally important, the researcher adds "factual information" which is unnecessary information is in the foreground and required in the body paragraph. The thesis statement is located in the introduction part it is present the controlling ideas. Also it is called the opening paragraph and it is written in a certain manner that motivates its readers to read on to the end (Kellgus, 2014).

2.1.1. Thesis Statement in academic essay

The thesis statement is the closing sentence of the introduction that informs the reader of the content, argument, and direction of the academic essay. In this context, Eby (2013) summarizes the importance of a thesis statement in this way: once you have a thesis statement stating the main point of the paper and the direction in which the argument goes, the bulk of the work is complete. Thus, these elements are the core of the thesis statement. The rest of the work, it is adding depth and subtlety to the paper. The thesis statement is a sentence that guides both students and readers through the full essay. Moreover, in an academic essay, the thesis statement is essential. Equally important, a thesis should cover the main idea in the form of a single explanatory sentence. Furthermore, its wording reflects EFL students' understanding of their topics. Second, a good thesis statement helps readers. Thus, a well-structured essay is the result of good support for the thesis. The thesis

statement announces the topic of the essay, articulating and supporting the body. Also, it makes readers anticipate organizing ideas.

2.2. The Body Paragraph

The body of the essay consists of many paragraphs that must fit into the size of the assigned or chosen topic. Both Robitaille and Connelly (2006) mentioned that each paragraph in the body of the essay develops one main point (the topic sentence) that supports the thesis of the essay. The opening sentence should present the idea that these can be developed in a single paragraph, and the topic sentence must support the thesis of the essay. In other term, each paragraph focuses on one point that is related to the essay topic but not on the topic of the essay itself. Moreover, it must be opened by a sentence that is not an example, but a statement that needs supporting details using facts and examples.

Eventually, EFL students develop arguments by breaking material down into paragraphs and writing one paragraph for each aspect of the topic. Furthermore, they use transitions to smooth the way for readers and use linking words to help them transition from one paragraph to another.

2.3. Conclusion of Academic Essay

Kellogg (2004) defined the closing paragraph that is a restatement of the thesis statement, bringing the main ideas together in one paragraph to make the reader feel the end of the essay. It may also discuss wider implications. The conclusion is the most important part of an essay, reminding the reader of the importance of the topic. The reader should be brought back to the thesis and the topic in the conclusion (Kellogg, 2004). In other words, a conclusion is more than just a lost paragraph; it fulfills an objective in the essay, pushing readers to predict the outcome. As a result, an effective conclusion should include a synthesis of the main points, provide context for the argument, and remind readers of the thesis.

3. Unity and coherence in academic essay

EFL students can demonstrate their writing proficiency by writing unified and coherent paragraphs.

3.1 Unity in academic essay

Paragraph unity is the harmony between topic, details, and developing sentences. As Lepionka (2008) stated that the characteristic of centrality and significance, or togetherness, is unity. In other words, each paragraph in a section fulfills the purpose of that section, or every sentence in a paragraph serves to express the idea expressed in the topic sentence or thesis statement of that paragraph. Moreover, EFL students should write a specific topic sentence for each body paragraph, which may vary in its position in a paragraph. Skillful students can use different positions to achieve their objectives. Ideally, EFL students should write a specific topic sentence for each body paragraph, which may vary in its position within a paragraph. Skillful students can use different positions to achieve their objectives. Unity requires that supporting sentences match the topic sentence and that each body paragraph support the thesis statement.

3.2 Coherence and cohesion in academic essay

Coherence and cohesion are two terms used to describe the semantic and linguistic flow of sentences and paragraphs in an essay. Coherence refers to the proper order of ideas, while cohesion refers to the use of transitional words and phrases.

From his standpoint, Gelbukh (2012) demonstrates that the general organization and purpose of the text—the discourse—are determined by coherence. In other words, coherence is the outfit, while cohesiveness is the fabric. Naturally, using the same fabric might result in many distinct outfits, some of which are more "coherent" than others.

Accordingly, coherence and cohesion help maintain unity and relevance among topics. The order of body paragraphs in an academic essay is important due to the topic and type of the essay, such as narrative, expository, descriptive, and logical. According to Lepionka (2008, 118), coherence is "the property of sequentiality, integrity, or unity. In a logical or natural progression, sentences and paragraphs flow from one to the next without losing sight of their intended purpose." In other words, coherence is the semantic consistency of sentences and paragraphs. Transitional devices link sentences to form a coherent paragraph, allowing EFL students to avoid choppy essays.

4. Rhetorical modes of essay writing

Rhetorical modes help EFL students organize their writing and help their audience process information. Every mode has its "own language and structure". Moreover, written texts are typically structured to use a mode of assessment (rhetorical mode), but another mode supports it (Benjamin, 2006, p.37). In other terms, Texts must contain at least two modes of discourse, not one. Rhetorical modes are used by EFL students to develop paragraphs and longer papers in different subjects and settings.

The four mode of essay writing are defined in the following table.

Narration mode of essay writing	Description mode of essay writing	Exposition mode in academic essay	Argumentation mode of essay writing
<p>Narration is a rhetorical mode that presents ideas in a specific and organized way that best fits the purpose and audience. It is a useful tool for sequencing, or putting details and information into chronological order. Examples include anecdotes, autobiographies, memories, biographies, novels, and short stories</p>	<p>Descriptive writing is a form of sensory detail that appeals to readers' emotional, physical, or intellectual sensibilities. It uses figurative language, metaphors and simile to create a dominant impression.</p>	<p>Exposition informs ,clarifies, explains, defines, and instructs on a topic using Examples and definitions. Expository essays use methods such as cause and effect, classification and division, Comparison and contrast, definition, and process analysis to provide readers with a full understanding of a complex process.</p>	<p>Argumentation is an important part of EFL classes, as it allows students to express their opinions objectively and convince readers to change their views. Persuasion is a form of argumentation that uses sound reasoning, discussion, and argument to persuade readers and urge them to take action</p>

5. Students Difficulties in Essay Writing

5.1. Grammar

Neuleib (as cited in Hartwell, 1985) clarified that grammar is "the internalized system that native speakers of a language share" (p.205). As a result,

Equally important, Harmer (2001) provided a more comprehensive definition as "the description of the ways in which words can change their forms and can be combined

into sentences in that language" (p.12). In other words, Harmer (2001) offers a broader definition of language, stating that it involves understanding how words can transform and come together to form sentences in a specific language. Essentially, it encompasses the study of how words can change and be arranged to convey meaning, highlighting the importance of both the structure and composition of language.

Accordingly, grammar rules are essential for language and writing. Grammar rules are important for writing but can be difficult to understand. A number of studies, including those cited by Hartwell (1985), came to the conclusion that formal grammar training had no positive impact on students' writing skills or capacity to spot mistakes.

In this part, According to Bahri and Sugeng (2010), the primary reason why students have trouble writing correctly is because they have poor comprehension of grammar. This leads to further problems with effective writing organization.

5.2. Vocabulary

As noted by Nation (as cited in Mehring, 2005), vocabulary plays a significant role in academic achievement. Vocabulary is defined by the Cambridge Dictionary as "all the words known and used by a person". Vocabulary-related difficulties include forgetting important words, not using appropriate words, and having a poor vocabulary.

Accordingly, more significantly, understanding words generally means comprehending their distribution (Lado, 1955), basic forms, and meanings (Shejbalová, 2006), which frequently leads to confusion for students on various occasions. In the same context, Shejbalová (2006, as cited in Mehring, 2005) defined vocabulary acquisition as a continuous process that necessitates students' frequent repetition and usage of words in order to be efficiently stored in the long-term memory and then recalled when necessary, according to Nakata (as cited in Mehring, 2005). Students need to learn words in context

to develop their vocabulary. This strategy has been proven to be beneficial because "it helps the student understand the word's correct usage" (Mehring, 2005, p.4).

Also, according to Yongqi Gu (as stated in Mehring, 2005), "vocabulary acquisition is a learner-centered activity, with the effectiveness of the students' strategies depending on their attitude and motivation towards new vocabulary acquisition". In other words, students should have a positive attitude towards learning new vocabulary and recognizing its meanings.

