People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

Improving English Foreign Language Learners' Academic Writing through Focusing on

Appropriate Use of Vocabulary

Case Study: Second Year LMD Students English Division at Biskra University

A Dissertation Submitted to the Department of Foreign Languages

As Partial Fulfilment for the Master's Degree in Sciences of Language

Submitted by: Supervised by:

Miss. Nadjah Tabet   Mrs. Sakina Bencharef

Examiners:

Mrs: Bencharef Sakina

Mrs: Missaibi Samira

Mrs: Laadjali Djamila

May 2015

Dedication

I dedicate this dissertation :

To my beloved Dad and Mom.

To my dear brother Alaa eddine and my sisters, Anissa, Bassmala, and my sweet heart Omeima.

To all my dear grandmothers and grandfathers.

To my precious family Tabet, and my best friends.

To all members of wonderful group, group 06.

To all postgraduate students 2015.

To all my teachers.

ACKNOWLEDGMENT

ABSTRACT

The current study aims to investigate the relationship between vocabulary use and writing and the influence of the appropriate use of vocabulary for the improvement of academic writing. The present study adopts the notion of strong correlation between vocabulary use accuracy and written production in which the appropriate use of words affects students' level of writing automatically. To prove this hypothesis, a descriptive study has been conducted and two questionnaires were used as a data gathering tool. They were devised to both teachers and students in the division of English at Mohamed kheider University in Biskra. Students and teachers' opinions towards writing and vocabulary use accuracy are clearly stated. The results of this investigation have confirmed the hypothesis which states that if students pay careful attention to write vocabulary appropriately in their written works, this would improve their writing competency. It has been revealed that students still do not know what really means appropriate use of vocabulary even though teachers confirm -through their answers- that they explain it constantly. Moreover, teachers argued that students do not read to improve their knowledge of vocabulary use accuracy. In addition, they validated the importance of vocabulary use accuracy within written pieces through explaining how this aspect influences the clarity of ideas and messages. Eventually, a set of recommendations inspired from this study are suggested for students and teachers to tackle and master foreign language learners' writing competency.

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language.

ESL: English as a Second Language.

L1:   First Language.

L2:   Second Language.

LMD: License, Master and Doctorate.

N: Students and Teachers' Number.

Q: Question.

VSS: Vocabulary self –collection Strategy.

LIST OF TABLES

LIST OF FIGURES

TABLE OF CONTENTS

Page

CHAPTER ONE: THEORETICAL OVERVIEW OF WRITING SKILL.

CHAPTER TWO: VOCABULARY USE ACCURACY IN WRITING

CHAPTER THREE: FIELD WORK

Appendices

1. Introduction

Academic writing is one of the most complex and challenging skills that students can face in the academic settings. Furthermore, academic writing has series of features which EFL learners must follow to develop their writing proficiency. From the most vital characteristics of effective writing is to choose and to use appropriate vocabulary. Driscoll& Brizee (2014) claim: "It is very important to use language that fits your audience and matches purpose; inappropriate language uses can damage your credibility, undermine your argument or alienate your audience". Hence, each writer is obliged to use and select vocabulary correctly which he/she expects readers to know. Correct use of words makes readers understand the message of students' thoughts. This means that language affects students' writing in a positive or negative way depending on the individual accurate use of vocabulary. Consequently, each word the student writes has to respect certain criteria such as if that word is formal, noticeable or clear enough. The use of dictionary is as well important to distinguish between similar pairs of words in order to avoid the wrong usage of vocabulary. Accordingly, learners can develop and maintain their academic competency through their awareness of the specific use of vocabulary. In brief, vocabulary and their precise use within students' written pieces has an effective aspect in the academic writing which EFL learners must take into consideration to improve their level of writing competency.

2. Significance of the Study

This study tends to offer practical solutions to students' academic writing hindrance. It contributes to figure out the main reasons behind the lack of the academic writing, and how the appropriate use of vocabulary develop it.

3. Statement of the Problem

Due to the complexity of the writing skill, a great majority of second year LMD learners in the university of Biskra find it difficult to achieve the goal of being competent as academic writers .One of the factors of not achieving good competence in writing is that they neglect the appropriate use of vocabulary. Indeed, they use informal words or words which do not denote the message they want to convey. Such mistakes will obviously lead to boredom about the written topic or to misunderstanding .Therefore, in this study we will spot light on the relation between academic writing and the main aspects of using accurate vocabulary to achieve writing competency.

4. Aim of the Study

Since many EFL learners have difficulties in the academic writing, our study aims to develop students' academic writing competency through making them aware of the significance of the appropriate use of vocabulary by providing some strategies and methods for developing vocabulary and their use within texts.

5. Hypothesis

This study is designed to test the hypothesis that if EFL learners use vocabulary appropriately following certain strategies in their writings; consequently, their academic writing competency would be increased.

6. Research Questions

The main questions in this study are:

1- Is the appropriate use of vocabulary an important aspect in academic writing?
2- Do students focus on the use of vocabulary appropriately when writing?
3- Do weaknesses of the use of vocabulary affect students' academic writing?
4- How can the teacher improve students' writing?

7. Limitation of the Study

This research is limited to a sample of 40 students to represent the population of second year. We know that it is not representative but because of time constraints and in terms of practicability, it is more judicious to work with a limited number.

It is limited also to one area; that the use of appropriate vocabulary is related to education and more precisely to the improvement of EFL writing skill competency with slight indications of its benefits on other skills.

It is limited to written expression teachers in order to spotlight on writing competency and to try to find out a series of new facts that is related to the two variables writing skill and vocabulary appropriate use.

8. Literature Review

Recent studies determined the importance of vocabulary in L2 academic writing and proved that teachers of EFL students consider lexical errors to be the most serious evaluation within students' educational written production (Hinkel, 2004: 41). Hinkel

added that the majority of EFL learners cannot achieve the goal of becoming proficient users of L2 academic vocabulary during their academic time of studies (p.42). Hence, the low level of academic written production will be decreased, and readers will be puzzled and unconvinced about the content. Also it lets readers think that the work is not worth reading because of an imprecise and incorrect use of words. Barrass (2005: 51) also argues that the written production is an image of writer thoughts, so words should be used correctly.

Accordingly, Yates (2008: 10) states that these recent last years students use informal forms in their essays and unnecessary words. He added that the author must control every word whether it is useless or it is best he/she could use; that which make the most excellent and precise writing.

Another study confirmed the importance of vocabulary use; the best and the only way learners convey readers about their ideas in writing is to select right words and to confirm what he/she writes (Hmadouch, 2010: 13). Kane (2000: 262), another researcher who studied the effectiveness of words precision within writing, stated that when a word is effective it is more precise and fits the writer ideas. He added that precision is a more complicated task than it sounds as well as word selection is the heart of writing. Consequently, selecting words is not a random work. It comprises some aspects which students should take into account such as the meanings of words, level of formality, intensity. These studies were provided only for one aim: to develop EFL learners' academic writing competency through the importance of the accurate use of vocabulary and which have shown students and teachers that extent vocabulary use and the academic written piece are related and are tow faces of one coin .As result, we can call the appropriate use of vocabulary aspect as the one crucial bone which helps to construct and develop proficient academic written pieces.

9. Research Methodology

9.1 Research Method

This present study is mainly built on the descriptive type of research to supply the different strategies of developing appropriate use of vocabulary. It is based on the qualitative and quantitative method to collect data.

9.2 Data Gathering Tools

Concerning data collection we would administer two main questionnaires, one to teachers of written expression, and the other to second year LMD learners at the English division of Biskra University. The purpose behind the teachers' questionnaire is determine the place of vocabulary use in the written piece, and the degree of importance it is given by them through how teachers teach vocabulary and how they teach students to use appropriate vocabulary to attain proficiency. The students' questionnaire, intended for second year LMD learners, will provide their opinion about their awareness concerning vocabulary use accuracy, and gauge their level of academic writing proficiency.

9.3 Sample of the Study

The population in this research is selected from a total number of second year LMD which is about 426 English language students in University of Biskra. The sampling is about 40 students who are randomly chosen.

A sample of 5 written expression teachers will be also chosen.

CHAPTER ONE: THEORETICAL OVERVIEW OF WRITING SKILL.

Introduction

The writing skill is not only a difficult task but it is a sophisticated one as compared to other skills. Consequently, it needs more effort and practice to achieve the good level of competency. Hence, this chapter will provide a theoretical overview of the writing skill: Series of definitions, aspects of academic writing, main approaches of writing skill, teaching writing methodology, and main difficulties encountered by learners and the place of vocabulary within academic writing.

1. Definition of Writing

Many scholars and researchers have defined writing in different ways. Crystal (2006: 257), for example, declares : "writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression." This definition proves that the writing skill is a chain of symbolic graphs combined together to form a comprehensible text that is a necessary tool of communication. Lado (1983:248), as well views that writing is a device by which human beings communicate. A good writer is the one who has the ability to employ structure and vocabulary items correctly in order to convince readers and states his/her ideas clearly and precisely to make a comprehensible written piece. He locates it as follows: "We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing".

Writing is more than visual marks; it is a complex activity as suggested by Jozsef (2001: 05) "Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects." In addition, Byrne (1979) argued that writing is a complex skill that makes the writer gives his mental and physical efforts. In addition to this complexity, there are some problems that can face any writer. They are categorized into three parts. First, they are the psychological problems; they come from the lack of interaction between the writer and his/ her audience. Second, they involve linguistic problems which contain lack of certain device such as clearness and correctness of expression and ideas. Third, the cognitive problems include that writers are require following formal instruction to develop their pieces.

The writing skill has a strong link with other skills especially reading and speaking. Writing, according to River and Temerly (1978: 263), as different to speaking, is a regulated system of communication and an essential tool in the academic learning. In addition, written topics can stay for a long time because they are permanent whereas the spoken language is temporary. The same with writing and reading which have a strong relationship: The extensive reading provides a good prior knowledge to students and helps them to widen their style, ideas, and accuracy. Thomas (1976) proved: "a significant relationship existed between writing achievement and the amount and variety of reading experiences." (Thomas: 1976; cited in Flippo and Caverly, 2000:15)

Writing is a very important skill because by writing, people express themselves clearly. In addition, by writing they give a visible image to the future generations as argued by Crroll (1990:01). He says:

> Without doubt, the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories ect. Writing allows us to share our communication not only with contemporaries, but also with future generations. It permits people from the near and far distant past to speak to us.

All those previous definitions are general. However, there is an important one which is the academic writing definition. Students in universities are obliged to write different assignments during their studies (e.g. essays, research papers, dissertations, articles, ect.) All those are "ACADEMIC WRITING" that follow some principles such as style, structure, and content; and they are written for a specific type of audience .(Mennens &Wilkinson , 2002).

2. Characteristics of Academic Writing

Academic writing requires some criteria that make the written pieces more effective within academic settings. According to Stareky (2004), for example, he suggests some criteria as organization, clarity, coherence, and word choice. These are developed and explained in the following points.

2.1. Organization

The organized written piece leads readers to a good understanding and to a right belief of the presentation of ideas and in order to make the written work more organized, this needs some steps .Starkey (2004: 02)states:

> By following [an organized method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis.

The writer follows different techniques before engaging physical act of writing such as brainstorming and free writing. These techniques help to arrange the written work and to guide readers. Chelsa (2006) supported the idea of free writing and brainstorming to be two important tools for shaping learners' ideas before writing the final draft. These techniques are similar as they fetch many thoughts on the given topic; however, free writing needs to write sentences, phrases on paper whereas, brainstorming includes making a list of separated thoughts related to the topic.

Shannon (2011) added that there are two types of techniques used to organize the written material formally and informally. On one hand, the informal techniques which include brainstorming, free writing and mind mapping are used in order to guide the organization of the paper. On the other hand, the formal technique is the classic outline which contains the general idea and its details which are well developed and organized so that they can help the author.

2.2. Clarity

Academic writing without doubt needs to be clear enough for the reader to help him get ideas easily. The website article of Melbourne's University (www.services.unimelb.edu.au/academicskills.) notes that:

> You may already have experience writing for such purposes as entertainment or persuasion, where the writing is organized to create suspense, emotional effect or evocative description. In contrast, academic writing aims above all for clarity and precision. For this reason, it has a direct and focused style.

Murray and Hughes (2008) explain how clarity is essential in writing essays and how it makes them readable and accessible. According to them, achieving clarity is to write clear short sentences, relevant, and not ambiguous.

According to Starkey (2004: 12-9), Clarity in writing will be accomplished when the writer must:

- *Eliminate ambiguity:* Avoid any words or phrases that have interpretations, which could mislead readers.
- *Use powerful, precise adjectives and adverbs:* For example, *exhausted* can take the place of *really tired.*
- *Be concise:* This means that writers must go to the point without the repetition of words or unnecessary phrases and sentences.

Melbourne University website article "*developing clarity and focus in academic writing*" provides six ways to keep writing clear for the audience. They are summarized as follow:

- *Begin your paragraphs with a topic sentence which summarizes the main point of the paragraph.*
- *Establish your central topic at the beginning of the sentence, preferably as a subject.*
- *Move from old to new information.*
- *Keep your topics, or the beginning of your sentences, brief and simple, and put complex or detailed information at the end of a sentence.*

- *Place less important information at the start of a sentence and more important information at the end of a sentence.*
- *Clearly emphasis your more important points, and de-emphasis minor* supporting points.

2.3. Coherence

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

Shannon (2011) recognized that coherent writing can lead readers to move smoothly from one idea to another, and that is achieved through:
- *Organizational structure:* To achieve coherence, writers need to order the ideas and plan the written material.
- *Paragraph Unity:* Reached by focusing on one main idea.
- *Sentence Cohesion:* It refers to the linkage between sentences for example the use of translation words and phrases.

Kane (2000) declares that coherence is an important characteristic of effective writing; he adds that coherence is a matter of relating ideas excellently in a way that makes readers understand texts easily.

2.4. Word Choice

Shannon (2011:18) notes: "Authors should always aim for the most precise language possible in writing. In academic and scholarly writing, that principle is even more important". Correct use of words ensures the understanding of the written work, and the best way to convey the ideas accurately. According to Shannon (2011), Starkey (2004) and Kane (2000), there are some aspects the learner must consider in his/ her writing in

order to choose words . They are aspects the denotation, connotation, the appropriate use of figurative language, avoiding cliché and formality of language.

Denotation is the exact meaning of word, or the right meaning of that word extracted from the dictionary. *Connotation,* is the word what implies. Also, the writer must use words that denote exactly what he/ she is supposed to write because connotation has a relationship with the real meaning of words and what they imply. Starkey (2004:21) defines connotation as it "is a word's implied meaning which involves emotions, cultural assumption, and suggestion".

Use figurative language appropriately, the exact use of metaphor and similie make readers comprehend the exact meaning of the text.

Academic writing characteristics are considered to be one important element, students need to know and explore. That would enhance the development of the learning process generally and improve the writing skill awareness more specifically.

3. Approaches of Writing

EFL teachers nowadays can provide some approaches to teach writing theoretically. Product, process and genre approaches are the most dominant from years ago until now. This part will offer some discussion of these approaches.

3.1. The Product Approach

The product approach is the most traditional approach. It was widespread in the mid 1960s.It is defined by Gabrielatos (2002:5) as "a traditional approach in which student encouraged to mimic a model text, usually is presented and analyzed at an early stage." This approach is interested in mastering linguistic features; thus, there is a focus on the appropriate use of vocabulary, syntax, and cohesive devices that mentioned by Pincas 1982. In addition, he added that this approach considers four stages: familiarization, controlled writing, guided writing and free writing. The product approach has been criticized because of the ignorance of the writing process stages that execute students' creativity and imagination.