5.3. Punctuation

Is a difficult task for students, requiring time and practice? The punctuation system gives meaning to longer sentences and identifies language functions. Punctuation has a significant role in how students' writing abilities improve. Both Murray and Hughes (2008) demonstrate how punctuation aids comprehension and reading because well-written literature with proper capitalization and punctuation is simple to read and understand and leaves a favorable impression on readers.

5.4. Cohesion and Coherence

Students need to use organizational skills to create a cohesive and coherent essay. According to Bachman & Palmer (2010, as cited in Ruegg & Sugiyama, 2013), understanding of cohesiveness is shown by "producing...explicitly marked relationships among sentences in written texts" (p.45). In other words, inconsistencies in writing can lead to problems with cohesion due to shifts in tense, tone, voice, person, number, style, or viewpoint, which can lead to missing key points.

In this part, according to Ahmed (2010), several studies in the Arab world have illuminated the issues with coherence that students have when writing in English. Repetition,

parallelism, long sentences, a lack of variety, and the improper use of cohesive devices are difficulties in the writing process for students.

Conclusion

Teaching students to write essays in a foreign language can be difficult. Especially, especially the students who suffer when they write their own essays from a shortage of vocabulary on EFL students' essay writing. This theoretical pavement facilitates the task of the researcher to identify the effects of vocabulary shortage on third-year EFL students' essay writing at Biskra University.

Chapter Three:

Research Findings and

Data Analysis

The Effects of Vocabulary Shortage on EFL Students' Essay Writing

Chapter Three: Research Findings and Data Analysis

Introduction

3.1. Research Methodology

3.1.1. Research Approach

3.2. Research Design

3.3. Population & Sample

3.4. Data Collection Methods

3.4.1. Students' Questionnaire

3.4.1.1. Description of Students' Questionnaire

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3.4.2.1 Description of Teachers' Interview

3.4.2.2. Aim of Teachers' Interview

3.4.2.3. Administration

3.4.2.4. Analysis of Teachers' Interview

3.5. Synthesis of the Findings

Limitations of the study

Implications

Introduction

This study was conducted to determine the effect of a vocabulary shortage on EFL students' essay writing. The researcher followed a mixed-methods approach since we used a mixture of qualitative and quantitative data gathering tools, including an interview with teachers and a questionnaire for EFL students at Biskra University. However, the research was more qualitative than quantitative because our study was carried out at the level of a small-scale study. Furthermore, the current study deals with third-year EFL students and teachers of written expression at Biskra University. First, a semi-structured questionnaire designed for third-year students of English as a foreign language and a semi-structured interview for the teacher of written expression to answer it. Accordingly, the dissertation's ultimate aim was to identify the effects of the vocabulary shortage on third-year EFL students' essay writing.

3.1. Research Methodology

3.1.1. Research Approach

The mixed-methods approach was chosen for this study because it was the best fit for its objectives. By offering significant and reliable replies, the mixed-method technique facilitates identifying the effects of a vocabulary shortage on third-year EFL students' essay writing.

3.2. Research Design

Since it is appropriate for the current study within the context of research nature and time, a case study was chosen as the research strategy. In addition, it supported putting the data into context to reach better results.

3.3. Population & Sample

The current study dealt with third-year EFL students and teachers of Written Expression at Biskra University. In addition to that, a semi-structured questionnaire was designed as an online form with a sample of thirty students of third year, thirty- three students will participate to answer the questionnaire. In addition to that, we interviewed five (05) teachers of Written Expression.

3.4. Data Collection Methods

In this study, we used both a semi-structured questionnaire to collect information from third-year EFL students and a semi-structured interview with teachers.

3.4.1. Students' Questionnaire

A semi-structured questionnaire was designed for third-year EFL students to shed the light about their opinions and attitudes toward the vocabulary shortage on third-year EFL students' essay writing.

3.4.1.1. Description of Students' Questionnaire

This questionnaire is largely conceptualized on the basis of the review described in the theoretical part of the present research. It consists of sixteen (16) questions which are divided in two major sections.

The first section, which is entitled "Vocabulary in English Foreign Language", consists of eight questions that aim at looking for students' view about vocabulary knowledge. In addition to, particular strategies that help them build their vocabulary stock.

Section two, "Essay Writing", consists of nine questions. It includes questions that seek information about students' writing skill in the learning process.

3.4.1.2. Aims of the Study's Questionnaire

This questionnaire aimed to collect data from third-year EFL students at Biskra University about the effect of vocabulary shortage on EFL students' essay writing. This data gathering tool was used to investigate students' knowledge about the writing process and the importance of teaching vocabulary to enhance their level in writing. Besides, it aimed to know EFL students' difficulties in writing technique and their perception toward its usefulness in helping them overcome their difficulties in academic writing and improve their vocabulary level of performance.

3.4.1.3. Administration of the final questionnaire

To examine how the use of vocabulary affects students' writing skills, a questionnaire is given to 33 English Department students at the University of Biskra. Students' opinions, views and attitudes serve as a helpful tool for conducting this study.

3.4.1.4. Analysis of the Students' Questionnaire

Section One: Vocabulary in English Foreign Language

Item.1. Do you have good vocabulary knowledge in English language?

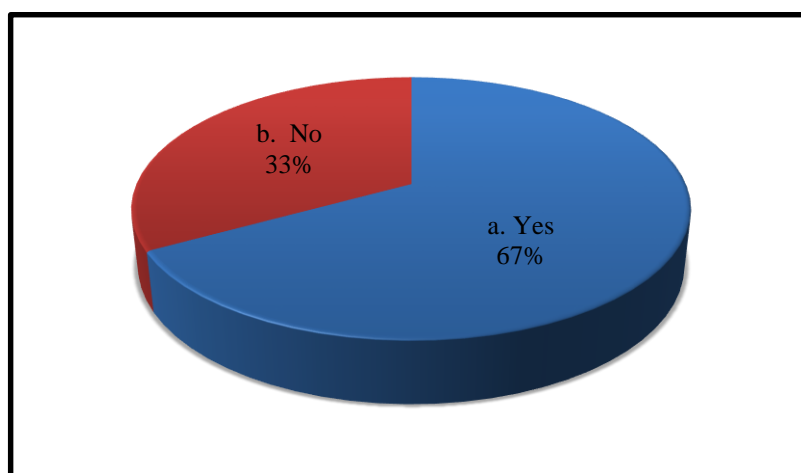


Figure 3.1: Students' Opinion towards Their Level in English Vocabulary

The current question intends to know students' opinions regarding their level of English vocabulary. The majority of the students (67%) have good vocabulary knowledge in the English language. Whereas, 33% of them think that they have a limited number of vocabulary items.

Item.2. Do you know what does the appropriate use of vocabulary means?

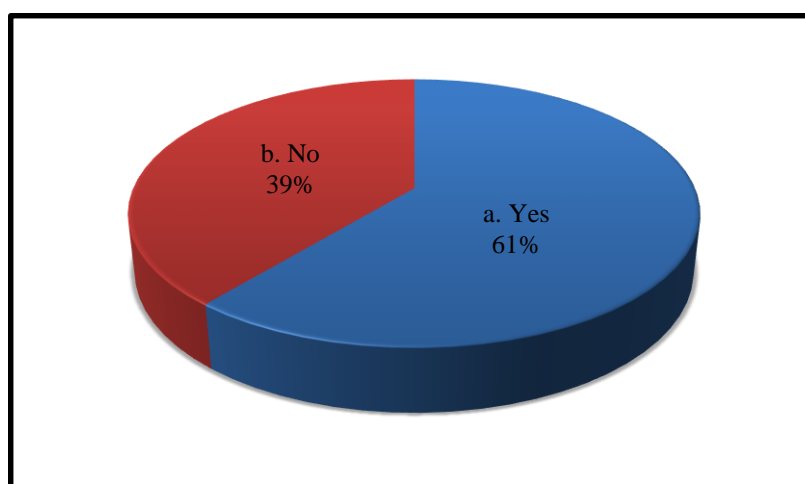


Figure 3.2: Students' Knowledge of the Meaning of the Appropriate Use of Vocabulary

According to the results,

This question was asked to find out how the respondents evaluate their knowledge of the meaning of the appropriate use of vocabulary.