3.2. The Process Approach

The process approach has emerged as a reaction to the product approach. Students need to know that which is written at first is not a final product. This approach enhances creativity, imagination of the writers as well as it pays attention to developing good writing practices. The Process approach model follows eight stages it concerns. *Stage one*: Brainstorming; it includes generating ideas. *Stage two*: planning; classifying ideas and noting them. *Stage three*: Mind mapping; it is about organizing ideas into spidergrams and making relationships between them. *Stage four*: Writing a first draft; this stage is happens in the classroom. The students start to write their first draft. *Stage five*: Peer feedback; drafts are exchanged between students to develop their awareness of writing. *Stage six*: Editing; drafts are returned to be corrected. *Stage seven*: Final draft; student writes his/her final draft. *Stage eight*: Evaluation and teachers' feedback; teachers provide feedback on that final draft and make an evaluation to it. (Steele, 2004: 79)

This following diagram shows the interrelationship in the stages of the process approach:
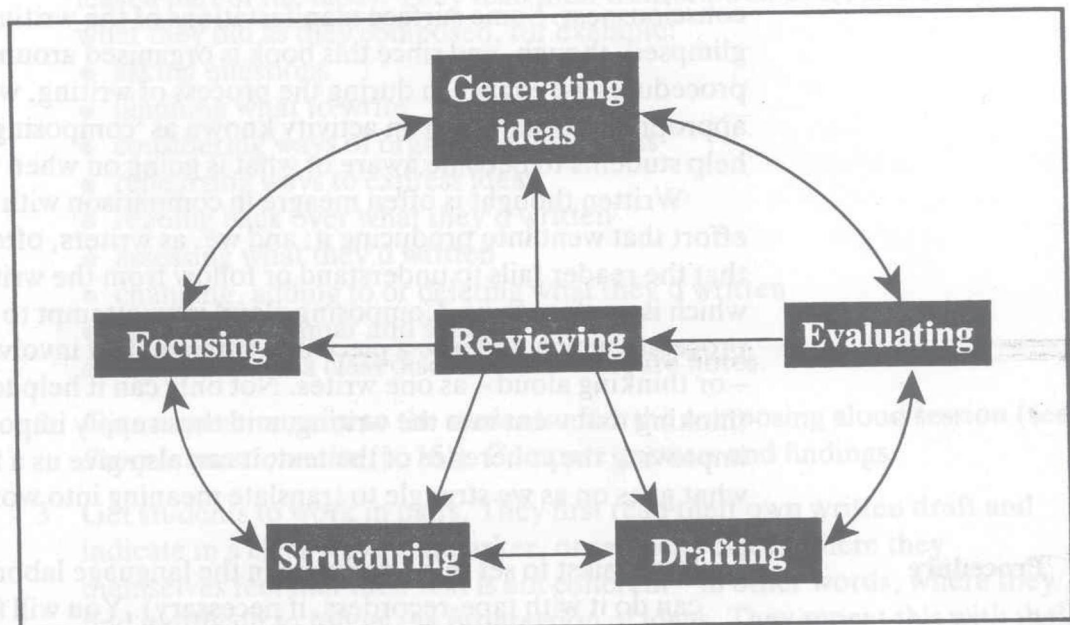
Figure1: A Model of Writing (White and Arndt's, (1991:43) diagram of process writing)

White and Arndt's (1991) diagram presents a framework which explains the nature of writing, as not linear.

3.3. The Genre Approach

White and Badger (2000) state that the genre approach is an extension of the product approach. The former focuses on linguistic knowledge whereas the latter approach is concerned with the social context. They add that the genre approach is linked with some kinds of writing letters and articles, which they are linked with different situations (Painter, 1989: 21):

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

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

Lynch (1996: 149) states that the genre, product, and process approaches are the most required in teaching writing, but he gives priority to the genre approach. He considers in a word that:

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

3.4 The Cooperative Approach

According to Mulligan and Garfalo (2011), the collaborative writing assignment is one of the most effective and beneficial technique for learners. That type of tasks of peer editing can enhance students' interaction in the classroom as well as improving their writing. It is very helpful to students to cooperate with other students in order to raise their awareness of important organizational and syntactical elements that they might not notice on their own. They add "peer editing leads to more meaningful revision, as these revisions are superior in vocabulary, organization and content". Thus, they emphasized that the collaborative essay grades are the best than those done independently and more accurate.

Because English language learners "lack the language competence of native speakers", peer editing needs to be "modeled, explicitly taught and controlled" throughout the whole process further students to benefit from collaborative writing tasks, the teacher must first establish an environment of mutual trust and respect among the members of the class. He advises teachers to ease students slowly into the process by revising a number of sample essays together as a class first, making extensive use of modeling, and holding class discussions on how to approach the collaborative writing and revision process *(*Mulligan & Garfalo , 2011: 06).

3.5 The creative Approach

This creative approach helped the children become more enthusiastic and independent writers. The project gave children an audience and purpose for their writing and a chance to apply new learning in their own work. The opportunities given to children to capture ideas, including talk for writing, supported children in becoming more willing writers   (Hindley, 2008: 03)

This approach focuses on imagination and includes tasks such as stories, writing poetry, and plays. It enhanced by allowing students' experiences. Hindley (2008) explains that for well-organized written piece, the student is given a chance to gather ideas for his writing. These included the regular use of visual art, drama, music, role play, small world play, and visualization. The creative approach provides for students the opportunity to make their ideas more developed, refined and shared.

4. Teaching Writing Methodology

Teaching writing methodology is influenced by three main elements. Those elements should be taken into account before starting teaching writing to second language learners. Teaching writing is related with which approach it can be followed to fit students' needs but also with the language itself and the learner as well.

4.1 The Second Language Writing

According to Silva (1993: 669 ; cited in Hyland, 2003: 31), the second language writing is different from L1 writing in:

- Linguistic proficiencies and intuitions about language,
- Learning experiences and classroom expectations,
- Sense of audience and writer,

- Preferences for ways of organizing texts,
- Writing processes,
- Understandings of text uses and the social value of different text types.

L2 learners are expected to reach native speaker proficiency when they start learning to write. That can be a problem that face second language learners because this expectation may cause them frustration. Not only students expect themselves but also some teachers. For this reason, students must know that they cannot fit native speaker proficiency because there is no perfect written product in English language. As a result, an acceptable, clear and interesting piece of writing is what students should know to produce. (Krol, 1990)

4.2 The Student

Many studies distinguish two types of writers: skilled and unskilled. In some cases, "skilled" and "unskilled" are terms replaced by the two terms "expert" and "novice".

According to Hyland (2003: 12), there are novice writers as the writers who " plan less than experts, revise less often, and less extensively, have limited goals, and are mainly concerned with generating content". Expert or skilled writers are seen to "use the writing task to analyze problems, reflect on the task, and set goals to actively rework thoughts to change both their text and ideas." (p. 12)

Language proficiency, the quality of written products, self-evaluation of L2 writing, knowledge of writing in L1 and L2 and writing behaviour are main aspects that make teachers distinguish between skilled and unskilled writers (Raims, 1985).Commonly, skilled writers are experts in self- evaluation and feedback during the production of a written piece (Brookes and Grundy, 1998) . They take time to work on details of that written product. They start by a good planning and revising, and focus on the content and categorization of ideas then they give importance to the shape like punctuation. More importantly, they provide a good background knowledge, arguments and explanation about the issue in accordance with the readers' knowledge (Weigle, 2002). In contrast, novice writers have several features: they disregard the role of revision and its importance in the final product. In addition, they confuse revision with editing (Hayes, 1981). Also, they spend a short time in planning, use fixed plans which make them put the same

ideas(Pianko, 1979).As a result, unskilled writers always present their written product in the form of " rough drafts than finished essays"(Taylor,1981:7).

Huff (1983) recognizes an issue of the following debate: process approach Vs product approach. Firstly, the product approach produces poor writers because it is focuses on the form and format. On the other hand, the process approach, is concerned with the process that creates the text, the audience and situation where writing takes place. Therefore, it produces good writers.

The Second language writer has to organize various informations at the same time. Weigle (2002) clarifies:

> a writer must devote a considerable amount of cognitive energy simultaneously managing several different kinds of information: information about the writing topic, information about the audience, and information about acceptable forms of written texts (p.18).

4.3 The Writing Course

The Writing course is a main element in teaching methodology. It is considered to be important because of its crucial role in the 'learning process'. Learning to write will help students for "other classes or after graduation" (Holzman, 1983: 293)

Teachers have the responsibility to make their students aware of the goals of writing. Indeed, Hayland (2003:01) explains:

> As EFL/ESL writing teachers, our main activities involve conceptualizing, planning, and delivering courses. At first sight, this seems to be mainly an application of practical professional knowledge, gained through hands-on classroom experience. To some extent, this is true of course for like any craft, teaching improve with practice

Buckingham (1979) states that the purpose behind teaching students to write is for enhancing their skills to construct a single sentence of any complexity and developing additional skills. Moreover, another main goal of teaching writing is to make distinction between a 'conceptual paragraph' which includes aspects as a selection of ideas, and a 'physical paragraph' (Buckingham, 1979: 249-250). The Writing course is necessary to help students acquire the ability to generate "knowledge and skills to produce extended arguments, description, narrations and explication" (Buckingham, 1979: 245).

Furthermore, Bruton (1981) adds that writing course function is to develop students' creativity as well as their language by the suitable use of feedback process.

In general, Hyland (2003:02) provides several elements that teachers must follow to teach and practice writing. They are listed as follow:

- Language strucrures.
- Text function.
- Themes or topics.
- Creative expression.
- Composing process.
- Content.
- Genre and contexts of writing.

The teachers' feedback has an important role in helping students to develop their writing way or style because teachers' feedback includes correction of students' mistakes as well as grammar, vocabulary, and punctuation. If the student takes into account his /her teachers' feedback, his/her level of writing will be developed. According to Bruton (1981), correction of students' mistakes in their written product must be seen as an occasion to learn . Mills & Abbot (2001:02)   agree: "effective teaching of writing gives novice writers clears models of varied genre and opportunities to absorb the styles and literary devices used in different types of writing."

5. Major Difficulties in Writing Skill

According to Seely(1998); there are several difficulties in writing that can face foreign language learners: grammar, vocabulary, spelling, punctuation, and native language interference. Writing is not a difficult task for students of English, but for any individual who tries to write in English, writing is the most difficult skill even in their first language. Moreover, any writer experiences problems in his writing. According to English poet Strachey explains "first, I write one sentence, then I write another. That is how I write. And so I go on but I have a feeling writing ought to be like running through a field" (Cited in Hedge, 2005:07).

5.1Grammar

According to Seely (1998) grammar it categorized into two approaches: the traditional grammar and the modern descriptive grammar. He defines it as follow "it is a group of rules that determines how language works, and describes things in practical way. It can be classified into two: syntax and morphology" (159-160). Moreover, grammar is not an easy task in writing; learners find it too difficult due to the way teachers has been introduce it to them in schools. Seely states problems in grammar may impede learners' success in writing as follow:

- **The Sentence:** "a sentence may be thought of as a string of words which has certain elements such as a subject, a verb and sometimes an object or complement, and perhaps one or more adverbials" (Kennedy, 2003:259).

   Seely(1998:161) provides main devices in sentence make it correct, accurately are main difficulties in sentence which impede learners' good writing are mentioned as follow:

   The verb: a word or group of words that expresses an action or state, the problem is if sentence it does not include a finite verb, also if the verb is the lack of subject-verb agreement.

   The object: is a noun, noun phrase or pronoun that refers to a person or thing that is affected by the action of the verb, or that the action is done to or for. Common problem is when some pronouns change according to whether the word is the subject or the object of the sentence.

   Adverbials: the problem concerning where to place the adverbials.

   Coordinating conjunction: conjunctions if either students do not use it with two clauses or with two phrases it can be a problem.

   Word order: word order of sentences convey its' meaning.

     5.2 Vocabulary

English vocabulary is classified as one of the main difficulties in the writing skill. Seely (1998:185-186) lists major elements in vocabulary problems:

Active vocabulary: is about words learners use in their writing.

Passive vocabulary: are words learners donnot use and donnot remember them in their Writing, but they grasp and understand them in reading.

Vocabulary in the process of moving from being passive to being active(or vice versa).

Vocabulary that is beginning to enter the passive vocabulary: words we have seen before, but their meaning is not clear.

Vocabulary that we have never dealt before.

5.3 Spelling

Spelling in English is irregular and complicated. This is because there is often more than one way of spelling a sound, and more than one way of pronouncing a letter. The situation is complicated by the existence of words which are spelt the same but have different sounds and different meanings such as *lead* (to show or guide) , lead (metal) Susan will lead you to your car; Luke collects lead soldiers(**homographs)**. Another source of confusion is **homophones,** words that have different spelling and different meaning such as *to- two- too*: I go to school; we have two cars; Sara was too hot.

5.4 Punctuation

According to Seely punctuation, it plays a crucial role in reading as well as in writing. It considered separating a text into parts that readers' eye and brain can assimilate. Use punctuation marks in itself is a challenge because they are changing over time, also the way of using it differs from one person to another. Commas, and apostrophes, are the most confused marks when individuals want to write.

Comma: "the person who has learned how to use commas has learned how to write"(Seely, 1998:229).Comma is the mark used to separate the items in a list or to show where there is a slight pause in a sentence.

Apostrophe: is that misused punctuation mark in English it used for two purposes which are:

- To show possession.
- To show that one or more letters have been abandoned, this happens with contractions.

5.5 First Language Interference

Weigle (2002:37) explains how it is important to the writer to use English identity, and he/ she must change his identity in order to write a good piece in the target language. "In order to write good English, I know that I had to be myself, actually meant not to be my Chinese self, it meant that I had to create an English self and be that self".

The interference of the native language is one of crucial difficulties can hamper students writing it may happens because of the learners' needs to the foreign language information, Dualay et al (1982: 02) define interference as "the automatic transfer, due to habit, of the surface structure of the first language into the surface of the target language". Moreover, learners may use their linguistic elements, phonological, grammatical, lexical, and orthographical rules of their first language when they write in other language; this is a problem in itself. Lott (1983: 03) explains more interference "Errors in the learners' foreign language that can be traced back to the mother tongue."

To sum up, writing as a skill is important and not easy to grasp needs more attention for its' difficulties, also needs a lot of practice to produce a coherent, correct, unified and extended piece of writing.

6. The Place of Vocabulary within Academic Writing

In some ways, the ability to write effectively centers upon having a sufficient vocabulary even more than does the ability to read. Once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly." Writing is dependent upon the ability to draw upon words to describe an event" (Corona, Spangenberger, & Venet, 1989: 18)

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

According to Papadopoulou (2012) vocabulary is essential for language acquisition and development and is recognized as a necessary factor for success in school and achievement in society. New studies also expressed the role of vocabulary in three main aspects

students' writing performance: (a) *shaping teachers' perception of writing quality*; (b) *predicting students' overall writing performance*, and (c) *enhancing the quality of students' written compositions.* Vocabulary are influencing academic writing effectively according to it's choice. This is stated by Corson (1997;cited in Nations, 2001: 178) " for writers with academic purposes, it is essential to gain productive written control of Graeco-Latin vocabulary of English in order to be recognized as a member of the academic writing community."

Conclusion

In this section, we traveled throughout writing principles and basics from different angles. We came to make a conclusion in which we stated that writing is not an easy skill which requires both teachers and learners to have some necessary knowledge and information that would reinforce and make the teaching and learning of writing skill easier as well as prepare students to become good writers.

CHAPTER TWO: VOCABULARY USE ACCURACY IN

Introduction

Vocabulary is considered as one fundamental component of language learning/teaching. Vocabulary began to be distinguished as a separate field in language teaching from 1970s' and early 1980s'. Specialists had given high credit to grammar at expense of vocabulary; in the other hand, Wilkins (1972) has another point of view, "without grammar very little can be conveyed; without vocabulary nothing can be conveyed". This is the right time to spotlight upon vocabulary and its' importance in learning the foreign language, and how vocabulary accuracy can affect writing. Hence, in this chapter, we will cast the light on vocabulary definitions, the importance of vocabulary knowledge, teaching vocabulary and strategies for teaching vocabulary, knowledge of using vocabulary appropriately and what are the main aspects of vocabulary use accuracy such as meaning and formality, as well as we will focus on the role of teachers in developing vocabulary accuracy, and finally we will make correlation between vocabulary use accuracy and academic writing proficiency.

1. Definition of Vocabulary

Different scholars such as Todd and Ur define vocabulary from different angles. Moreover, it is very important for students of foreign language to have vocabulary knowledge as well as for teachers to have a several strategies for teaching it.

Vocabulary is defined in different ways, according to Oxford Dictionary (2008) "all the words that a person knows or uses". Furthermore, the American Heritage Dictionary define it "the sum of words used by, understood by, or at the command of particular person or group". Ur (1996:60) explains, "Vocabulary can be defined roughly, as the words teachers teach in the foreign language". Todd (1987) argues that there is an orthographic, morphological, lexical and semantic aspect of the word. The orthographic word has a space on both sides of it. A morphological word considers the form only. A lexical word considers all the forms a word can take and which are clearly related by meaning. A semantic word considers the distinction between items that may be morphologically identical but differ in meaning. Vocabulary is naturally seen as falling into three main groups (Nation, 2001):

- *High frequency words* such as those included in West's (1953) General Service List (GSL) of the most widely useful 2,000-word families in English, covering about 80% of most texts.