(39%) is the percentage of students who do not know the meaning of the appropriate use of vocabulary. whereas 20 respondents (61%) know the meaning of the appropriate use of vocabulary. This proves the high demand for learning English vocabulary among third-year EFL students.

However, some of the students gave a small definition of the appropriate use of vocabulary. Here are some students' responses:

- The appropriate use of vocabulary means selecting words that are suitable for the context and audience, ensuring clear and effective communication.
- Using vocabulary in the specific situation.
- Choosing words carefully that are suitable to the context and convey the intended meaning.
- The more vocabulary you have the more better you speak and write.
- Exploring new vocabulary in context and developing the ability to use vocabulary to communicate thinking and learning.
- It is to know how to write the right word in the right time or the right sentence or in the right situation.
- It means that each word can mean a different thing in different contexts, that's why one must know the appropriate vocabulary to use in the appropriate context.
- In my opinion, the appropriate use of vocabulary is about the word choice, the correct form of word and structures of sentences. Also, it's about the way we use language with who, where and when.

The students gave many different meanings to the appropriate use of vocabulary. First, the appropriate use of vocabulary means selecting words that are suitable for the context and audience, ensuring clear and effective communication. Second, it means using vocabulary in a specific situation. Next, they defined it as choosing words carefully that are suitable to the context and convey the intended meaning. Equally important, it means using the right vocabulary depending on the context or situation. Furthermore, exploring new vocabulary in context and developing the ability to use vocabulary to communicate thinking and learning. Moreover, they defined the appropriate use of

vocabulary as being about word choice, the correct form of a word, and the structure of sentences. Also, it's about the way we use language with who, where and when. Lastly, the students of third-year EFL gave a lot of definitions that we have seen.

Item.3. How do you develop vocabulary knowledge?

Table 3.1: Students' Ways to Develop Vocabulary Knowledge

Options	Respondents	Percentage
a. Use dictionary	2	6%
b. Reading	23	70%
c. Taking Note	8	24%
Total	33	100%

According to the results obtained, 70% of students believe that extensive reading is a way to develop and enrich their vocabulary knowledge. In addition, 24% believe that taking notes helps form good vocabulary knowledge. Furthermore, 6% prefer the strategy of using dictionaries.

These suggestions are other students' ways to develop vocabulary knowledge:

- Listening to music
- movies songs
- Watching movies
- Authentic videos such as movies or TV shows
- Having discussions with others
- Reading
- Mainly reading.
- Communication
- Listening to podcasts and channels on YouTube

Having a large vocabulary can help students choose the right word to build vocabulary knowledge. First, to develop vocabulary knowledge, the students need to listen to music, podcasts and YouTube channels. Second, reading is one of the most effective ways to teach vocabulary, and regular reading is the strategy that leads to reading success and improved word usage. Next, learning vocabulary is easy by authentic videos such as movies or TV shows. Lastly, teaching vocabulary in those ways can be effective.

Item.4. What do you do when you face a word you do not understand?

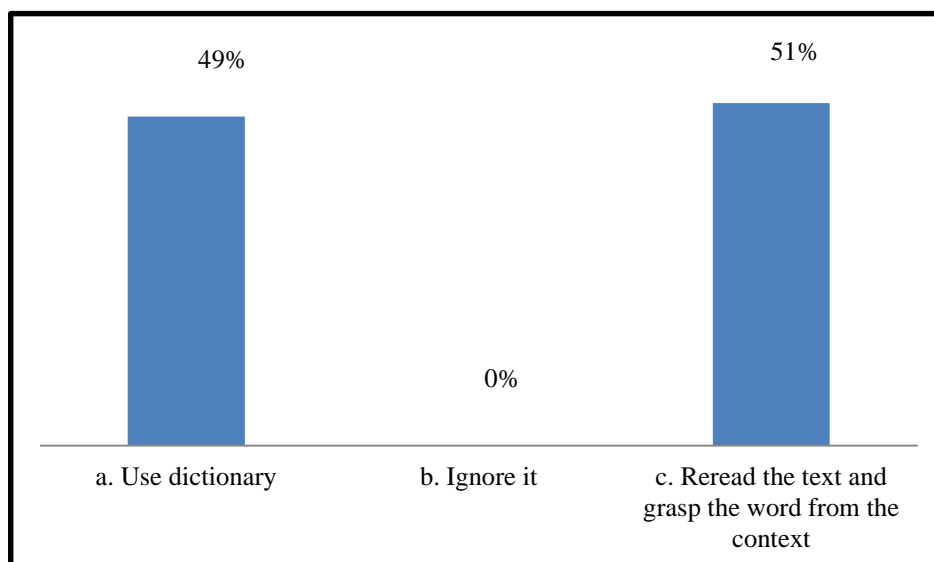


Figure 3.3: Students' Strategies when Facing Unfamiliar Words

This statement provides a better understanding of the students' strategies when facing unfamiliar words.

As it is shown in the results above, 51% of students prefer to use the strategy of rereading the text and grasping the word from the context, which implies that it is a helpful tool to enrich their vocabulary knowledge since they are not beginners and they are familiar with their target language. 49% prefer the strategy of using dictionaries.

Item.5. To what extent is learning vocabulary a difficult task for you?

Table 3.2: Students' Difficulties in Learning Vocabulary

Options	Respondents	Percentage
a. Difficult	5	15%
b. Moderate	24	73%
c. Easy	4	12%
Total	33	100%

According to the results above, it has been noticed that the majority of students (73%) assume that learning vocabulary is a moderate task for them. However, 15% of the students struggled to learn a vocabulary, which implies that they have a short-term memory. whereas 12% of them think that learning vocabulary is an easy task for them, which implies that the students have a long-term memory.

Item.6. Do you think that the shortage of vocabulary has hindered you to write essays?

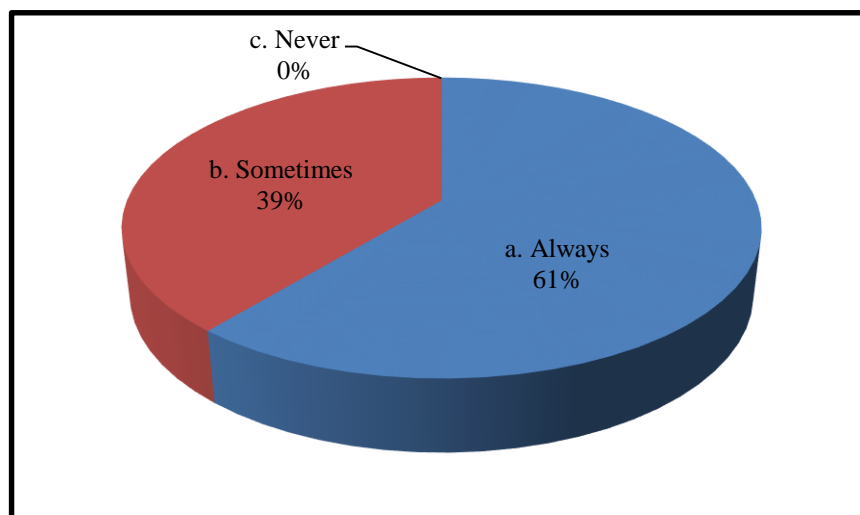


Figure 3.4: Vocabulary Shortage as an Obstacle in Writing Essays

This question seeks to investigate students' difficulties and problems with a vocabulary shortage as an obstacle to writing essays. The responses to this question are as follows: 13 students, under the percentage of 39%, chose always, and 0 students (0%) chose never. The rest of respondents (61%) chose always. So, it is revealed that students' poor quality of written essays is due to their lack of vocabulary.

Item.7. Do you think that the shortage of vocabulary affects negatively EFL Students 'essay writing?

Table 3.3 The Effect of Vocabulary Shortage on EFL Students' Essay Writing

Options	Respondents	Percentage
a. Yes	29	88%
b. No	4	12%
Total	33	100%

Table 3.7 shows that the majority of tourists (88%) claim that the shortage of vocabulary affects negatively EFL Students 'essay writing, whereas (12%) claim that the vocabulary shortage does not effects on essay writing.