- An *academic vocabulary* of words which are reasonably frequent in academic writing and comprise some 8%–10% of running words in academic texts.

- A *technical vocabulary* which differs by subject area and covers up to 5% of texts.

2. Importance of Vocabulary Knowledge

There are various theoretical studies on exploring the types of vocabulary knowledge related to the awareness with a word, Richards (1976) made the first attempt to list the different types of knowledge that are necessary to completely know a word. He was more concerned with applicability to pedagogical practice than attempting to provide a systematic framework for describing or accounting the word knowledge. In the word knowledge list, there is no attempt to distinguish productive vocabulary from receptive vocabulary. Elaborating on Richards' list, Nation developed a list of various types of vocabulary knowledge that one must have both receptively and productively in order to have complete control of a word:

- . The spoken form of a word (R (receptive): What does the word sound like? / P (productive): How is the word pronounced?)
The written form of a word (R: What does the word look like?/P: How is the word written and spelled?)

- The grammatical patterns of the word (R: In what patterns does the word occur? / P: In what patterns must we use the word?)

- The collocational behavior of the word (R: what words or types of words can be expected before or after the word?/P: What words or types of words must we use with this word?)

- How frequent the word is (R: How common is the word?/P: How often should the word be used?)

- The appropriateness of a word (R: Where should we expect to meet this word/ P: Where can this word be used?)

- The conceptual meaning of a word (R: What does the word mean? / P: what word should be used to express this meaning?)
- The associations a word has with other related words (R: What other words does this word make us think of? P: What other words could we use instead of this one?)

<div align="right">(Nation, 1990:31)</div>

Nation (2001) also affirms that knowledge of a word can be divided into knowledge concerning its form (spoken/written), its position (grammatical patterns/collocations), its function (frequency/appropriateness), and its meaning (concept/associations). These degrees of word knowledge concern to native speakers as well as to second language acquisition learners. Consequently, it is not the case that a word is either known or unknown. A word can be known in all sorts of degrees: from knowing that given form of an existing word to knowledge including all four aspects mentioned above.

In addition to Richards and Nation, researchers have put forward their own way of categorizing word knowledge. Carter (1992) has defined the similar vocabulary knowledge categories such as pronunciation, spelling, grammatical properties, syntactical features, collocations, associations and senses, etc. Laufer (1997) categorizes word knowledge as the form, the word structure, the syntactic pattern of the word in a phrase or a sentence, meaning, common collocations, and the lexical relations of the word with other words, such as synonym, antonym, and hyponym, and finally common collocations.

Mezynsky (1983) states that teaching vocabulary affected comprehension, students need to learn words in deep and meaningful ways, Mezynsky adds that the breadth of word knowledge is an important characteristic of successful vocabulary instruction and assessment. "Breadth of knowledge refers, to the varying degree of word knowledge necessary to fully know a word". Stahl & Fairbanks (1986) suggest that a person really only knows a word when they know both definitional and contextual information about that word.

Asking students to answer questions about target words, explain examples about target words and create examples of target words are all activities planned to help students

interact with various contexts or situations around a target word. These exercises help students enlarge word knowledge beyond context. (Beck, McKeown, Kucan, 2002).

Although many researchers have classified vocabulary knowledge in different ways, there is a harmony among them that vocabulary knowledge is a complex system which consists of several types of vocabulary knowledge besides meaning and form. Any research that tends to explore vocabulary acquisition should regard it as its task to study the different types of word knowledge, and most importantly, to explore the links and interrelationships between the different types of word knowledge (Schmmit and Meara, 1997).

3. Teaching Vocabulary and Strategies for Teaching Vocabulary

Vocabulary plays an essential role in expressing ideas and thoughts. Lord (1993:83) mentions that "vocabulary is by far the most sizable and unmanageable component in the learning of any language, whether for a foreign or one's mother tongue because of thousands of different meanings". Lewis (1992) argues that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translation all can not go without vocabulary. Consequently, teaching vocabulary and providing some strategies to teach it are   the most important elements must be concerned in this study.

3.1 Teaching vocabulary

Vocabulary teaching has been rising seriously since 1980s. Several experts and linguists began to pay attention to vocabulary teaching during that period. For example, in 1997, Sokmen discusses the current trends in teaching second language vocabulary. He points out that current research would suggest that it is worthwhile to add explicit vocabulary to the usual inferring activities in the for language classroom. Later, in 1985, Ruth Gairns and Stuart Redman state the principles of vocabulary teaching. In 1983, Allen mentions the presentation and exemplification of practical techniques in the teaching of vocabulary in the 1980s Terrel proposed the Natural Approach that emphasizes comprehensible and meaning input rather than grammatically correct production.

Graves (1986:12) presents a framework for successful vocabulary programs that supports effective teaching and students' development of word knowledge. The foundation of his instructional program comprises a four-part approach to developing strong vocabularies: (1) *Provide rich and varied language experiences,* (2) *teach individual words,* (3) *teach word-learning strategies, and* (4) *foster word consciousness.*

3.2 Strategies for Teaching Vocabulary

3.2.1 *The Vocabulary Self-Collection* strategy

(VSS) is an interactive-learning instructional strategy that promotes word awareness, as students are actively engaged in identifying important words from their reading to share with members of their class. The major benefits of using VSS are that students engage in their own learning, discover how to identify unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious. The strategy was introduced by Haggard (1982) and since then has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. Teachers using the VSS (1) model the process of collecting words, (2) provide guided practice within reading groups and other instructional contexts, and (3) offer consistent encouragement to students to use VSS during independent reading.

There are several steps of *Vocabulary Self-Collection* strategy:

1. Teachers introduce the purpose of VSS to students.

2. Teachers model how to select and nominate important words from the readings

3. Teachers demonstrate how to use context and other resources to learn the meaning of the word.

4. Teachers write the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper.

5. Teachers engage students in the process of vocabulary self-selection.

6. After students are familiar with the strategy, teachers provide guided practice to support the use of VSS during reading.

7. Students in small groups discuss the words they wish to nominate.

8. Students write the two words on a chart similar to the one shown in Figure (Graves, 2005

WE SELECTED TWO WORDS

ABSTRACTS

THE WORD IN THE SENTENCE

Sometimes Dad gives me a small canvas and we paint together. I stick to abstracts, except for horses.

THE MEANING OF THE WORD

The word abstract means a kind of painting or drawing. It does not look real but it is made up of different shapes and colors.

REASON FOR CHOOSING THIS WORD

Abstract art is a type of art that many artists use in their drawings and paintings. Our art teacher mentioned it once or twice.

COMMISSIONED

THE WORD IN THE SENTENCE

My Dad is an artist. He is commissioned to paint two portraits for a friend of Nana and Papa's.

THE MEANING OF THE WORD

Someone who is commissioned to do something gets an official permission to carry out that task.

REASON FOR CHOOSINGTHIS WORD

I heard the word *commissioned* used several times. I did not give it a second thought until I read it. I wanted to know the meaning and I also wanted to be able to use it. It sounds like a cool word.

Figure 2: Vocabulary Self-Collection Strategy Graph, (Martin, 2002:91)

That figure shows the vocabulary self-collection strategy and mention the main steps in this strategy.

3.2.2 Word Mapping Strategy

It is referred to other names, such as semantic mapping, concept mapping, and word clusters. This strategy drawing varying relationships between and among words, in order to promote the students' deeper understanding of words. words maps are visual displays of word meanings organized to represent relationships with other words (Beck, McKeown, & Kucan, 2002). The word mapping strategy it helps students to engages in thinking about word relationships, is one of the most powerful approaches to teaching vocabulary (Graves, 2008).Mapping strategy it helps to study the characteristics of the word concepts, categorize words, and see relationship among words that are similar as well as those that may be different. The following steps explain word mapping strategy:

 1. Select words for vocabulary instruction.

2. Project a blank word map on the screen.

3. Write the key words on the word map.

 4. Use a think-aloud to model how to explore relationships between words.

5. Record ideas that have been used to explore the word meanings and relationships.

6. Students are directed to use the word maps during and after reading to add information about the key words.

7. Students share their maps with others. (Graves, 2005)

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

WORD MAP BEFORE READING

people who are noble — **Aristocrat**

Inealities — something that is not fair

freedom — **Libert**

Thomas Jefferson

Colonies — a group of people who began

a person who studies — **Scholar**

Patriots — people who were loyal to

WORD MAP DURING AND AFTER READING

people who represent others

a group of people living in a new land like America and starting a new — **Colonie**

Delegate

Inequalitie — something that is not fair and equal to everyone

Contradiction — people say one thing and do the other

people who are noble and rich England had many aristocrats — **Aristocrat**

Thomas Jefferson

Patriots — people who were loyal to their country and sometimes fought for it

freedom and rights for all people — **Liberty**

Parliament — the British government made laws for England and taxed America

A person who studies very hard and he attends school, he reads lots of books. Scholars are learned people. — **Scholar**

Surveyor — someone who sets land boundaries

Thomas Jefferson was a scholar. He loved reading about a lot of different subjects. He was a lawyer and an architect.

He wrote the Declaration of Independence. He was the third president.

Figure3: Word Maps for Vocabulary in *Thomas Jefferson* (Harness.2004:97)

3.2.3 The Graphic Morphemic Analysis strategy

It is an approach of learning word that will help students release the meaning of new and challenging words by analyzing the meaningful parts within a word. A morpheme is the smallest unit of meaning within a word. Morphemes can be root words or prefixes and suffixes. When teachers use morphemic analysis, they help students see the parts of words. In addition, they lead students to examine the word for its meaningful parts, which will lead them to discover the word's meaning. The Graphic Morphemic Analysis strategy employs a systematic approach to deconstructing a word into its meaningful parts (morphemes) to figure out what the word means through the use of a graphic. Similar to morpheme triangles (Winters, 2009) and morpheme circles (Harmon, Wood, & Hedrick, 2006), the Graphic Morphemic Analysis strategy helps students use a visual analysis of the word to deconstruct it and construct meaning from word relationships and contextual meanings. Utilizing graphics as part of the strategy provides readers with a visual adjunct that helps them see the meaningful parts within the word in isolation for a systematic analysis.

Kieffer and Lesaux (2007:139-142) describe from research to present the following four principles for effective teaching in morphemic analysis: (1) *Teach morphology in the context of rich, explicit vocabulary instruction*; (2) *teach students to use morphology as a cognitive strategy with explicit steps;* (3) *teach underlying morphological knowledge in two ways—both explicitly and in context;* and (4) *for students with developed knowledge of Spanish, teach morphology in relation to cognates.* There are several steps that must be followed to succeed in this strategy:

1. Select a word from the assigned readings for teaching the strategy.

2. Engage students in a discussion on the purpose of the strategy

3. Use a think-aloud to demonstrate how to divide a word into its parts

4. Demonstrate how to examine each word part for its meaning

5. Guide students through the process of using the graphic organizer to analyze a word and determine its meaning.

6. In the appropriate box, write the sentence that contains the target word

7. Show students how to figure out the meaning of the word.(ibid)

Sentence

They were looking for work. Some were **immigrants** –many Irish, some Germans and Swedes.

emigrate

transmigrate

migration

Related Words Same Root

Immigrants

IM-into

Prefix

Root Word

Migrate to travel

Suffix

-S more than one

Dictionary Definition

Meaning from context people who came from different countries to live in another place

---
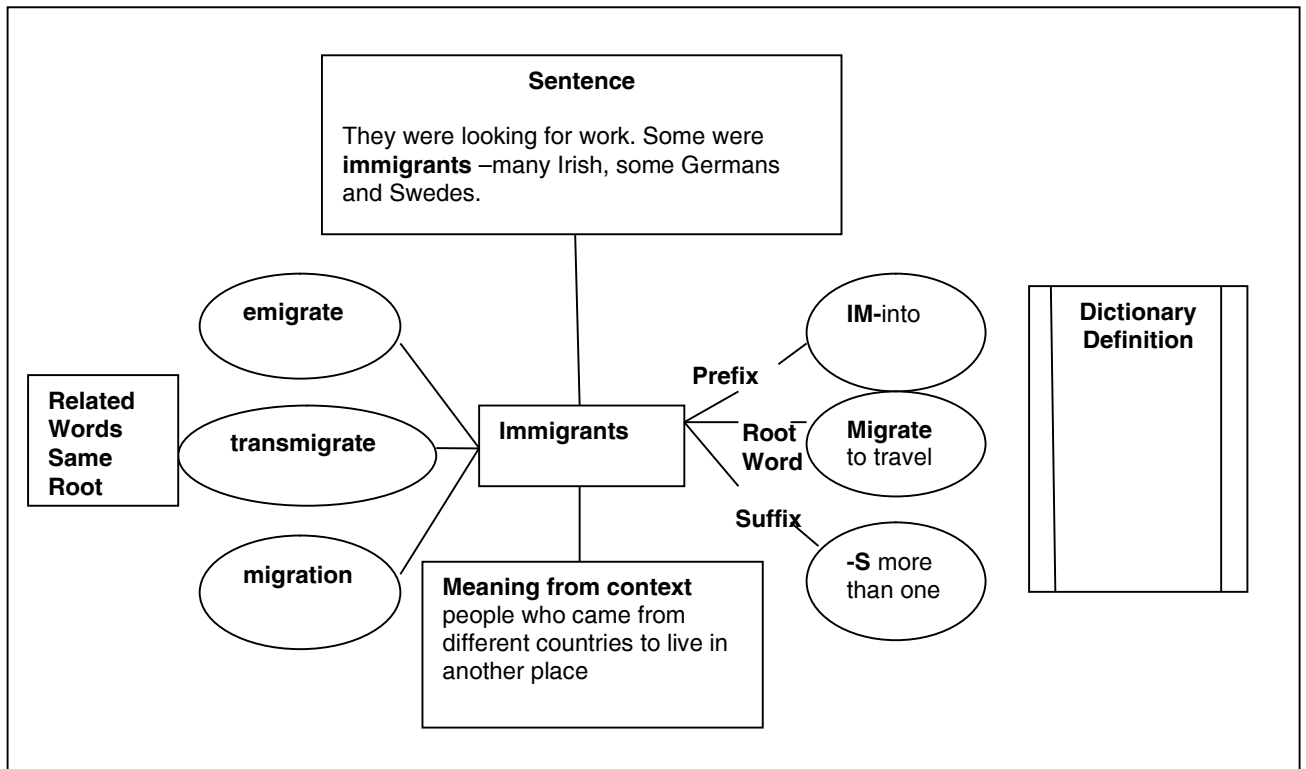
Figure 4: Graphic Morphemic Analysis of the Word *immigrants (*Halpern, 2003:103)

Graphic Morphemic Analysis strategy is showed in this diagram explains how the teacher can teach vocabulary through it.

3.2.4 *The Interactive Word Wall strategy*

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

1. Establish a purpose for using the word wall.

2. Select the words that are targeted for instruction.

3. Before reading, teach the words.

4. After reading, students may post words to the word wall.

5. Initiate activity around the word wall.(Graves,2005)

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

Figure5: Word Wall for *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*(Rappaport,2001:108).

Word wall strategy is showed in this figure explains how teachers can facilitating learn new vocabulary through this strategy.

3.2.5 *Vocabulary Journals*

Are important in helping students explore the meanings of words that they meet while reading. These journals are a specific type of learning where students record "their ideas and information from content areas in a notebook and responses" (Popp, 1997: 1) about new words that they have learned from reading literature or textbooks. Journals are not notebooks used to record notes. Rather, Vocabulary Journals are used by students to react with words, concepts, and ideas through the use of their own language. Students select words from their readings that are difficult. They use their journals to explore the words' meanings, make connections between the new words and their own experiences and ideas they already know, and produce rich definitions. The purpose behind using Vocabulary Journals strategy is to support students to become word conscious by gathering new and interesting words and learning their meanings. There are main steps used by teachers' to explore vocabulary journals as follow:

1. Introduce Vocabulary Journals to students.

2. Demonstrate how to select words from a reading.

3. Use a think-aloud to model how to construct meanings from words.

4. Record ideas that have been used to explore the meaning of the word.

5. Encourage students' systematic use and sharing of Vocabulary Journals.

6. Encourage students to use their Vocabulary Journals as a resource. (Graves, 2005)

Teaching vocabulary categorized as one important component of teaching and the academic life in general, needs more interest. Decarrico (2001) states that words should not be learnt separately or by memorization without understanding. Moreover, "learning new words is a cumulative process, with words enriched and established as they are met again".