Students' Justifications:

- The vocabulary is very important to write a good essay
- Yes, a shortage of vocabulary can hinder EFL students' essay writing by limiting their ability to express ideas accurately, use varied language, and convey nuanced meanings, resulting in less sophisticated and less coherent essays.
- Without enough vocabulary we cannot transfer the full ideas
- Because it is the basis of the four skills without vocabulary nothing can have meaning

-
- Having a shortage of vocabulary doesn't allow students express their ideas well
 - If the student don't know how to use vocabulary he can't write a complete essay
 - Lack of vocabulary will not help to write an academic essay and explain your thoughts correctly
 - Student have to explain and express ideas and views using appropriate vocabulary, if students lack vocabulary it's going to be difficult to do so
 - Well if you don't know enough vocabulary, it will be hard for u to transmit the information u want to deliver, and readers will most likely not grasp the meaning behind your essay.

From the justifications, the effect of vocabulary shortage on EFL students' essay writing. First, a shortage of vocabulary can hinder EFL students' essay writing by limiting their ability to express ideas accurately, use varied language, and convey nuanced meanings, resulting in less sophisticated and less coherent essays. Second, if the student doesn't know how to use vocabulary he can't write a complete essay. In addition, lack of vocabulary will not help to write an academic essay and explain your thoughts correctly. Four, student have to explain and express ideas and views using appropriate vocabulary, if students lack vocabulary it's going to be difficult to do so. Next, if you don't know enough vocabulary, it will be hard for u to transmit the information u want to deliver, and readers will most likely not grasp the meaning behind your essay. In conclusion, there are many effects of vocabulary shortage on EFL students' essay writing.

Item.8. In your opinion, which aspects of essay writing is most affected by the shortage of vocabulary?

Table 3.8: Students' Most Challenging Aspect of Writing Essay

Options	Respondents	Percentage
a. Introduction	2	6%
b. Body paragraphs	6	18%
c. Conclusion	0	0%
d. All aspects affected	25	76%
Total	33	100%

This question seeks to identify students' most challenging aspect of writing essays. The responses to this question are as follows: 2 students, under the percentage of 6%, chose the introduction, 6 students (18%) chose the body paragraphs, and no one chose the conclusion. The rest of the respondents (76%) consider all the previously mentioned elements to be challenging aspects of writing essays. So, all the parts of essay writing are related.

Section two: Essay Writing

Item.9. How do you evaluate your level in essay writing?

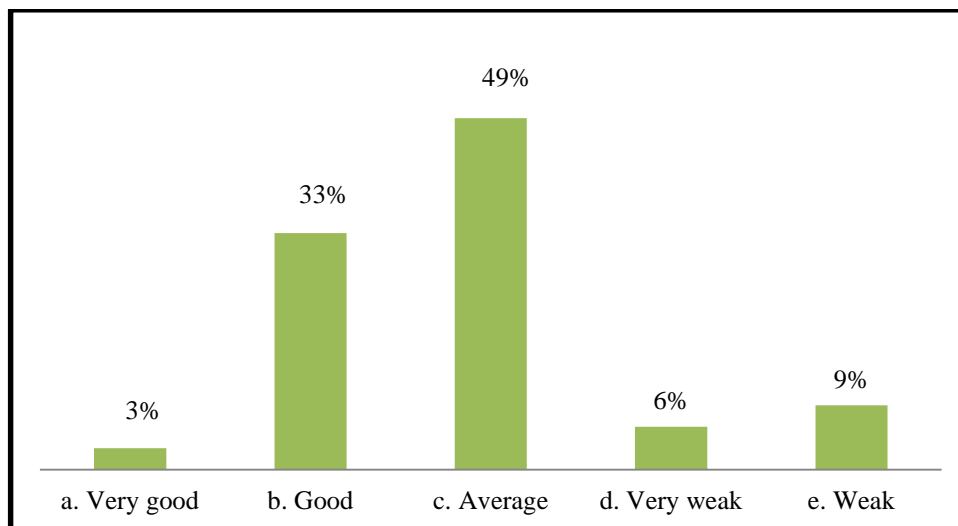


Figure 3.5: Students' Self Evaluation of Their Level in Essay Writing

From the results above, it is clear that most (49%) of the students think that they have an average level of writing, which implies that they are facing some difficulties that prevent them from achieving a high level of writing. 11 of them (33%) opted for a good level. One of them selected a very good level, and the other three (9%) students opted for a weak level. Whereas 9% students chose a very weak level. So, students who think they have a very good level and those who think they have a very weak level rate similarly, which indicated that there is a huge difference between both of them in terms of their level of writing.

Item.10. Do you find difficulty to write an essay?

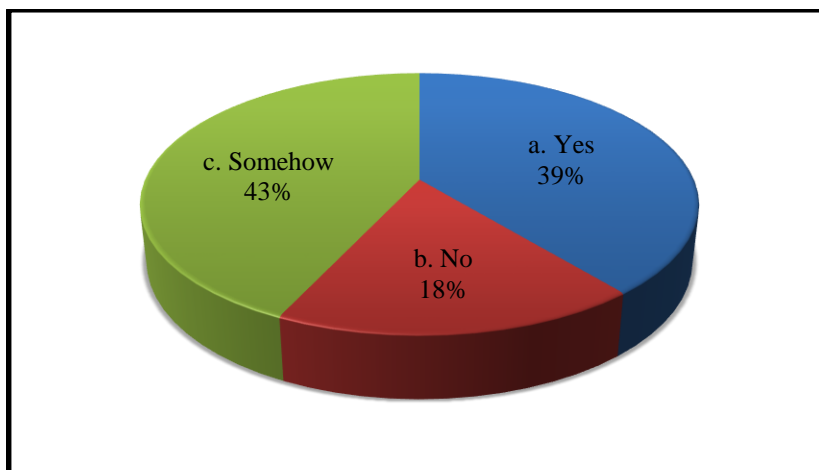


Figure 3.6: Students' Responses about whether they Find Any Difficulty in Writing Essay or Not

Table 3.10 shows that half of tourists (49%) encounter difficulties in writing essays, whereas 14 students (43%) claim to have problems somehow. Evidently, six students seemed to have no problem or obstacle in writing essays.

Item.11. Which of the following difficulties you find most challenging in essay writing?

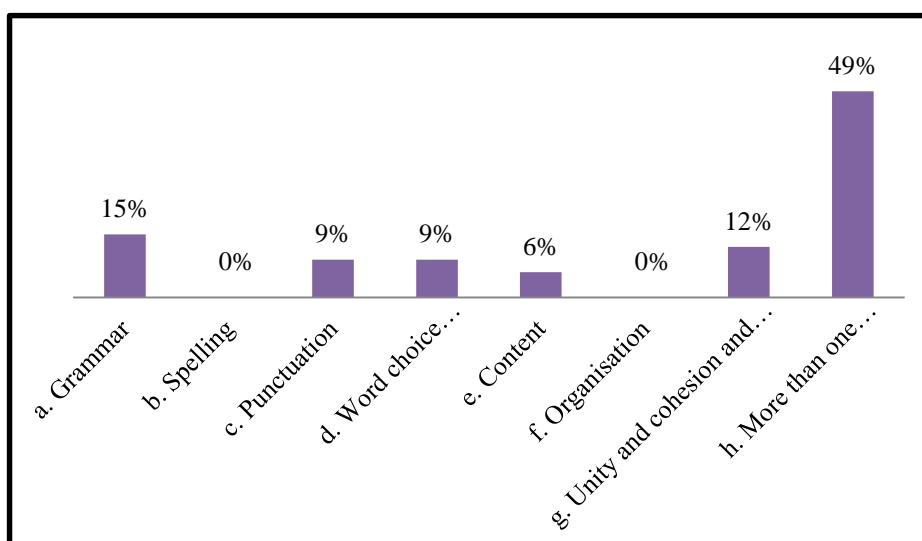


Figure 3.7: Students' Most Challenging Aspect of Writing an Essay

The table above shows that students' most challenging aspect of writing an essay. About 12% of students consider that effective writing revolves around having unity, cohesion and coherence in the text. Only three students opted for other elements such as punctuation and vocabulary. However, the majority (49%) of them select 'more than one challenging aspect', which implies that effective writing is complete only by including all of the mentioned elements. whereas (49%) chose grammar, and two students chose content. No student selects elements such as organization and spelling. Thus, they do not think about other important elements in writing.