4. The Appropriate Use of Vocabulary

Writing good comprehensible piece of writing requires multiple characteristics students are obliged to take it seriously, vocabulary appropriateness use one character it may makes that piece transparent, readable and easy for understanding. It is very important in writing essays use more accurate words such as formal words or words denote precise meaning. However, a full understanding of a words' meaning and the ability to use a word precision requires multiple and varied encounters with a word; student need to Know a words' collocation, know words of multiple meanings(polysemy),the words' connotations, and appropriateness of words' use within a context. In addition, writer needs to distinguish between two pairs of words, Fowler (2006: 120-121) states:

> Always prefer the right to the wrong word. Between pairs of similar words, for example, you really must choose the one you mean. *Continuous* and *continual; continual* and *perpetual; perpetual* and *persistent; persist* and *survive; opposite* and *obverse; immigrant* and *emigrant; intuition* and *instinct; embed* and *enfold; engraft* and *entwine*: these do not mean the same.

The precise use of words plays a main role in convincing readers about written ideas or makes work looks more serious and important, in the other hand, if words are not used appropriately (unclear, ambiguous, incorrect) readers may confused about the content of that work. Mark Twain has quote about vocabulary use accuracy: "The difference between the precise word and one that comes close is the difference between lightning and a lightning bug". According to Farland (2015) students may fall in lack of precision of words in their writing; that is shown in the following several ways:

1. The writers do not choose words that properly resonate within their genre.

2. Very often a writer uses a word that is close to what he or she means, but is not quite right.

3. Sometimes, a writer uses a pronoun where a noun is better.

4. The author uses a group description instead of a precise description.

5. The author does not take the connotations of words into consideration.

6. Last of all, sometimes authors just bungle altogether, not being aware that they are using the wrong word, or have perhaps simply typed something incorrectly.

Kane (2000: 162) explains how word precision is important for both reader and writer:

> To be effective words must be precise. Precision means that words serve your purpose that is, that they express exactly what you think or feel or see or hear. Precision also establishes an appropriate relationship between you and your readers and guides their responses.

5. The Main Elements of Vocabulary Use Accuracy

In order to use vocabulary appropriately writers must give interest to several aspects in their written work. Meaning is an aspect; which includes connotation, denotation, context, intensity, idioms, cliché, repetitiousness and awkward sound. In the other hand, formality of words considered to be as one of the most important elements of using vocabulary, however writers neglect them in their academic writing. The following paragraphs explain that elements in order to help students to being more acquainted with the vocabulary use.

5.1 Meaning

According to kane (2000: 244) word meaning is "to say that a word has meaning is to say that it has purpose. That purpose may be to signify something". 'That isn't proper meaning 'is an expression of some people say it when they object the others of how using word. Students who are obliged to write they may fall in inappropriate use of vocabulary especially in meaning because of limited time and that may confuse readers. Barrass(2005:54) states:

> Some people write words in quotation marks (in 'quotes': inverted commas) to indicate that they are not quite the right words, or that they are not using them in the usual sense, or that they imply more than they are prepared to state clearly. But using quotation marks in this way could confuse some readers. So, to ensure clarity, it is best to choose words that convey your meaning precisely.

Kane (2000) explains, meaning of words it is hard task to achieve in writing, because the process word meaning change rapidly. It happens according to historical events as response. The relation between words and their meaning is messy, one word it may have hundred of meaning, while several words it serves one meaning. For example, the term salt

has a number of meanings. Therefore, his situation around words clarifies which sense writer intends:

 Pass the *salt*

She is the *salt* of the earth.

They are not worth their *salt.*

He is a typical old *salt.*

Her wit has considerable *salt.*

The crooks intended to *salt* the mine.

They are going to *salt* away all the cash they can.   (Kane, 2000:246-245)

> The inexact correspondence of words and meanings opens up possibilities of conveying subtleties of thought and feeling which an exactly defined vocabulary would exclude. The fact that *sodium chloride* means one thing and only one thing is both a virtue and a limitation. The fact that *salt* means many things is both a problem and an opportunity. (Kane, 2000:246-245)

5.1.1 Denotation and Connotation

   "Denotation and connotation are aspects of words' meaning, related but distinct" (Kane, 2000: 246). Denotation is a words' primary, specific sense, for example, 'color' is the denotation of 'red'. Connotation is words secondary meaning, related with but different from the denotation. Example; 'red' has several connotations "socialist", "anger", and "danger". Connotation may develop from the denotation of word naturally. In some cases the connative meanings becomes a second denotation. (Kane, 2000).

   Both connotation and denotation are important for any writer to know and distinguish, in order to achieve competency in using them in his /her writing. That to make readers understand the topic. Kane (2000: 249) affirms about this terms connotation and denotation.

> The denotation of any word is easy to learn: you need only look in a suitable dictionary. Understanding connotations, however, is more difficult. Dictionaries cannot afford the space to treat them, except in a very few cases. You can gain practical knowledge of a word's range of connotation only by becoming familiar with the contexts in which the word is used.

5.1.2 Context

According to Kane (2000) context means the surroundings of a word. It helps to determine words' function, if it is connative or donative sense. For example, word like "rose" it has different meaning, but only context reveals the appropriate meaning.

According to Melbourne University article "Developing Your Vocabulary". Words like "project", "mission" and "duty" are the same meaning but they are more suitable for the following contexts: military, education or religious. Although different words may be used for different situations, they may describe the same object or process.

5.1.3 Intensity

In writing sometimes, students need strong vocabulary to determine their ideas clearly and precisely. Intensity of words; is how this word powerful within text as comparison with other words has the same meaning. "many adjectives which have similar meanings describe different degrees of the same quality. What is the difference between such words as, '*comical*', '*funny*', '*hilarious*' and '*side-splitting*'? Which one would you choose to describe the funniest movie you ever saw?"(Melbourne University, website article)

5.1.4 Idioms

In the academic writing, it is also important to avoid idiomatic expression. Because words have special meaning so, readers may not understand. Kane (2000: 270) define "an idiom is a combination of words functioning as a unit of meaning". Idioms are not easy to learning and understand for foreign language learners as well as for native speakers they may make a lot of mistakes with idioms. The following table gives examples of idiomatic expression and their meaning:

Idiomatic expression	Meaning
break new ground	start something new
explore every avenue	consider all possibilities
in the pipeline	being prepared
it goes without saying	obviously
read between the lines	understand more than is said or written
work against time	try to finish in the time available

Table1: Avoid Idiomatic Expressions (Kane, 2005:72).

5.1.5 Cliché

"Cliché is a trite expression, one devalued by overuse" (kane, 2000: 274) .Clichés are boring and copied, worse, they hamper clear perception, feeling, or thought. Moreover, they are dead metaphors they are old and dull to used in academic writing, they used only for everyday diction .this type of expression may confuse readers. Examples of cliché expression provided by Kane (2000: 274):

- **Cool as a cucumber.**
- **Mother Nature.**
- **Dead as a doornail.**
- **Pleased as Punch.**
- **Gentle as a lamb.**
- **Sober as a judge.**
- **Happy as a lark.**
- **The patience of Job.**
- **In the pink.**
- **The pinnacle of success.**
- **Light as a feather.**
- **White as snow.**

5.1.6 Repetitiousness

   Repetitiousness is term means; a word it is not important writers overuse it and repeat it too closely that may produce awkward work. Writer supposed to do not add words just lengthen his/ her essay to create fancy expression. It is more accurate to send the massage by conciseness and preciseness of words. Kane (2000:279) concludes, "as general rule, a repeated word should be important, able to stand the attention readers will give it".

- **This *narrative* is *narrated by* a *narrator* whom we cannot completely trust.**
- **BETTER: This story is told by a narrator whom we cannot completely trust.**

   (Kane, 2000: 279)

5.1.7 Awkward Sound

Choosing words during writing process is related primarily with what they mean, but second language writers need to remember that words are also units of sound of rhythm must take it into account. "Even people adept at silent reading will be put off by awkward patterns of sound, though they may not realize exactly what bothers them. Most often the problem is an accidental repetition of the same sound" (Kane, 2000:279).

- **At the top of the hill were three *fine pine* trees standing in a *line.***
- **BETTER: .. …...................three beautiful pine trees in a row.**
  (Kane, 2000:280).

"The best guard against awkward repetition of sound is to read your work aloud. If words jar your ear, change them." (Kane, 2000:280).

5.2 Level of Usage

According to Kane (2000: 152), "level of usage refers to the kind of situation in which a word is normally used". Certain words which speaker use in everyday communication may not be suitable for use in the academic writing, these include words that are informal. However, formal words are more appropriate than other for use in any academic written text. It is not easy to find the level of usage of any particular word, as writers the distinction between formal and informal word is important and must pay attention to it.

5.2.1 Formality

Formal English is commonly used in academic textbooks, university essay, and business letters and contracts. Formal English uses more complex vocabulary, avoid contractions, rarely uses first person pronouns, avoids all second person pronouns, writes out word fully, use complex sentence structure, use standardized spellings and avoid slang ad colloquial terms, these are the most famous signs of formality.

5.2.2 Informality

Informal English is the language spoken by most people every day; it is widely used in letters of friendship. Who writes informal style they use short words, use contraction, first person pronouns, second person pronouns, mixes informal abbreviations into text, nonstandard spellings and use slang and colloquial words.

5.2.2.1 Colloquialism and slang

Colloquial English and slang are types of informal English it includes words such as "gonna" or "wanna", and phrases such as " ain't" "nothin". Because colloquial English and slang are usually spoken rather than written, they will make academic writing sound too conversational and loose its' credibility . Colloquialism is words, phrases, or expressions characteristic of ordinary or familiar conversation but unlike slang, usually not limited to use by only one particular group of people. In the other hand, slang is words characteristic of casual conversation among friends or a particular group of people.

Sign of informality	Sign of formality
Uses contractions: don't, I will, should've, she'll**.**	**Avoid contraction:** do not, I will, I should have, she will.
First person pronouns appear frequently: I, we, ours, me, my, mine.	**Rarely uses first person pronouns, perhaps only once or twice in a paper(or not at all)**
Second person pronouns: you, your, yours	**Avoids all second person pronouns, unless specifically addressing a single reader.**
Mixes informal abbreviations into text:my prof, the teach, the vols' last game.	**Writes out words fully my professor,** the teacher, the volunteers' last game.
Simple sentence structure	**Complex sentence structure**
Simple vocabulary: tends toward concrete, physical, Germanic vocabulary: sweet, whip, sit, crash, eat, weather, break, ect.	**More complex vocabulary:** tends to use abstract or Greek/ Latinate vocabulary: saccharine, flagellate, recline, collide, ingest, meteorology, fragment
Nonstandard spellings: gotcha, sweet thang, nitetime, sorta, kinda, that feller o'er there, confuses the word of when have would be standard, i.e., I could of done that	**Standardized spellings:**sweet thing, night time, sort of, kind of, that fellow over there, I could have done that.
Slang words, informal phrases: ain't, 24-7, ok, okay, o.k., a lot,lots of, etc.	**Avoids slang terms:** is not, all the time, acceptable, many, several.
Colloquial words: kids, kiddies, buddy, gal,dude.	**Replaces colloquial words:** children, friend, girl, fellow.
Tends to use "Got": I got you a present. He got drunk and went driving, so then my car got hit.	**Replaces "Got":** I bought you a present. He became drunk, so then my car was hit.
Uses melodramatic emphasis: might try typing in ALL CAPITAL LETTERS or bold print or using extra punctuation !!! what????	**Avoids melodrama:** emphases certain words with italics, but usually uses sentence structure to emphasize a word. Reserves exclamation marks for special purposes.

Table 2: Levels of Formality retrieved from (www.cn.edu/libraries/tiny_mce/tiny_mce/plugins/filemanager/files/library/writing/49 -final-tips-formality)

6. The Role of Teachers in Developing Vocabulary Appropriate Use

Teachers of university are supposed to encourage students to become aware of words. Words choice within written product is hard task to achieve by student alone. It enhanced only by teachers of written expression feedback and instructions. Scott & Nagy (2009 : 115) argues how the role of teachers is important in improving students' level of using vocabulary inside written text:

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

According to Sommers (2012), teachers recognize errors in usage, diction and style in a first draft and ask students to correct these errors when they revise. All that as a response to students' written work. That given comments and thought make students conscious for these errors and how they should correct them. Teachers are not concerned only with gives comments about correcting that type of errors. Moreover, students are given messages such as, edit a sentence or to condense a sentence to achieve greater concision of style. As well as, comments such as, "paragraph needs to be more specific or to be developed more" are stated in the margins. Teachers' feedback is important to develop students' written work by providing for them the most effective errors especially, how to use vocabulary accurately.

Teachers using read aloud strategy to the class in order to analyze word use together. Moreover, they are supposed to explain why he/ she like a particular phrase or how words are appropriate in sentences, teachers can provide examples of other experienced authors how they use words for his /her students. That may foster awareness to language use in students' writing (Scott & Nagy, 2009).

```
                    ┌─────────────────────────┐
                    │   Read good literature   │
                    └─────────────────────────┘
┌──────────────────────┐                        ┌──────────────────────┐
│ Provide scaffolded   │                        │ Identify « gift      │
│ opportunities with   │   The teachers' role   │ of words » in        │
│ experiment with      │                        │ context              │
│ Language as          │                        │                      │
│ authors              │                        │                      │
└──────────────────────┘                        └──────────────────────┘
                    ┌─────────────────────────┐
                    │   Talk about language    │
                    │   use by good authors    │
                    └─────────────────────────┘
```
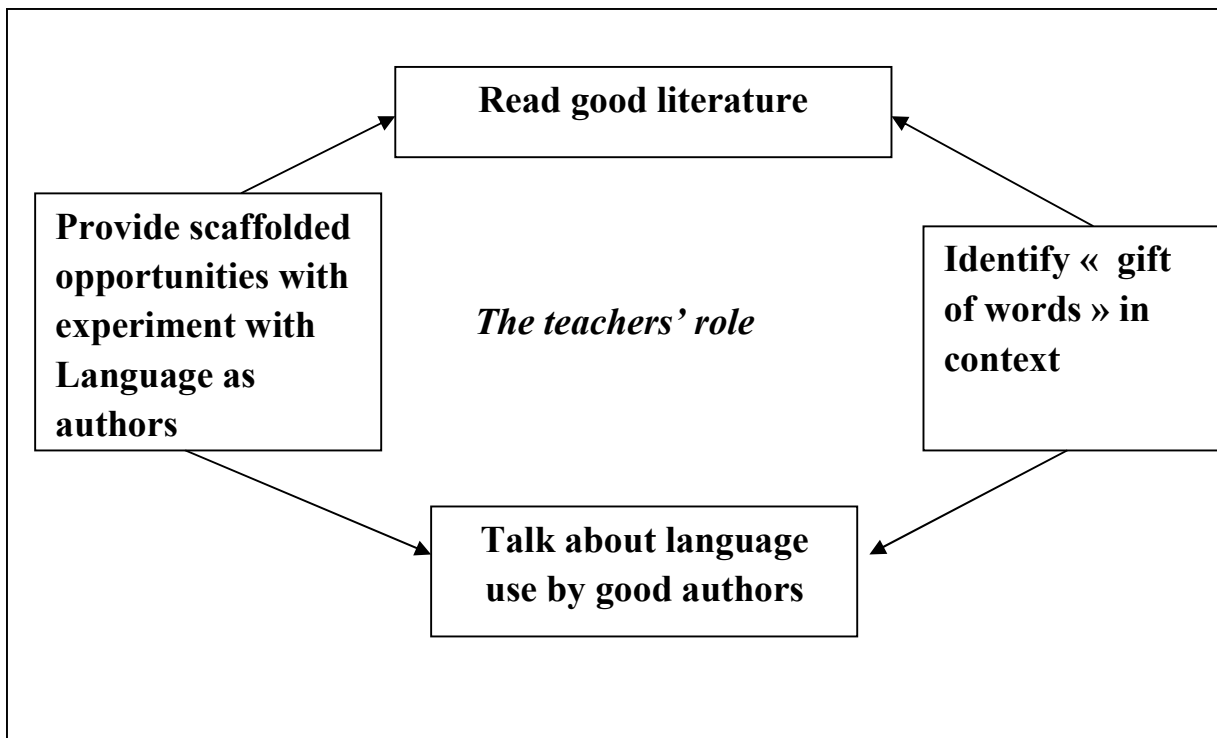
Figure 6: The Teachers' Role in Developing Word Consciousness (Scott &Nagy, 2009: 111)

The showed diagram explains how the teacher plays a main role in developing word consciousness.

7. The Correlation between Vocabulary Use Accuracy and Academic Writing Proficiency

Throughout all what has been stated in this chapter, it is clear to say that appropriate use of vocabulary is one of the best aspects that improves academic writing competency logically. Many scientists including Scott& Nagy proved it (2009). They confirm the role of the appropriate use of vocabulary in the written piece, they argue, "one of the primary linguistic tools used by writers is precision in their choice of words. In writing, therefore, unlike in conversation, word choice is one of the most important, if not the most important, tool for expressive power." (p, 109)

Because vocabulary is the most widen part in written language field, students need to know that word choice is the power. The appropriate use of vocabulary in writing is an important tool because students are trying to convey specific thoughts or ideas (Scott& Nagy, 2009).

According to these recent studies, academic writing competency is totally related to the appropriate use of vocabulary, can be taught effectively in EFL classes to improve learners' performance in academic writing.

Conclusion

Thinking about academic writing should be followed by thinking about the causes of the difficulties encountered in writing; that include appropriate use of vocabulary aspect which is one problem that may hinder some ones' writing performance. It needs solutions to maintain the ability to write effectively. We have presented some strategies for teaching vocabulary and how to develop its use within written context. In addition, stating several main elements that may help the learner to use vocabulary accurately. We conclude this chapter by the interconnection between writing and vocabulary use accuracy. Consequently, the active practice on using vocabulary by students promotes learners' development in writing skill.

CHAPTER THREE: FIELD WORK

Introduction

This part is devoted to the analysis of the students and teachers' questionnaire. This tool gave students the opportunity to express their ideas freely. The aim of this questionnaire is to understand how students perceive the writing skill and how they see the appropriate use of vocabulary as an important part in the writing skill as well as to get an overview about teaching and learning the written expression module and the role of vocabulary use. In this section, we will discuss the results of the students and teachers' questionnaire in order to check the validity of the research hypothesis.

1. The Students' Questionnaire

1.1 Administration of the Questionnaire

The questionnaire was given to a sample of 40 second year students chosen randomly in the section of English at Mohamed kheider University of Biskra. Students answered the questionnaire in the classroom, so all papers were given back. The choice of Second Year students was based on the consideration that they have already been introduced to English written expression and that they have learned some basic skills of writing like producing different types of sentences and paragraphs according to Second Year of written expression syllabus.

1.2 Description of the Questionnaire

The questionnaire consists of fifteen (15) open-ended and multiple-choice questions divided into three sections as follow:

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

Section Two: The Writing Skill (Q4-Q7): it is about describing the writing skill. It aims at exploring how students deal with writing, and taking into account the different aspects involved in the writing process.

Section Three: Vocabulary Accuracy in Writing (Q8-Q15): this section seeks information about students' vocabulary knowledge as well as strategies used to

explore them and if they are aware of the importance of the appropriate use of vocabulary aspect within written productions.

1.3 Analysis of the Questionnaire

Section One: General Information

Q1: Age

Option	N	%
18-25	38	95
26-40	2	5
More than 40	/	/
Total	40	100

Table 03: Students' Age Distribution
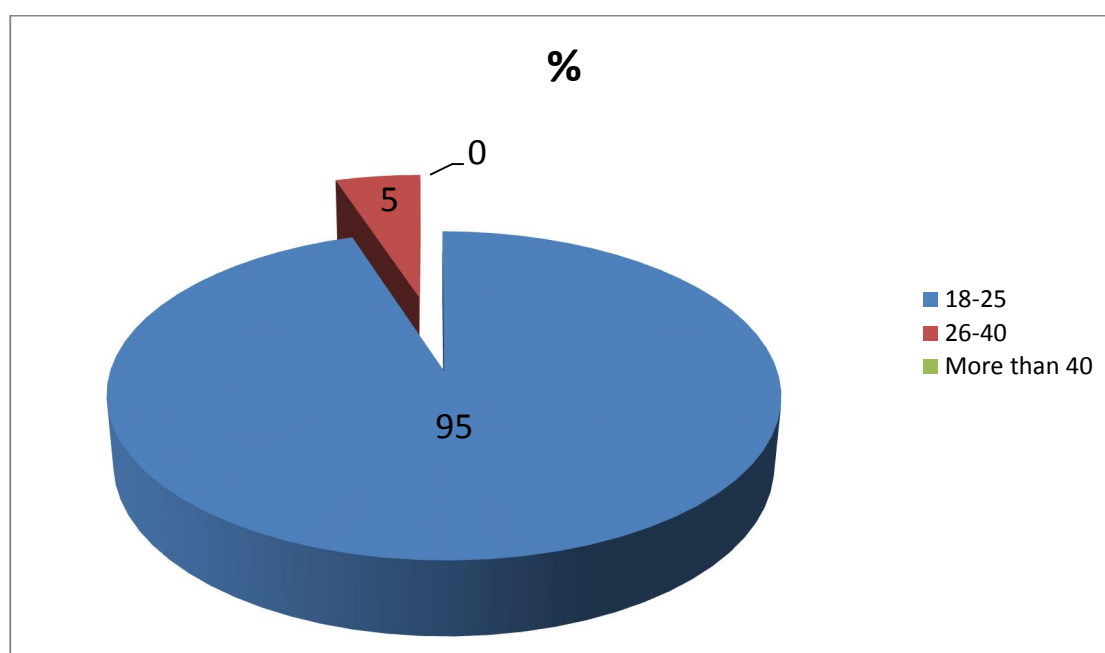
Figure 07: Students' Age Distribution

Table 3 shows that the participants' age distribution. 38 of them are aged between (18-25) years old (95%). The majority are young because they are new baccalaureate holders, and this may play a crucial role in facilitating learning English. On the other hand, only (5%) of students are aged between (26-40), This could be due to their failure in baccalaureate exam or for some other reason. No one is aged more than 40 years old (0%).

Q2: Gender

Option	N	%
M	8	20
F	32	80
Total	40	100

Table04: Students' Gender Distribution
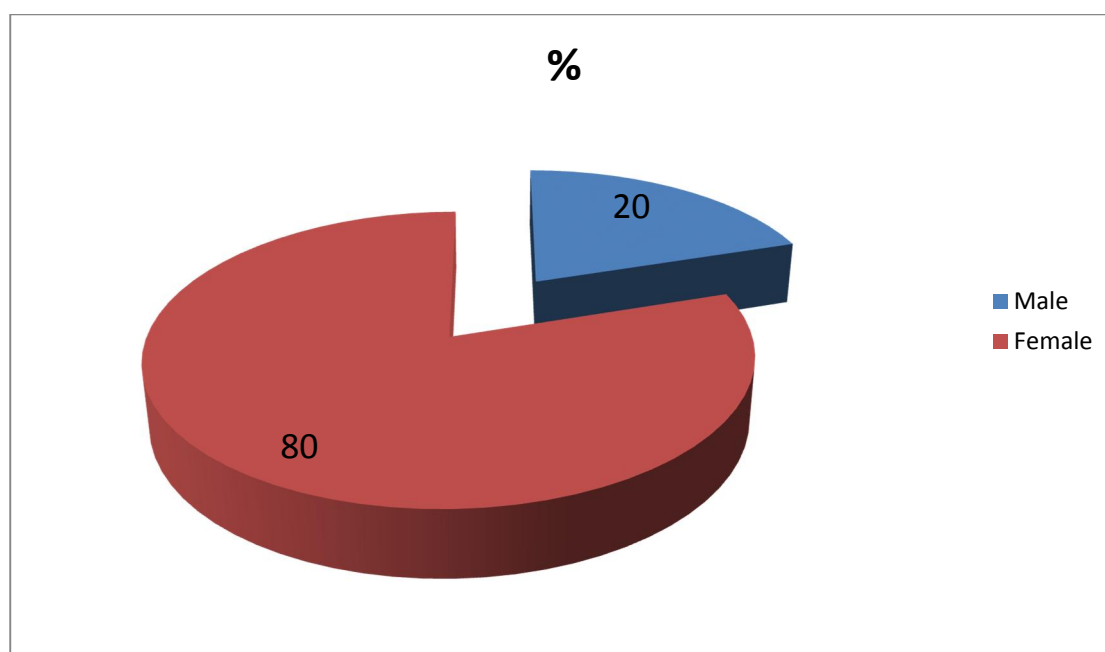
Figure 08: Students' Gender Distribution

The results in table (04) shows that the most of second year LMD students are females: 32 from a total number of 40(80%); however, the rest are male students (20%). This variation is due to girls' interest in studying and learning foreign languages and because our society considers teaching as a female job.

Q3: choice of studying English

Option	N	%
Free	38	95
Imposed	2	5
Total	40	100

Table 05: Students' Choice to Learn English at University
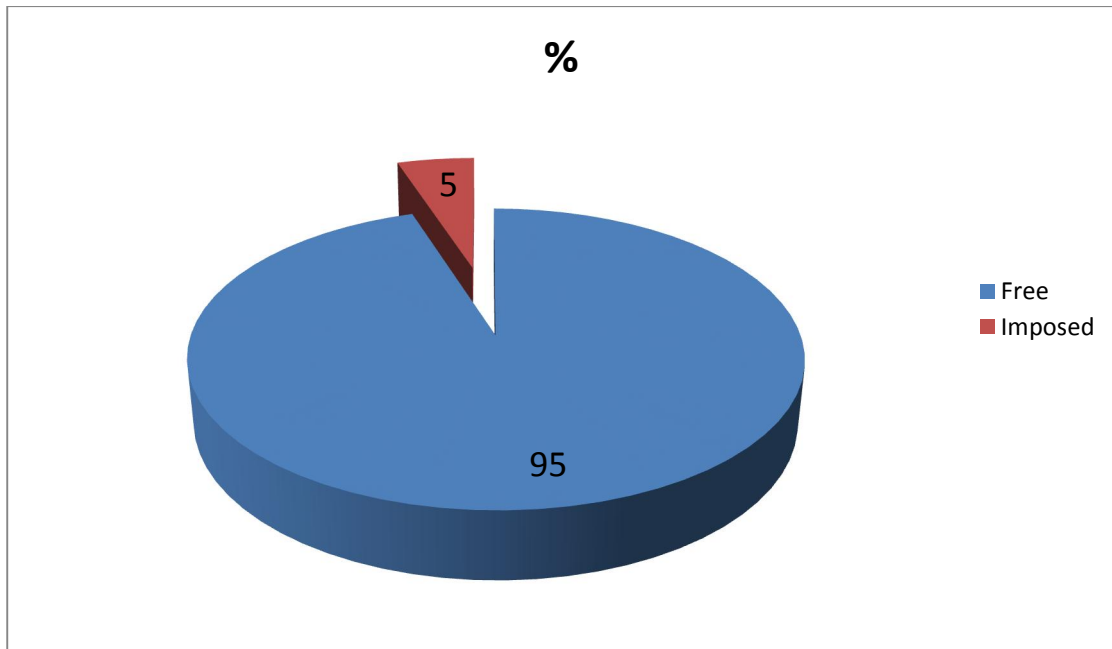
Figure 09: Students' Choice to Learn English at University

According to Table (05), we noticed that 95% of our participants have chosen to study English as a free choice because they like the English language and they want to develop their level. While (5%) of students did not choose freely and are obliged to study English because of some reasons like parents' pressure as they see English more appropriate for their future or for some other various reasons.

Section Two: The Writing Skill

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

Option	N	%
Yes	29	72.5
No	11	27.5
Total	40	100

Table 06: The Difficulty of Writing
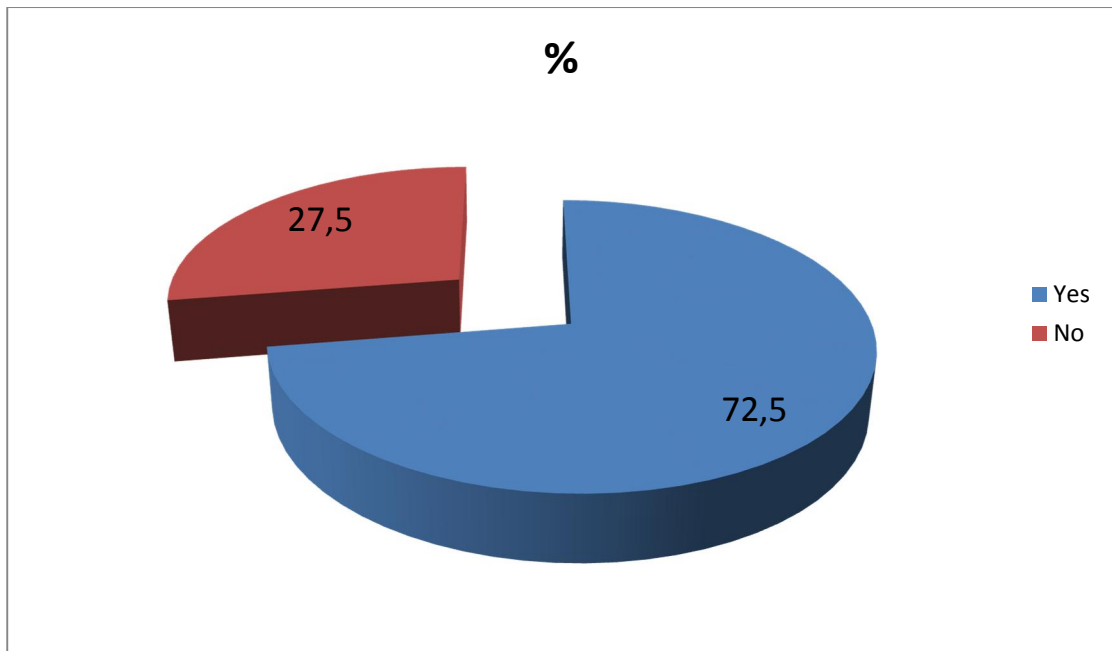
Figure 10: The Difficulty of Writing

The above table (06) shows that 72.5% of students view that writing is an easy task because they think that English language is an easy language to be learned as compared to other foreign languages whereas 27.5% of them said that writing in a second language is not so easy because it needs more practice and knowledge about writing aspects and procedures.

Q5: Are you motivated to write academically in English?

Option	N	%
Yes	27	67.5
No	13	32.5
Total	40	100

Table 07: Students Attitudes towards Academic Writing
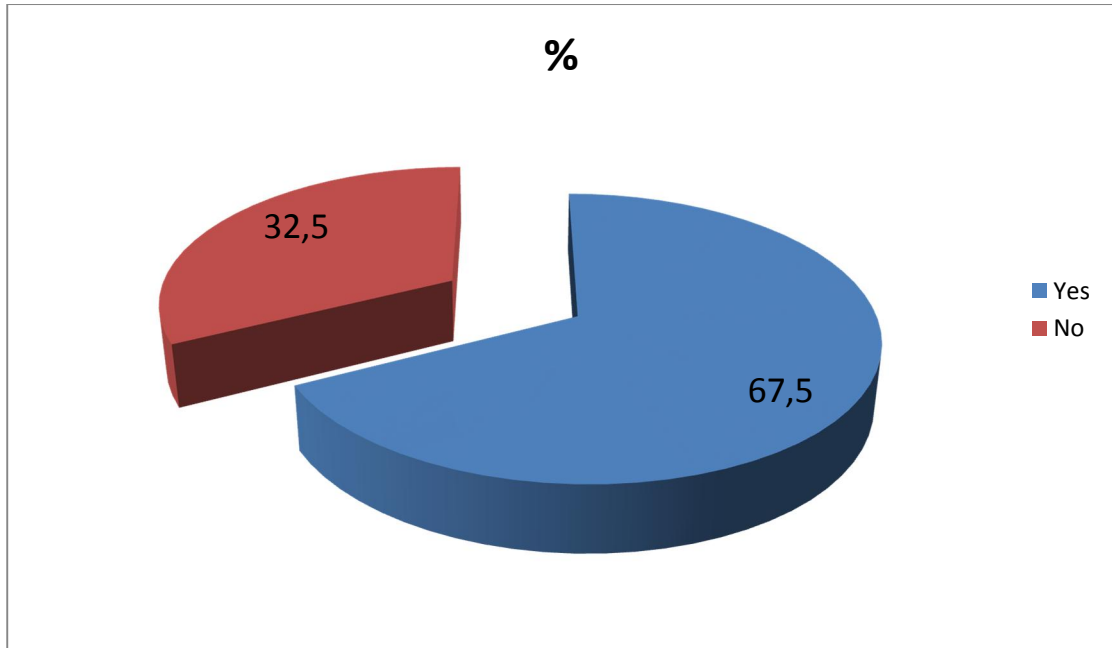
Figure 11: Students Attitudes towards Academic Writing

Table (07) demonstrates that 67.5% of students answered 'yes': they are motivated to write academically in English under the reason that academic writing is an important tool in the academic setting as well as they need to develop their writing skill. Whereas 32.5% of participants are not motivated to write academically because they think that they are not competent to write academically.