Item.12. Did the shortage of vocabulary affect you to formulate a thesis statement of your essay writing?

Table 3.4: The Impact of Vocabulary Shortage on Formulating a Thesis Statement

Options	Respondents	Percentage
a. Yes	25	76%
b. No	8	24%
Total	33	100%

As it is illustrated above, the most number of the students (25 students) agreed that vocabulary shortage impacts on formulating a thesis statement. Eight students opted for "No" option.

Item.13. Do you use any specific strategies to ensure the unity of your essays, such as outline or brainstorming before writing?

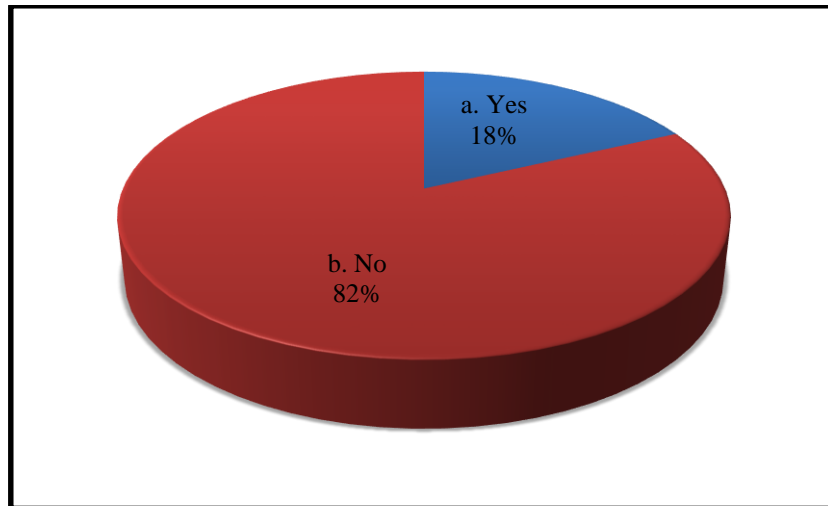


Figure 3.8: Students' Specific Strategies in Writing Essays

The results shown in the table above indicate whether the students' use specific strategies in writing essays. First, the majority of the students (82%) didn't use any strategies in writing essays, so they wrote without making a plan, while 18% of them used an outline or brainstorming before writing.

Item.14. Do you think that your vocabulary plays a role in maintaining the unity of your essays?

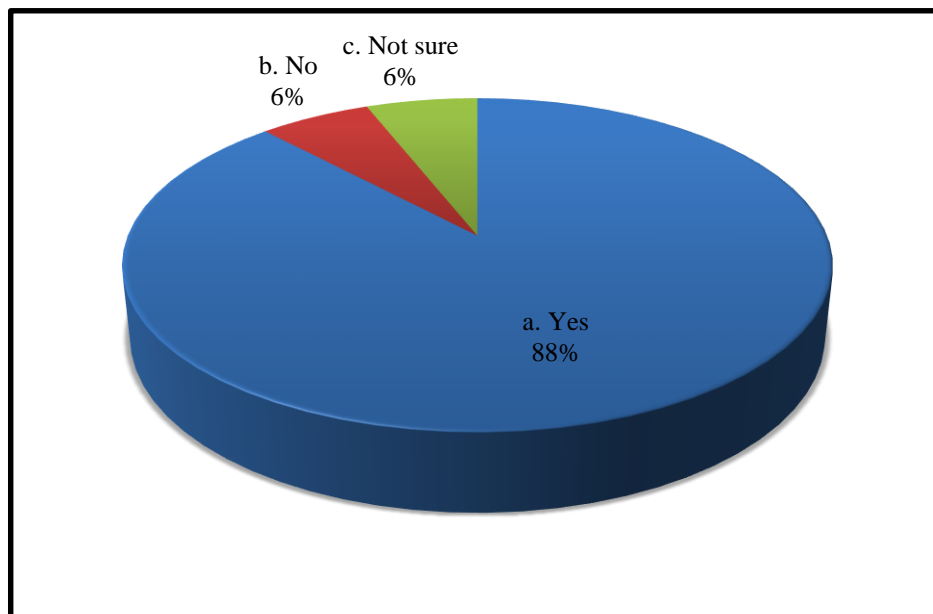


Figure 3.9: Students' Attitude towards the Role of Vocabulary in Writing Essay

In fact, the results shown above indicate that almost all the students (88%) appreciate the role of vocabulary and consider that it is crucial to learn vocabulary and enrich their vocabulary knowledge.

However, only 6% of the students rated for 'No' and 'Not sure'.

Item.15. In your opinion, do you think that vocabulary and writing essay are related?

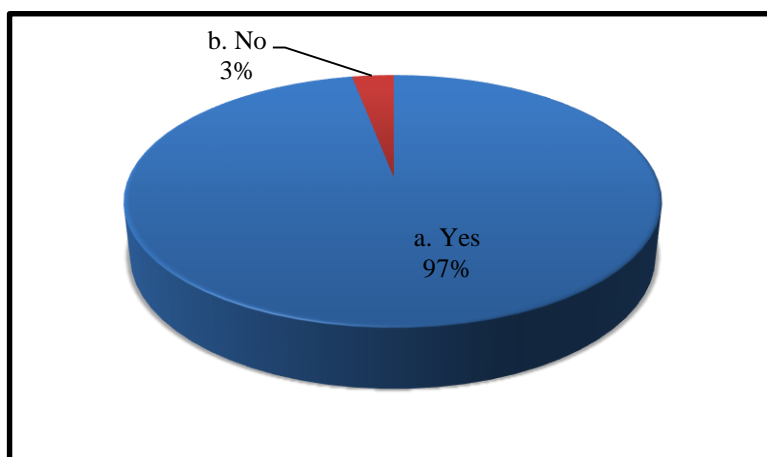


Figure 3.10: Students' Responses about whether there is a Relation between Writing Essay and Vocabulary or Not

According to the results above, 97 % students think that there is a relationship between writing and vocabulary. Consequently, third-year EFL students are aware of the link between vocabulary and writing skills and that one of them affects the other. However, one student thinks there is no relation between writing and vocabulary.

Item.16. In your opinion, to what extent does the shortage of vocabulary affect EFL Students 'essay writing?

The justifications about the shortage of vocabulary how can affect EFL Students 'essay writing:

- Vocabulary has very important role to write essays

- The shortage of vocabulary can have a significant negative impact on EFL students' essay writing, limiting their ability to express ideas effectively, convey complex thoughts, and use appropriate terminology. Expanding vocabulary is crucial for improving their essay writing skills.
- It affects all the essay parts; choosing the right vocabulary is very important. We can't write an essay randomly; each part of the paragraph consists of specific vocabularies.
- It's significant, and the whole essay depends on vocabularies.
- A limited vocabulary can restrict students' ability to express their thoughts and ideas effectively.
- It affects their ability to express their thoughts and ideas in essays.
- I think writing is a matter of vocabulary choices, and the more you have, the more your writing will be developed.
- It is highly recommended to read extensively about any topic before writing an informative essay about it; if not, the essay will sound incoherent and meaningless.
- They cannot write well-organized essays in terms of vocabulary.
- If the student doesn't know how to use vocabulary, he can't write a complete essay.
- It affects the quality of writing, which means the essay seems like not academic and in normal paragraphs. Make them follow this habit, and this is a bad thing. Also, they have to write academically to make their writing more academic and in the same time they learn how to write perfectly.
- Shortage of vocabulary makes the writing difficult and will not help the EFL student to communicate and express their ideas effectively.

- They are closely related because when we write we are supposed to use vocabulary. When the vocabulary is short, the ideas will be unclear and not well delivered.
- It affects it tremendously, because the less vocabulary you have, the less appealing your essay will be. Meaning the essay will lack coherence as well as the proper way of expressing ideas
- When we say essay we say word and words means the variability of vocabulary of the writer so the shortage of vocabulary affects EFL student's writing to a high extent
- They are struggling to expand their vocabulary store in order to come up with good writing pieces.

From the justifications, it is implied that students consider that writing is important, and the shortage of vocabulary can affect writing skills for many reasons. First, the shortage of vocabulary can have a significant negative impact on EFL students' essay writing, limiting their ability to express ideas effectively, convey complex thoughts, and use appropriate terminology. In addition, expanding their vocabulary is crucial for improving their essay-writing skills. Second, it affects all the essay parts. Choosing the right vocabulary is very important. We can't write an essay randomly; each part of the paragraph consists of specific vocabulary. Next, a limited vocabulary can restrict students' ability to express their thoughts and ideas effectively. Moreover, it is highly recommended to read extensively about any topic before writing an informative essay about it; if not, the essay will sound incoherent and meaningless. Furthermore, it affects their quality of writing, which means the essay seems like a normal paragraph and makes them follow this habit, which is a bad thing. They also have to write academically to make their writing more academic, and at the same time, they learn how to write perfectly. Obviously, they are closely related because when we write, we are supposed to

use vocabulary. When the vocabulary is short, the ideas will be unclear and not well delivered.

Consequently, the above results confirm that the majority of EFL third year students are aware of the effect of vocabulary shortage on their essay writing.

3.4.1.5. Discussion of the Results of Students' Questionnaire

According to the analysis and interpretation of the gathered data, this questionnaire provides valuable information that answers a part of the research and supports our hypothesis. From students' answers,

Moreover, the majority are aware of the importance of vocabulary in learning a foreign language and how vocabulary affects successful writing. This shows that learners are more aware of the ways in which vocabulary can enhance their writing. Additionally, the majority of the students thought that they had good vocabulary knowledge, but they assumed that learning vocabulary was a moderate or hard task for them, which can be interpreted as a lack of awareness of the strategies of vocabulary learning, or maybe due to their type of memory because many of them have short memories, which leads to limited background knowledge of vocabulary, or due to the insufficient techniques that teachers use to teach new words.

However, third-year EFL students are not confident enough about their level of writing, and they rate it between good and average. Moreover, students face many difficulties in academic writing due to a lack of vocabulary.

On the same path, the majority of respondents prefer to develop their vocabulary by using dictionaries, taking notes, reading, listening, and rereading the text to grasp the word from its context.

3.4.2 Teachers' Interview

The second method of gathering data for this study is an interview with teachers. It was designed to gather the opinions and attitudes of Biskra University's EFL teachers regarding what best suits their students' needs to address their lack of proficiency in academic writing in English.

3.4.2.1 Description of Teachers' Interview

The teachers' questionnaire contains twelve questions divided into three sections. The first section (Background Information) includes two questions that investigate the background knowledge of the teachers, such as their degree and years of teaching written expression. Then, the second section is entitled "Vocabulary in English Foreign Language," which consists of five questions that investigate the attitudes of teachers about vocabulary instruction and the use of various strategies to help their students improve their level of vocabulary acquisition. Finally, the third section, under the title "Essay Writing", includes five questions that attempt to investigate the teachers' views about some aspects of writing.

3.4.2.2. Aim of Teachers' Interview

The study interview was designed for EFL teachers at Biskra University to know the teachers' attitudes and feedback towards the effect of vocabulary instruction on the writing skill and to help third-year EFL students enhance their level in academic writing.

3.4.2.3. Administration

The semi-structured interview was administered to EFL teachers at Mohamed Khider University of Biskra. The teachers' interview was sent via email to five teachers at the English Department, University of Biskra, so that they could investigate the effect of the vocabulary shortage on students writing skills. Their experience, suggestions, and observations in the field of teaching writing are valuable for conducting this research.

3.4.2.4. Analysis of Teachers 'Interview

Teacher Background information

Item 01: Teachers' degree

Options	Number	Percentage
Doctorate	3	60%
Magister	2	40%
License	0	0%
Total	5	100%

Table3.5: Teachers' Degree

From teachers' responses, it is noted that the majority of them (n= 3) had a Doctorate degree while the other two (n = 2) have a magister degree; however, none of them have a license degree. Knowing the teachers' scores helps us collect data from teachers using different high scores.

Item 02: Teachers' experiences in teaching written expression

Through this item, teachers were asked how long they had been teaching written expression.

Teacher 01: 10 years

Teacher 02: 7 years

Teacher 03: 5 years

Teacher 04: 10 years

Teacher 05: 10 years

Teachers' responses indicate that their written expression teaching careers are Different. Three (n=3) teachers have the experience of 10 years in teaching written expression; whereas, the rest two (n=2) teachers (teacher 1, and 2) teach written expression from 5-7 years. Teachers' different periods of experience in teaching written expression will provide the researcher with various responses to the next questions.

Section one: Vocabulary in English Foreign Language (EFL)

Item 03: The teachers view in their student's background vocabulary knowledge in English language.

Through this item, teachers were asked if they thought their students had good vocabulary knowledge in the English language.

Teacher 01: some of them

Teacher 02: Not all of them yet, many of them have shortage of vocabulary

Teacher 03: Their vocabulary stock or repertoire is relatively limited

Teacher 04: Mostly, students enter at a low level, and after the first semester, their progress becomes noticeable by using unlimited vocabulary

Teacher 05: Somehow yes

Teachers (1) and (2) view that some of them and somehow yes, do not have a good vocabulary knowledge in English language. Teachers (3) and (4) indicate that not all of them yet, many of them have shortage of vocabulary. And their vocabulary stock and repertoire is relatively limited. At least teacher (5) announced that mostly, students enter at a low level, and after the first semester their progress become noticeable by using unlimited vocabulary.

Item 04: The teachers' explanation of the appropriate use of vocabulary means to their students.

In this item, the teachers asked if they explain to their students what means by appropriate use of vocabulary.

Options	Numbers	Percentage
Yes	4	80%
No	1	20%
Total	5	100%

Table 3.6: The teachers' explanation of the appropriate use of vocabulary means to their students.

As shown above, the teachers (4 teachers) explain what it means to use appropriate vocabulary. And just one teacher (1 teacher) did not focus on explaining what it means to them.

Teachers' explanations

Teacher 01: No, I do not put much emphasis on it, I advise them to read to enrich their vocabulary acquisition.

Teacher 02: Yes, I do every hour we come across a new word, we know its different meanings and uses.

Teacher 03: Yes, I do because it is a very important point, i.e.: students should know that one word may have more than one meaning and we can use one word in different fields which make the meaning changes.

Teacher 04: Yes, I do it is the use of the right word in the right situation or context

Teacher 05: I tell them about the appropriateness of the context in which the sentence is used because it determines the adequate vocabulary item, and also that academic English requires formal vocabulary.

The teachers (1, 2, 3, and 4) explain to their students what means the appropriate use of vocabulary, and they provide us with a different explanation ;Teacher (1) I tell them about the appropriateness of the context in which the sentence is used because it determines the adequate vocabulary item, and also that academic English requires formal vocabulary. Teacher (2) it is the use of the right word in the right situation or context.

Teacher (3) because it is a very important point, i.e.: students should know that one word may have more than one meaning and we can use one word in different fields which make the meaning changes. Teacher (4) every hour we come across a new word, we know its different meanings and uses. Whereas, teacher (5) do not explain to his / her students what is means by appropriate use of vocabulary.

Item 05: The teachers' opinion about their students 'problem with vocabulary'.

In this item, the teachers were asked if their students had problems with vocabulary.

Options	Numbers	Percentage
Yes	4	80%
No	1	20%
Total	5	100%

Table 3.7: The teachers' opinion about their students' problems with vocabulary.

Regarding the results mentioned in table (3) the number of interviewed teachers (4) Answered with “yes”, which means that their students facing problems with vocabulary.

Although, one teacher (1) answer with "No" which means that his/her students do not suffer from problems with vocabulary.

Teachers ‘explanations

Teacher 01: yes, they do some of them know only one meaning of the word (most of cases the literal meaning)

Teacher 02: one of the problems to write effectively an essay is vocabulary shortage; they do not have the relevant vocabulary items to express themselves.

Teacher 03: Yes, they do. They have a vocabulary shortage due to the lack of exposition to English, lack of reading, lack of motivation to expand their vocabulary repertoire.

Teacher 04: For sure, they have a noticeable lack of vocabulary due to the lack of reading and the majority admitting that.

Teacher 05: No, they do not have.

The four (4) teachers answers with “yes” which means that their students have problems with vocabulary ,whereas , one teacher (1) answer with “no” which means that his / her student do not have problems with vocabulary .