Q6: In your opinion, good writing is:

Option	N	%
Correct Grammar	24	60
Precise Vocabulary	17	42.5
Effective Punctuation	7	17.5
Informative Ideas	20	50

Table 08 : Students' Attitude towards Good Writing
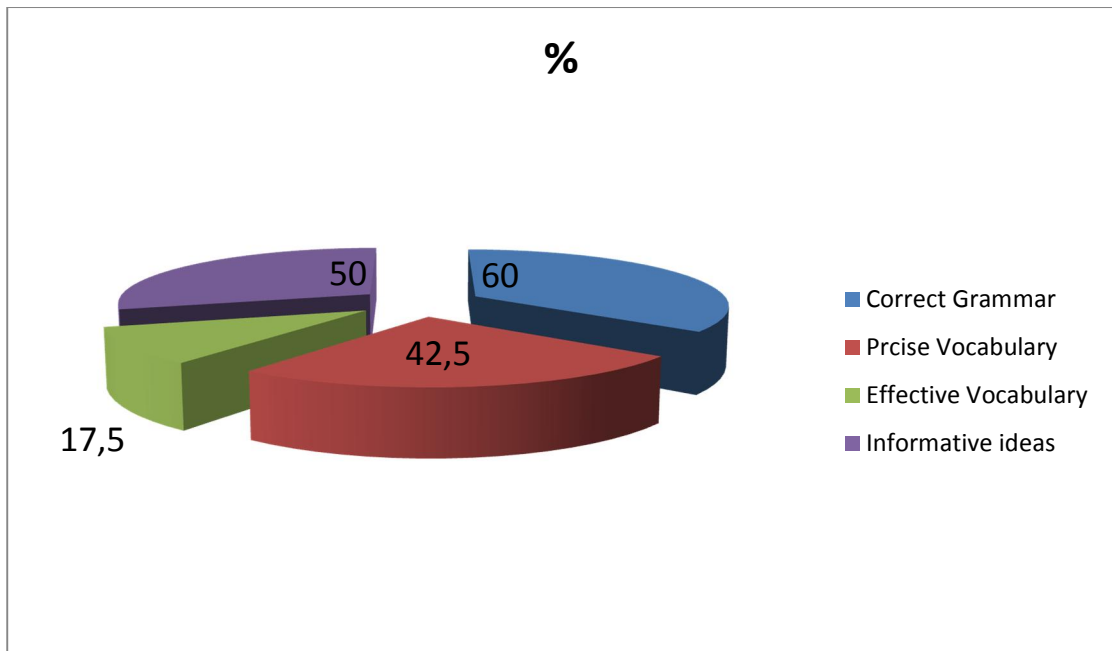
Figure 12: Students' Attitudes Towards Good Writing

This Table reveals that good writing is correct grammar (60%), informative ideas (50%), precise vocabulary with a rate of (42.5%), and effective punctuation (17.5%). The majority of students think that grammar and good ideas are most important elements in their writings.

Q7: In writing English, the most difficult is:

Option	N	%
Vocabulary	16	40
Grammar	9	22.5
Content	10	25
Punctuation	16	40

Table 09: Students' Attitude towards the Most Difficult Element in Writing
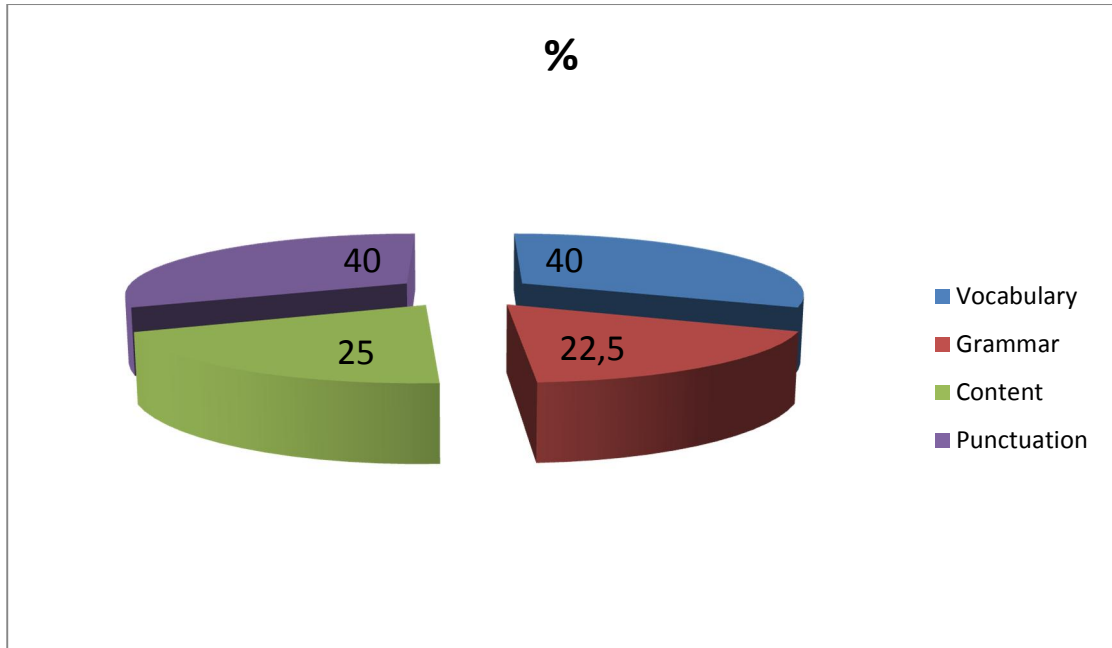
Figure 13: Students' Attitude towards the Most Difficult Element in Writing

Table (09) shows that the majority of students (40%) answered that vocabulary and punctuation are the most difficult elements in writing. Then, comes content with a percentage of (25%), and grammar (22.5%). According to students' answers, vocabulary is difficult because it is hard to spell as well to use correctly. Concerning punctuation, they explain that it is not easy to use it in writing.

Section Three: Vocabulary Accuracy in Writing

Q8: In your opinion, do you think that you have good vocabulary knowledge in English language?

Option	N	%
Yes	16	40
No	24	60
Total	40	100

Table 10: Students' Attitudes towards Vocabulary Knowledge in English Language
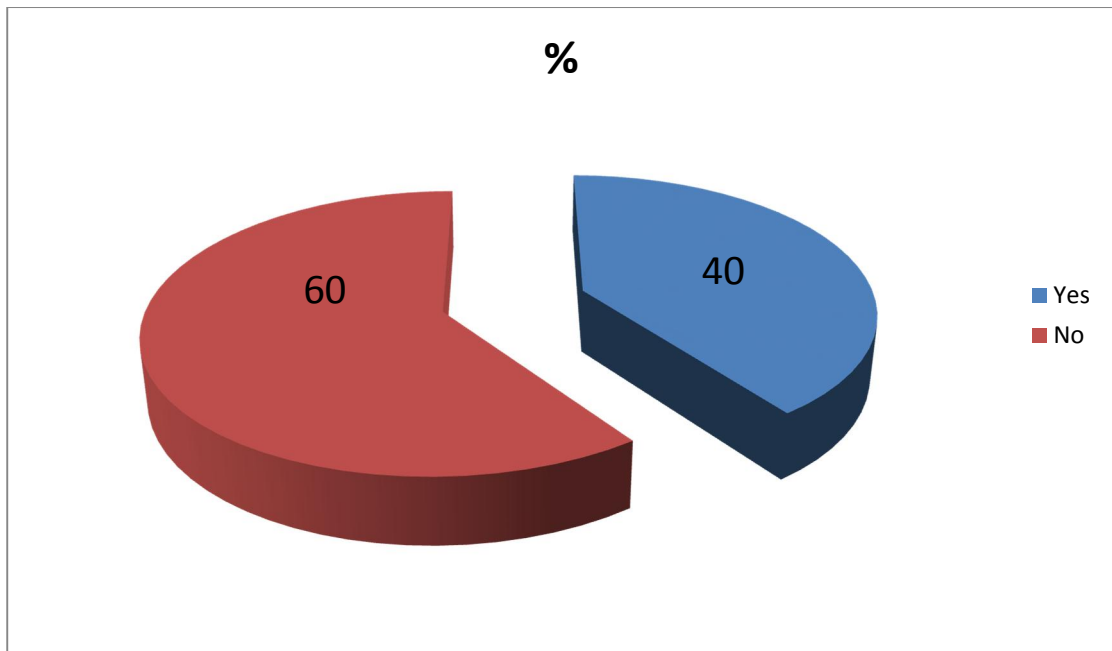
Figure 14: Students' Attitudes towards Vocabulary Knowledge in English Language

The above table (10) reveals that 40% of the sample says that they have good vocabulary knowledge because they are good readers, and they watch TV whereas (60%) of participants think that they do not have good vocabulary knowledge as they are just beginners in learning the foreign language, also it is because they do not read.

Q9: Which strategies do you use to form good vocabulary knowledge?

Option	N	%
Extensive reading	16	40
Using dictionary	13	32.5
Taking Note	21	52.5

Table 11: Students' Vocabulary Learning Strategies
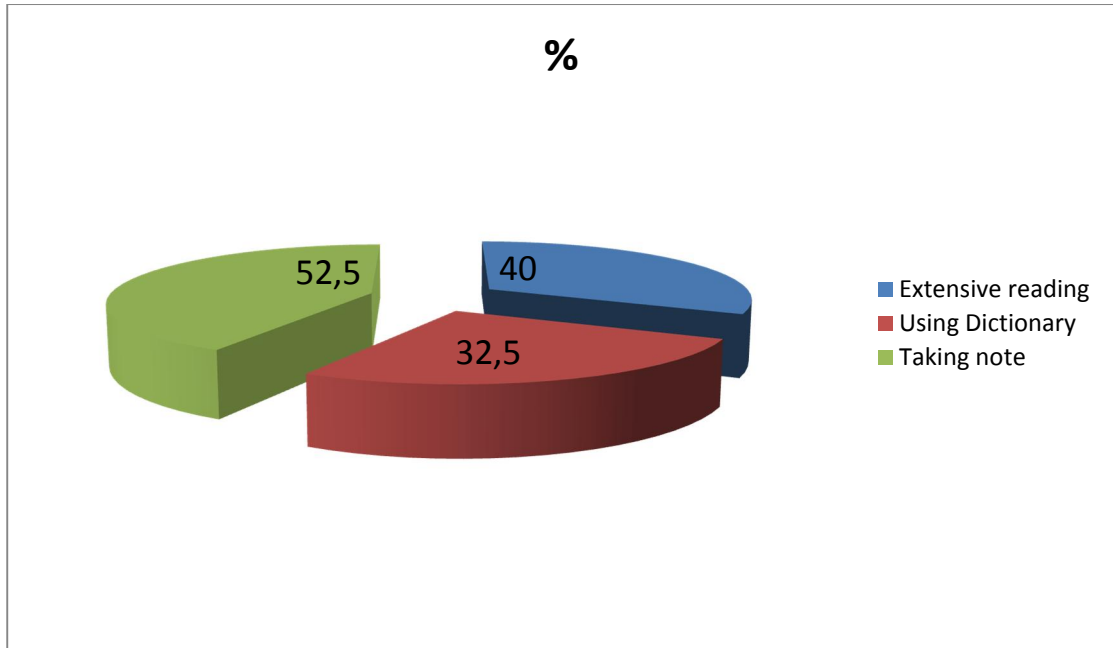
Figures 15: Students' Vocabulary Learning Strategies

According to table 12, 52.5% of our sample use 'taking note' strategy. Extensive reading comes next with a rate of (40%). Finally, there are 32.5% of students who use the dictionary. The majority of students use taking note strategy because they think that it is the easiest strategy for them to acquire new vocabulary.

Q10: Do you use dictionary?

Option	N	%
Always	14	35
Sometimes	19	47.5
Rarely	6	15
Never	1	2.5
Total	40	100

Table 12: Frequency in Using the Dictionary
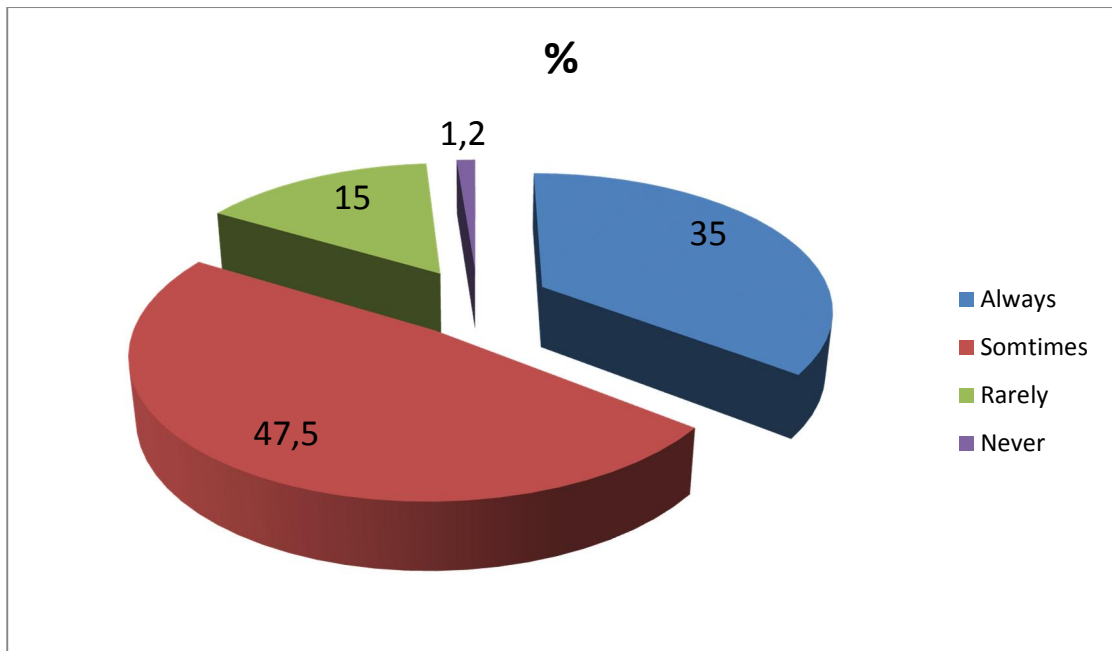
Figure 16: Frequency in Using the Dictionary

The table above indicates that (47.5%) of participants use dictionary from time to time. Then, (35%) who always use it, while (15%) of students rarely use the dictionary when they have to look for the meaning of certain words. However, we found that there is one student who confessed never to use dictionary.

Q11: Do you know what does it mean appropriate use of vocabulary?

Option	N	%
Yes	10	25
No	30	75
Total	40	100

Table 13: Students' Knowledge of Appropriate Vocabulary Use
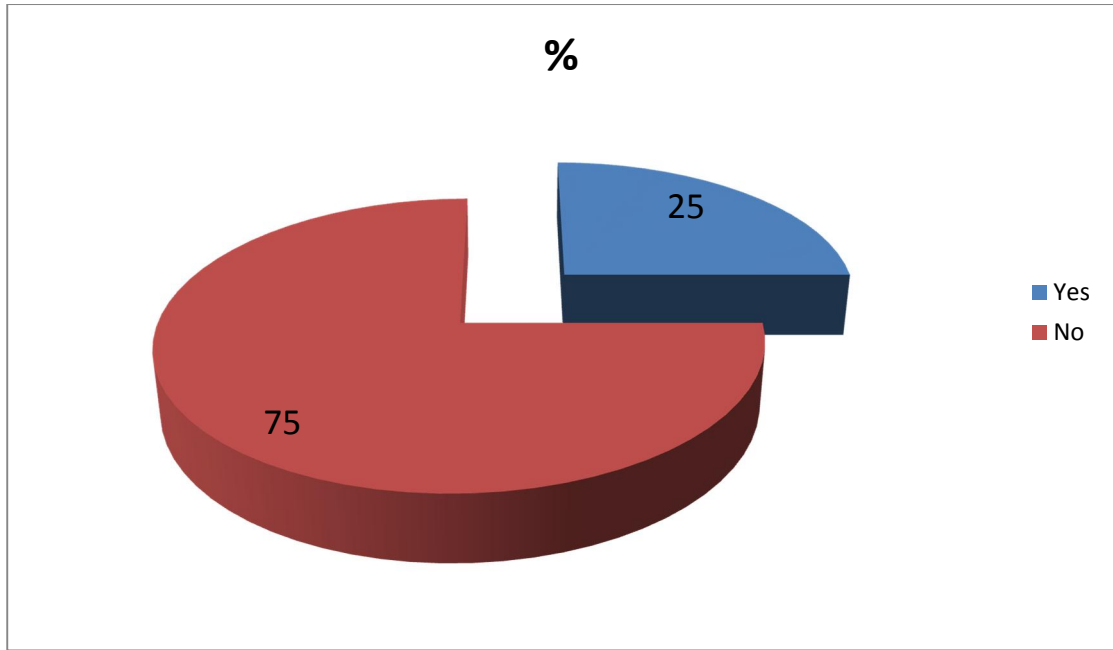
Figure 17: Students' Knowledge of Appropriate Vocabulary Use

Table (13) shows that the majority of asked students (75%) do not know what does it mean 'appropriate use of vocabulary'; they did not provide any explanation. About the rest of participants, (25%) and only one from them shows that he understands clearly what does it mean, he explains; appropriate use of vocabulary is important to make the receiver understand the idea clearly because of that right selection of words.

Q12: Appropriate use of vocabulary is about focusing on:

Option	N	%
Meaning	19	47.5
Form	3	7.5
Language context	8	20
Formality and non formality	4	10
All of them	16	40

Table 14: Students' Views about Appropriate Use of Vocabulary
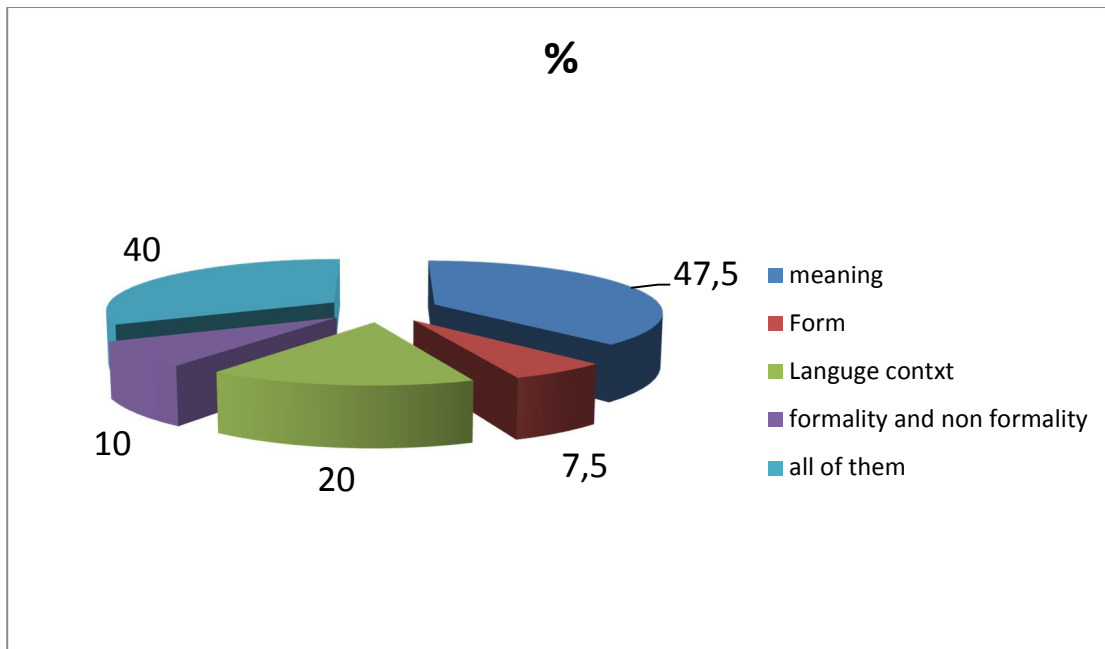
Table 18: Students' Views about Appropriate Use of Vocabulary

According to the above table, (47%) of our respondents see that the appropriate use of vocabulary is about focusing on meaning, (40%) opted for all the provided aspects (meaning, form, language context and level of formality), (20%) chose formality and non formality, and (7.5%) see that appropriate vocabulary focuses on form.

Q13: Is word choice influencing students' successful writing?

Option	N	%
Yes	36	90
No	4	10
Total	40	100

Table 15: Students' Attitudes towards the Influence of Word Choice in Writing
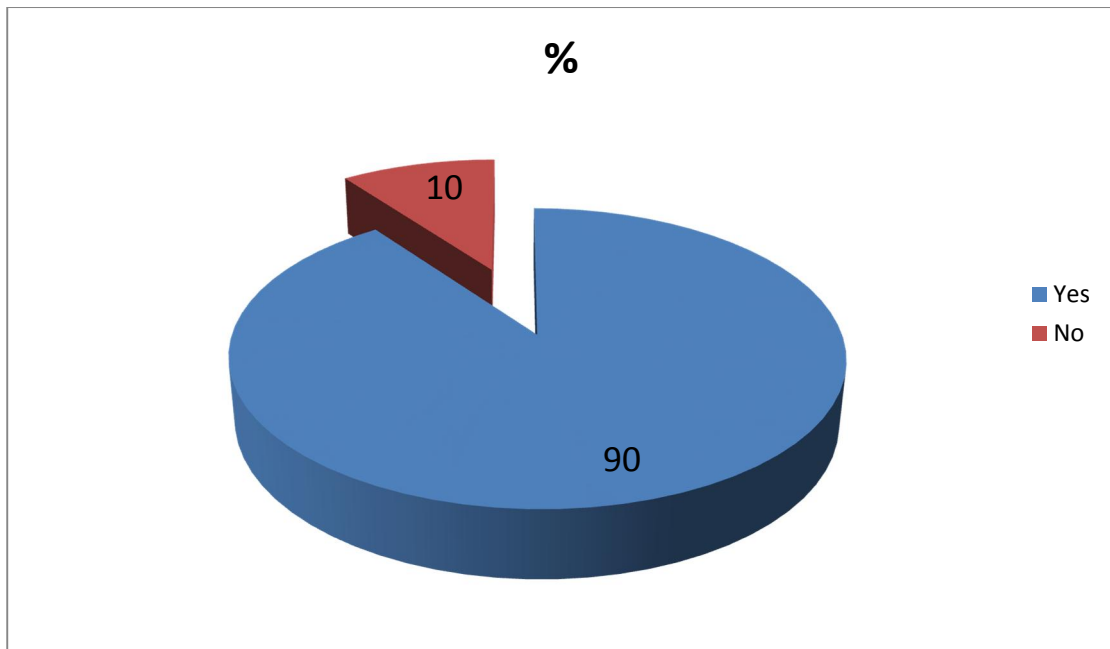
Figure 19: Students' Attitudes towards the Influence of Word Choice in Writing

The results show that (90%) of participants approved that word choice influences successful writing. One of the students answered that this is done through making readers interested to his work by understanding the real meaning and context. However, few students (10%) think that word choice does not influence their writing.

Q14: In your opinion, does the teacher help you in developing the vocabulary knowledge and use within written production?

The majority of students think that teachers are helping them to develop their vocabulary knowledge during the teaching-learning process. However, they are aware that in order to develop their vocabulary knowledge, they need to work hard especially through reading books, novels, watching TV, listening to music and concentrating during class sessions.

Q15: Please, add any further comment about the place of vocabulary in improving writing:

Here, students were let free to write their comments and to add any additional viewpoint not necessarily dealt with in the questionnaire given to them. According to them, vocabulary is considered as one of the most important parts in writing; it helps

59

to convey massages clearly in a good way especially with a good use of it. Moreover, vocabulary use can be developed only by knowing others' culture through reading books, stories, courses, learn new expressions, watching English documentaries and movies, etc. All these may develop the language use in writing.

2. The Teachers' Questionnaire

2.1 Administration of the Questionnaire

The questionnaire was given to 5 teachers of written expression in the division of English at Mohamed kheider University of Biskra. Their experience, suggestions and observations are valuable for the research conduct.

2.2 Description of the Questionnaire

The questionnaire consists of fourteen (14) open-ended and multiple choice questions divided into three sections as follows:

Section One: General Information (Q1-Q3): contains three questions. It tries to obtain personal information about the participants such as the experience in teaching English and the written expression module, and whether the time devoted was sufficient to cover most aspects of writing.

Section Two: The Writing Skill (Q4-Q7): this section seeks to know which element teachers ask their student to focus on in their writing process. Also, it attempts at finding out learners' problems in relation to different aspects involved in the writing process.

Section Three: Vocabulary Accuracy in Writing (Q8-Q15): this section is composed of questions seeking information about students' vocabulary knowledge as well as strategies used to explore and if they are aware of the importance of appropriate vocabulary use within written productions.

2. 3Analysis of the Questionnaire

Section One: General Information

Q1: how long have you been teaching English?

60

Teachers	Years
T1	12
T2	14
T3	28
T4	7
T5	03

Table 16: Teachers' Experience
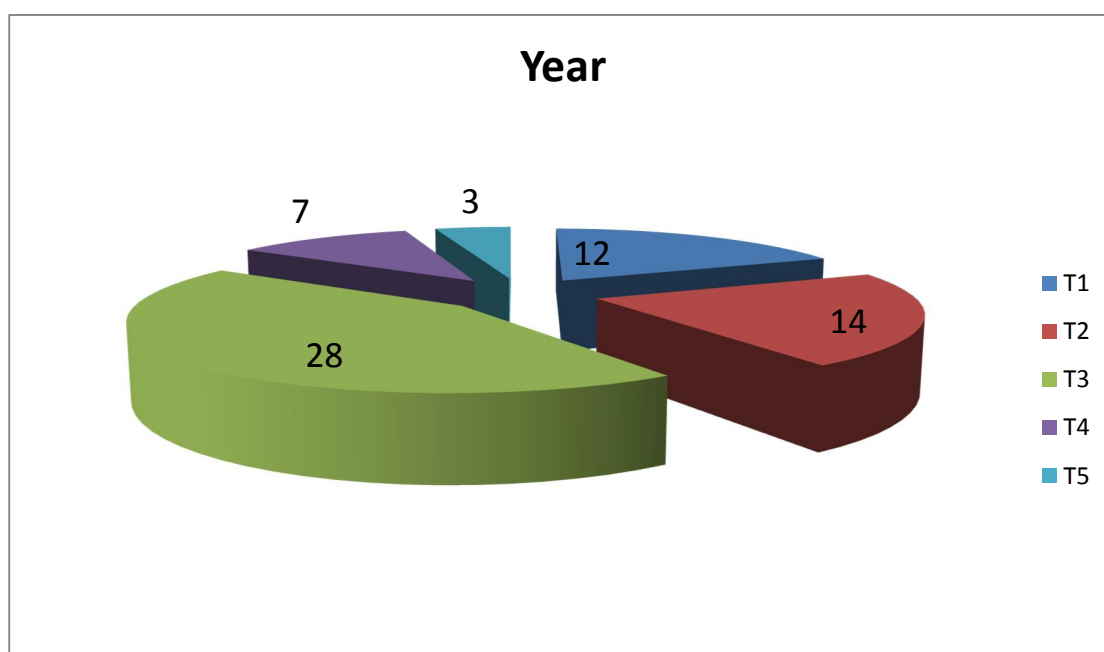
Figure 20: The Teachers' Experience

Table (16) shows that the majority of participant teachers have been teaching English for more than 7 years, and only one has been teaching for 3 years.

Q2: how many years have you been teaching the written expression module?

Teachers	Years
T1	12

T2	**9**
T2	**5**
T4	**2**
T5	**2**

Table 17: Experience in Teaching Written Expression.
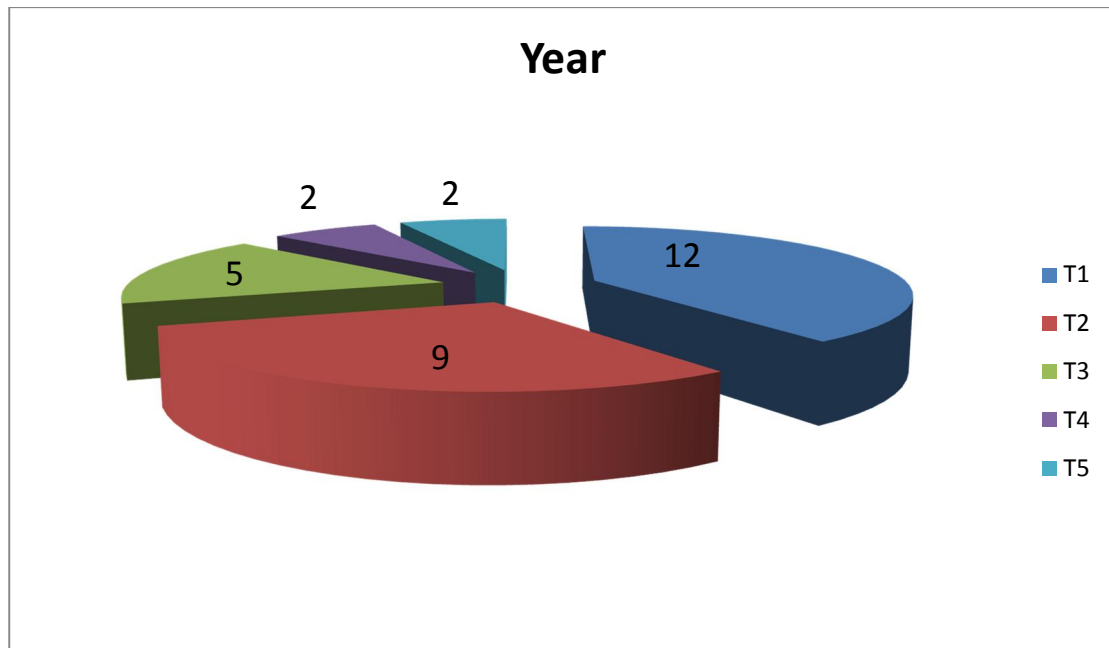
Figure 21: Experience in Teaching Written Expression.

As it is shown in table (17), three teachers from five have been teaching writing five years and more whereas the rest have taught this module for two years.

Q3: Do you think that the time devoted to teaching written expression is sufficient to cover most of the aspects required to improve the writing skills of the students?