Item06: The teachers ‘opinion on whether vocabulary and writing essay are related.

In this item the teachers were asked if vocabulary and writing essay are related.

Options	Numbers	Percentages
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.8: The teachers’ opinion on whether vocabulary and writing essay are related.

As it is illustrated above, the total number of interviewed teachers (5 teachers) answers with “Yes" which means that the vocabulary and writing essay is related. And they justify their responses.

Teachers ‘justifications

Teacher 01: Of course, they are. You cannot write well -developed essay without a wide range of lexis

Teacher 02: Yes, they are

Teacher 03: Of course they are. When learners have a rich vocabulary stock, they will be able to develop good essays, especially in terms of accuracy and style

Teacher 04: Yes, they are related

Teacher 05: When we say writing directly comes in our minds words, so vocabulary is the base of writing because without vocabulary we cannot explain our ideas in the exact way we want

Through the teachers' answers, it is obvious that vocabulary and writing essays are related, and they provide their responses with adequate justifications.

Item07: The teachers' opinion on how vocabulary shortage affects EFL students' essay writing.

Teacher 01: they produce essays with very limited words, and limited ideas.

Teacher 02: It affects their writing style which becomes a poor one.

Teacher 03: Simply, students who have a lack of vocabulary, their essays are always incomprehensible, or more precisely, they often do not communicate their ideas in the correct manner, which are often good ideas

Teacher 04: When they have lack of vocabulary, they write poor essay: inexpressive words, repetitions, redundancy, errors in expression

Teacher 05: It affects their essays in many ways. Their content is likely to be weak, the clarity is poor, the ideas are a weak word, and the style is too simple .

Based on teachers' answers, it is obvious that the shortage of vocabulary affects negatively on EFL Students 'essay writing. In different ways whether in the structure of the essay or in the content. Also, affects the sentences, ideas, style and the clarity of essay.

Section two: Essay writing

Item08: The teachers viewed whether their students considered essay writing an easy task for them.

Through this item the teacher were asked if their students consider essay writing an easy task for them.

Options	Numbers	Percentages
Yes	0	0%
No	5	100%
Total	5	100%

Table 3.9: The teachers viewed whether their students consider essay writing an easy task for them.

Teacher 01: It is not an easy task. Some students suffer from many issues related to grammar, vocabulary, and cohesion and coherence, etc.

Teacher 02: No, it is not .to write a good essay, students need some knowledge as regards vocabulary, mechanics and organization of ideas.

Teacher 03: Writing an essay still a hard task not only for third year students, but with doing a hard work and enhancing their vocabulary they will be able to write a well essays

Teacher 04: No, it is not, it requires skill, vocabulary; and logic accuracy.

Teacher 05: EFL writing is a difficult and a challenging task for many reasons. First, it is done in the foreign language. Second, it is hard because many students do not succeed to produce a good content and a correct form since their linguistic background in English is not very high.

From the teacher's responses, it is clear that writing an essay is not an easy task for their students. Teachers provide their answers with proof such as students suffering from grammar weaknesses and shortages of vocabulary knowledge, cohesion, coherence, mechanics, and organization of ideas. Moreover, their linguistic background is not very high.

Item 09: Teachers' view of their students' level in writing

Options	Numbers	Percentages
Very good	0	0
Good	0	0
Average	5	100
Very weak	0	0
Weak	0	0
Total	5	100

Table 3.10: Teachers' views of their students' level.

As illustrated above, all five teachers interviewed agreed that their students' level of writing is average.

Item 10: The elements that teachers emphasize when asking their students to write essays.

Through this item teachers were asked which element they ask their students to give much emphasis when writing essay.

Options	Numbers	Percentages
Grammar	0	0%
Vocabulary(word choice)	3	60%
Mechanics	0	0%
Organization	2	40%
Content	0	0%
Cohesion and coherence	3	60%
All of them	2	40%
Total	5	100%

Table 3.11: The elements that teachers emphasize when asking their students to write essays.

According to Table number (10), one teacher asks his students to emphasize grammar. Three teachers (3) ask to emphasize vocabulary, organization, coherence, and cohesion, and then two teachers (2) ask to emphasize all elements. Although the "content and mechanics" elements were not asked by none of teacher to emphasize.

Item 11: The teachers' view on their students' problems with certain aspects when writing an essay.

In this item, the teachers were asked about aspects of their students' problems with writing essays.

Options	Numbers	Percentage
Grammar	0	0%
Shortage of vocabulary	5	100%
Lack of ideas	1	20%
Lack of organization	3	60%
Poor style	4	80%
Total	5	100%

Table 3.11: The teachers' view on their students' problems with certain aspects when writing an essay.

It is evident that five teachers (5) identified a shortage of vocabulary as the largest obstacle for their students when writing essays. Additionally, three teachers (3) agreed that a lack of organization is a problem for their students. Four teachers (4) stated that poor style poses challenges for their students when writing essays. One teacher (1) observed that a lack of ideas is an obstacle for their students. Lastly, none of the teachers (0) considered grammar to be a problem for their students when writing an essay.

Item 12: the teachers' comments or suggestions as solutions for the shortage of vocabulary of EFL Students 'essay writing

Teacher 01: students have to write more often about different subjects to develop their word storage.

Teacher 02: learners need practice in writing and reading intensively.

Teacher 03: Practice a lot, Read academic English, Listen a lot to English native speakers, Improve English grammar knowledge, Interact with peers and teachers in English.

Teacher 04: The possible solution to such problems is to read more books and articles and imitate the writers' styles. With time, each student will have his own style of writing.

Teacher 05: encourage extensive reading and provide vocabulary-building activities to expand their word repertoire.

Based on the teachers' interview answers, it is evident that they suggested several solutions for addressing the shortage of vocabulary in EFL students' essay writing. These include encouraging intensive reading, writing on different subjects, listening to native speakers, improving English grammar knowledge, and providing vocabulary-building activities to expand students' word repertoire.

3.5. Synthesis of the Findings

This summary is being developed as a result of the findings from both data gathering methods. According to the analysis and interpretation of the gathered data, we observe that all of the teachers of written expression are full-time teachers, which suggests that they have enough experience and that their responses are more credible. Additionally, they all agree that teaching vocabulary is an essential part of mastering any language. In addition, EFL students are aware of the importance of learning vocabulary to use it in writing essays; however, it is also clear that they have insufficient vocabulary, which reflects negatively on their writing. EFL students at Mohamed Khider University of Biskra have a deficiency in Essay writing because of the shortage of vocabularies. On the one hand, teachers do agree with the importance of gathering and memorizing terminologies in terms of being not limited in writing in various academic situations. Furthermore, the majority teach their

students how to learn new words and advise them to use channels like dictionaries, reading books, and listening to music and podcasts. Additionally, participants also prefer to use certain strategies, such as guessing the word meanings from the context cues and extensive reading. In the end, the researcher concludes that "learning the language and acquiring new skills is not always related to what the teacher offers, but rather a personal effort. Moreover, strengthening writing competencies is always done through practice and application, including learning different vocabulary, using it, and communicating with it. As a result, this is reflected positively in the student's level.

Conclusion

The fieldwork for this study was covered in this chapter. It includes an analysis and interpretation of the information collected through the two data collection techniques: a questionnaire for learners and the teacher's interview. Despite the fact that EFL students and teachers are well aware of the significance of vocabulary in English language learning and writing, the analysis of the students' questionnaire and the teachers' interview allowed us to come to the conclusion that there is a significant impact of vocabulary shortage on EFL students' essay writing. In the end, the final results of both data collection methods are analysed and summarised.

Limitations of the study

Every study has limitations, and in conducting this research, we faced some difficulties. First, the main obstacle was a lack of research studies and references on the topic because ELF is a recently created method; there was neither a manual to follow nor a plethora of studies to depend on. Accordingly, the teachers of written expression didn't reply, which made me lose more time. Nevertheless, the aforementioned limitations did not

prevent the researcher from collecting very useful results that proved the validity of the hypotheses.

Implications

For Teachers

- Students should learn the steps to learning new words from their teachers.
- It is strongly advised to change up the method by which academic writing is taught while concentrating on the key abilities those students must acquire.
- It is also advised that teachers add some examinations to evaluate their students' comprehension of word meanings.
- Enhancing writing practice for various academic assignments in the classroom is strongly advised.
- use a wide range of vocabulary teaching techniques, including intensive reading, the use of dictionaries and glossaries, the use of affixes and roots, and context cues.

For Students

- The first piece of advice for third-year EFL students is to read often.
- Students need to practice writing English at an early stage at the university to become familiar with the needs of academic writing.
- The ability to infer words' meanings from context clues and sentences around the target item should be practiced by students.
- In particular, students seeking advanced degrees like master's degrees should be aware of the value of academic writing in higher education.

-
- Students should set aside sufficient time to read different academic tasks, such as academic articles, research papers, and dissertations, to get a comprehensive understanding of their format, organization, and style.

General Conclusion

General Conclusion

This research attempted to investigate the improvement of EFL learners' academic writing performance by making their vocabulary better. Therefore, the ultimate aim of the research is to answer the research questions and confirm the validity of the research hypotheses, which suppose that if students have a vocabulary shortage, this will negatively affect their essay writing.

Furthermore, students consider academic writing a complex module to master. They have different difficulties in academic writing, namely, vocabulary, grammar, organization, and language coherence and cohesion. They also fail to produce written assignments that meet the academic requirements, such as dictionaries, reading books, listening to music, and podcasts. Through both the questionnaire and the interview, EFL teachers and students pointed out that a lack of reading and a lack of practice in essay writing are the main reasons behind EFL students' difficulties. They claimed that the insufficient time allocated to academic writing prevented them from practicing enough academic assignments and receiving feedback from teachers.

Equally important, the obtained findings that are discussed in the field work proved that both EFL teachers and students have positive attitudes towards integrating learning vocabularies into writing as a technique to develop EFL students' level of performance in essay writing.

Eventually, the results of the current study revealed that EFL students are aware of the importance of learning vocabulary to use it in writing essays, but they lack vocabulary, which reflects on their writing. Moreover, the teachers' interviews showed that teachers do agree with the importance of gathering and memorizing terminologies in terms of not being limited in writing in various academic situations.

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Appendices

Appendix 01: Students' Questionnaire

Students' Questionnaire

Dear Students

This questionnaire is a part of research work that aims to **Investigating The Effects of Vocabulary Shortage on EFL Students'essay writing.**

You are kindly requested to fullfill this questionnaire research we are undertaking and we hope that you will give us your full attention and interest.

Pleas tick ✓ the most suitable answer for you and make a full statement whenever is necessary.

Thank you for your time and for your collaburation

Section one: Vocabulary in English Foreign Language

Q1: Do you have good vocabulary knowledge in English language?

- a) Yes
- b) No

Q2: Do you know what does the approprait use of vocabulary means?

- a)Yes
- b)No

If yes; explain.....

.....
.....

Q3:How do you develop your vocabulary knowledge?

- a) Use dictionary
- b) Reading
- c) Taking note
- d) Others

.....
.....

Q4: What do you do when you face a word you do not understand?

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

Q5: To what extent is learning vocabulary a difficult task for you?

- a) Difficult
- b) Moderate
- c) Easy

Q6: Do you think that the shortage of vocabulary has hindered you to write essays?

- a) Always
- b) Sometimes
- c) Never

Q7: Do you think that the shortage of vocabulary affects negatively EFL students' essay writing?

- a) Yes
- b) No

If yes; please justify.....

.....

.....

Q8: In your opinion which aspects of essay writing is most affected by the shortage of vocabulary?

- a) Introduction
- b) Body paragraphs
- c) Conclusion
- d) All aspects affected

Section two: Essay Writing

Q9: How do you evaluate your level in writing essays ?

- a) Very good
- b) Good
- c) Average
- d) Very weak
- e) Weak

Q10: Do you find difficulty to write an essay?

- a) Yes
- b) No
- c) Somehow

Q11: Which of the following difficulties you find most challenging in essay writing?

The Effect of Vocabulary Shortage on EFL Students' Essay Writing

- a) Grammar
- b) Spelling
- c) Punctuation
- d) Word choice (vocabulary)
- e) Content
- f) Organisation
- g) Unity and cohesion and coherence
- h) More than one challenging aspect

Q12: Did the shortage of vocabulary affect you to formulate a thesis statement of your essay writing?

- a) Yes
- b) No

Q13: Do you use any specific strategies to ensure the unity of your essays, such as outlining or brainstorming before writing?

- a) Yes
- b) No

Q14: Do you think that your vocabulary plays a role in maintaining the unity of your essays?

- a) Yes
- b) No
- c) Not sure

Q15: In your opinion, do you think that vocabulary and writing essay are related?

- a) Yes
- b) No

Q16: In your opinion, to what extent does the shortage of vocabulary affect EFL students

'essay writing?

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Appendix 02: Teachers Interview

TEACHERS INTERVIEW

Dear teachers

We are conducting a research which is about Investigating the Effects of Vocabulary Shortage on EFL Students' Essay Writing, the case of third-year EFL Students at Biskra University.

We are kindly requested to fill in this interviews which is an attempt to gathering information needed for the accomplishment of a master dissertation

We would be so grateful if you could sincerely answerer, so please tick() your answer (s) in the corresponding box (es) and make full statement whenever necessary.

Thank you for your time and for your collaboration

Teacher Background information

Q1: Your degree

- a) BA(license)
- b) MA(Magister/Master)
- c) Ph.D (Doctorate)

Q2: How long have you been teaching written expression?

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Section one: Vocabulary in English Foreign Language

Q3: In your opinion, do you think that your students have good vocabulary knowledge in English language?

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Q4: Do you explain to your students what appropriate use of vocabulary means?

Please, explain your answer.....

The Effect of Vocabulary Shortage on EFL Students' Essay Writing

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Q5: In your opinion, do you think that your students have problem with vocabulary?

If yes, explain why.....

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Q6: In your opinion, did vocabulary and writing essay are related?

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Q7: In your opinion, as teacher(s) how the vocabulary shortage does affects EFL students' essay writing?

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Section two: Essay Writing

Q8: Is writing an essay an easy task for third-year EFL students?

Please justify your answer.....

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Q9: Is students' level in writing:

- a) Very good
- b) Good
- c) Average
- d) Weak
- e) Very weak

Q10: which element do you ask your students to give much emphasis when writing essay? (you can tick ✓ more than box)

- a) Grammar
- b) Vocabulru (word chioce)
- c) Mechanics
- d) Organization
- e) Content
- f) Cohesion and coherence

The Effect of Vocabulary Shortage on EFL Students' Essay Writing

Q11: what are the aspects that your students often have problems with when writing essay?(you can tick✓ more than one box)

- a) Grammar
- b) Shortage of vocabulary
- c) Lack of ideas
- d) Lack of organisation
- e) Poor style

Q12: As a teacher, please add any comment or suggest a solution for the shortage of vocabulary of EFL students' essay writing.

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ملخص الدراسة

تتخذ هذه الدراسة شكل بحث متعدد الأساليب لجمع البيانات لتقييم آثار النقص في المفردات على كتابة مقال طلاب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية في جامعة محمد خضر بسكرة. ومع ذلك، فإن الهدف من هذه الدراسة هو النظر وتحديد آثار نقص المفردات على كتابة المقالات لطلاب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية. لتحقيق أهداف الدراسة واختبار الفرضية، تم استخدام أداتين لجمع البيانات: مقابلة شبه منظمة مع المعلمين واستبيان شبه منظم مع طلاب اللغة الإنجليزية كلغة أجنبية في جامعة محمد خضر بسكرة، مع عينة من ثلاثة وثلاثين طالبًا، وخمسة مدرسين للتعبير الكتابي في نفس الجامعة. يشير تحليل البيانات التي تم الحصول عليها من استبيان الطلاب إلى أن طلاب اللغة الإنجليزية كلغة أجنبية يدركون أهمية تعلم المفردات لاستخدامها في كتابة المقالات، لكنهم يفتقرون إلى المفردات التي تنعكس على كتاباتهم. من ناحية أخرى، أظهرت مقابلات المعلمين أن المعلمين يتفقون مع أهمية جمع وحفظ المصطلحات من حيث عدم التقيد بالكتابة في المواقف الأكاديمية المختلفة.