Option	N	%
Yes	**1**	**20**
No	**4**	**80**

Total	**5**	**100**

Table 18: Teachers' Attitude towards Time Allocated for Written Expression Course
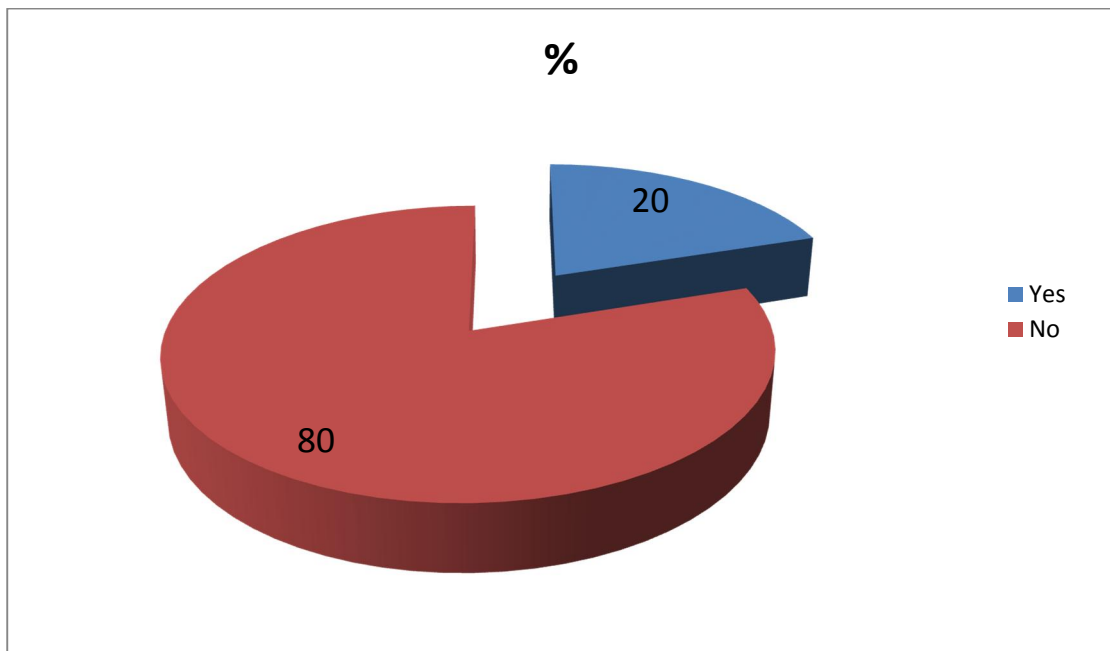
Figure 22: Teachers' Attitude towards Time Allocated for Written Expression Course

80% of the asked teachers claim that the time allocated for "Written Expression" is not enough while only 20% (one teacher) said that the time devoted to teaching written expression is sufficient. He justified his answer thinking that teachers can cover most aspects of written expression depending on classroom work and given homework.

Teachers who answered "No" argued that students need more study and practice, especially in the classroom where they can get the teachers' feedback on their compositions as well as it is hard to give all the students equal opportunity to present their work.

Section two: The writing Skill

Q4: Writing in second language is an easy task to teach?

Option	N	%
Yes	1	20
No	4	80
Total	5	100

Table 19: The Difficulty of Writing
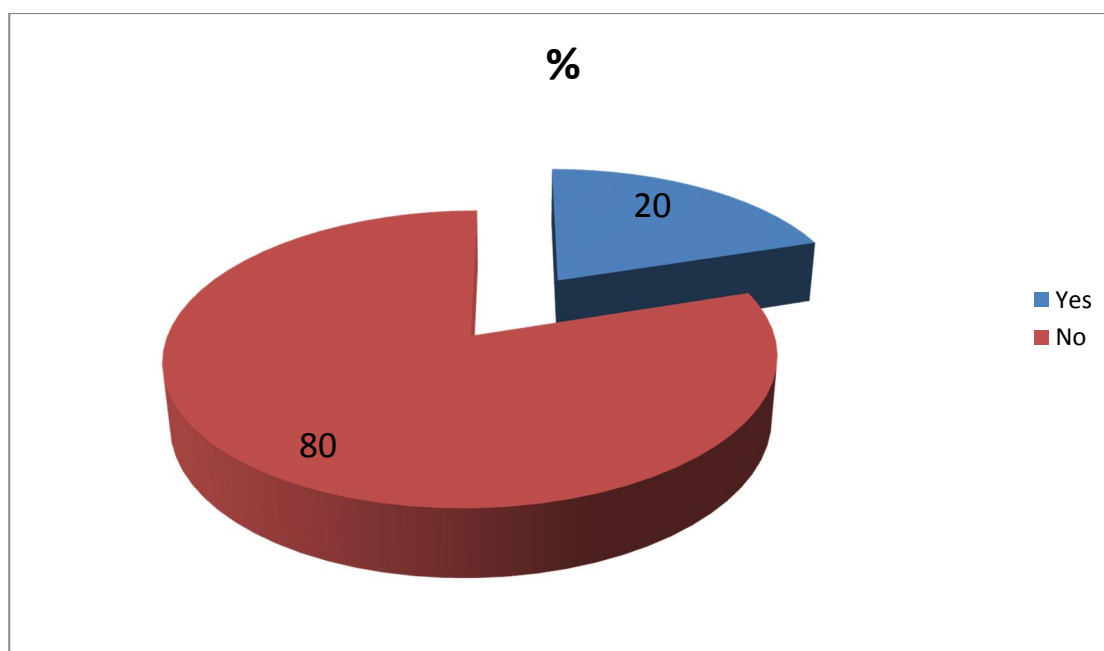
Figure 23: The Difficulty of Writing

Table (19) results show that (80%) of teachers said that writing in a foreign language is not an easy task to teach because according to them:

- They have to deal not only with words and sentence structure of foreign but also with grammar, punctuation and vocabulary.
- It requires proficiency at all levels, ideas, words, etc.
- Few hours of teaching the module, large classes.
- It is time consuming. It is worth effort and practice.

However, one teacher finds the task easy because according to him, there are a lot of rules and mechanisms regulating the course, so teachers can help students write easily and hopefully correctly.

Q5: Do you think that your students motivated to write academically in English?

Option	N	%
Yes	1	20
No	4	80
Total	5	100

Table 20: Students' Attitudes towards Academic Writing
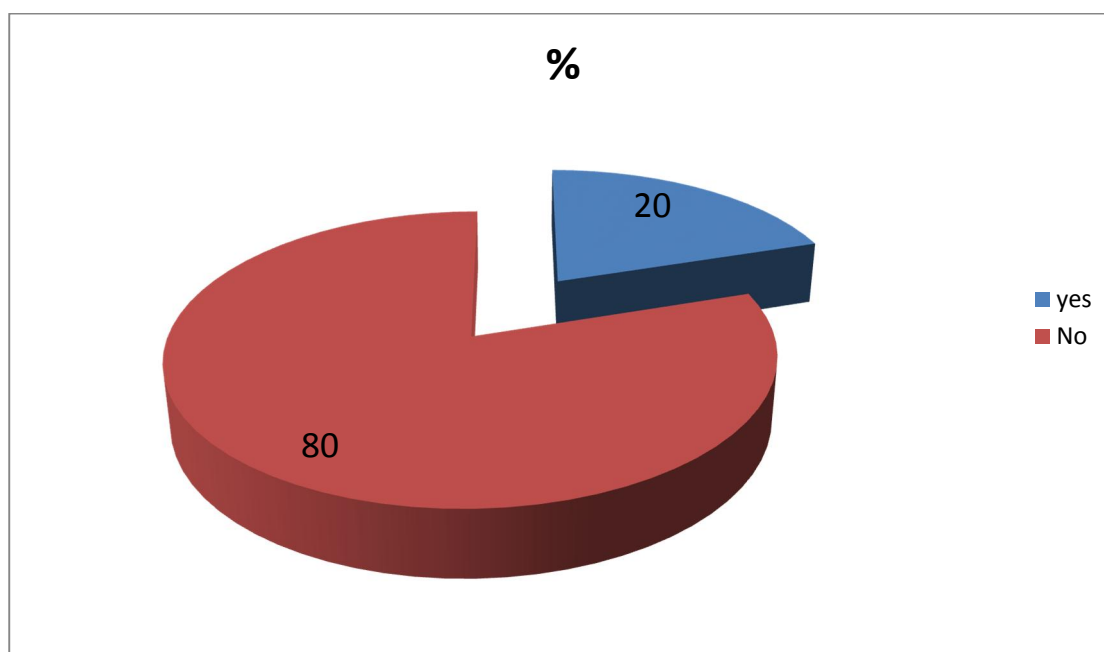
Figure 24: Students' Attitudes towards Academic Writing

According to the results shown in the table above, (80%) of participants argued that their students are not motivated to write academically in English because these latter:

- Find many obstacles.
- Have to follow many, rules, style and layout which they are not familiar with.
- Do write academically but only during exams.
- Are passive receivers.

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

- To get grade in written expression examinations.
- To continue their post-graduation studies.
- To become researchers.

Q6: writing is a necessary skill to develop your students' level?

Option	N	%
Yes	5	100
No	0	0
Total	5	100

Table 21: Teachers' views Toward the Necessity of writing
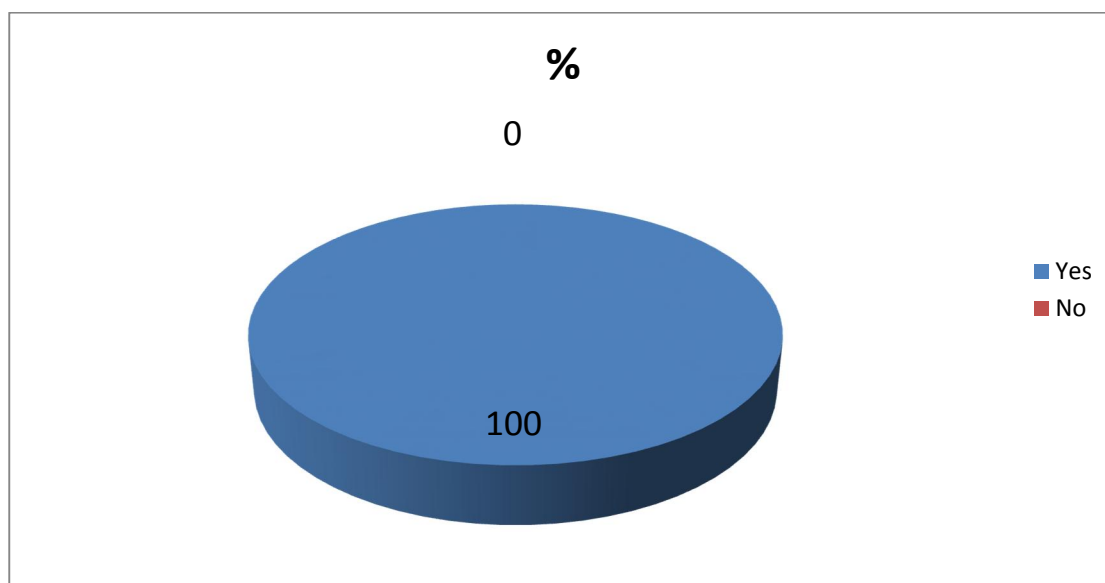
Figure 25: Teachers' Views Toward the Necessity of Writing Skill

Table (21) shows that all teachers' answered that writing is a necessary skill to develop students' level. They provided the following arguments:

- It reflects the real level.
- It reflects the learners' competence: it is through writing that we manage to recognize the students' level.

- The four skills need to be worked out for a good performance and competence in the target language.
- The four skills are needed for a student of foreign languages.
- To write means to learn about grammar, vocabulary selection and use, punctuation, style, and the topic on its' own.

Option	N	%
Vocabulary	5	100
Grammar	5	100
Content	3	60
Punctuation	3	60

Table 22: Teacher' Attitudes towards the Most Important Elements in Writing

Q7: In writing English, which element do you ask your students to give much emphasis?
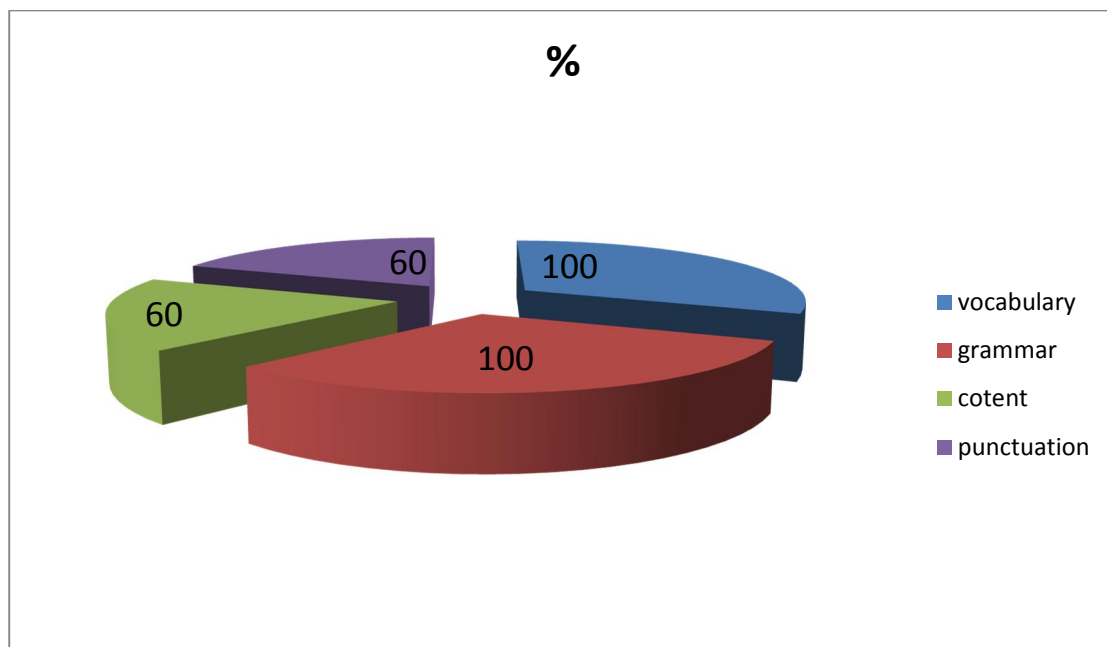
Figure 26: Teacher' Attitudes Towards the Most Important Elements in Writing

According to the previous table, 100% of our participants ask their students to focus on vocabulary and grammar during the writing process. About punctuation and content they provide for them same percentage (60%). As results of this, students' attention must be drawn towards all the aspects mentioned above, but more emphasis is to vocabulary and grammar.

Section Three: Vocabulary Accuracy in Writing

Q8: In your opinion, do you think that your students have good vocabulary knowledge in English language?

Option	N	%
Yes	0	0
No	5	100
Total	5	100

Table23: Teachers 'Attitudes towards Vocabulary Knowledge in English Language
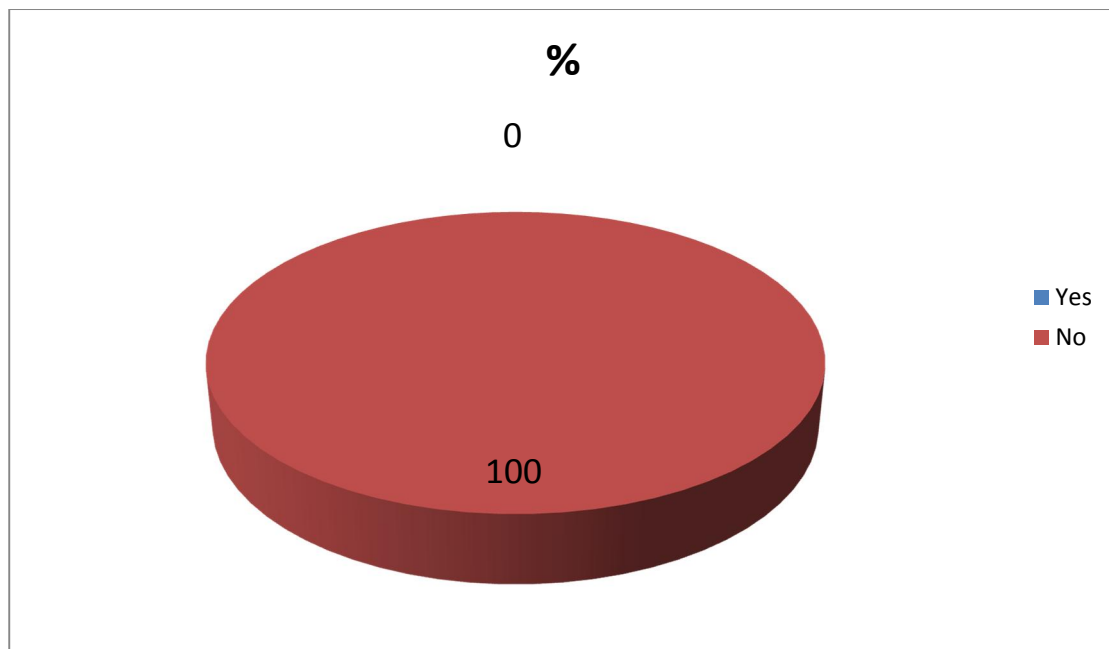
Figure 27: Teachers 'Attitudes towards Vocabulary Knowledge in English Language

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

- They do not read to build their dictionary (3 answers)
- Teachers do not have vocabulary course as a written expression course.
- They do not have culture, some have specific in fields, they know more slang. As well as they do not put in practice their new vocabulary so, they forget it.

Q9: Which strategies do you suggest for your students to use, in order to form good vocabulary knowledge?

Option	N	%
Extensive reading	5	100
Using dictionary	1	20
Taking note	2	40

Table 24: Teachers' views towards Students' Vocabulary Learning Strategies
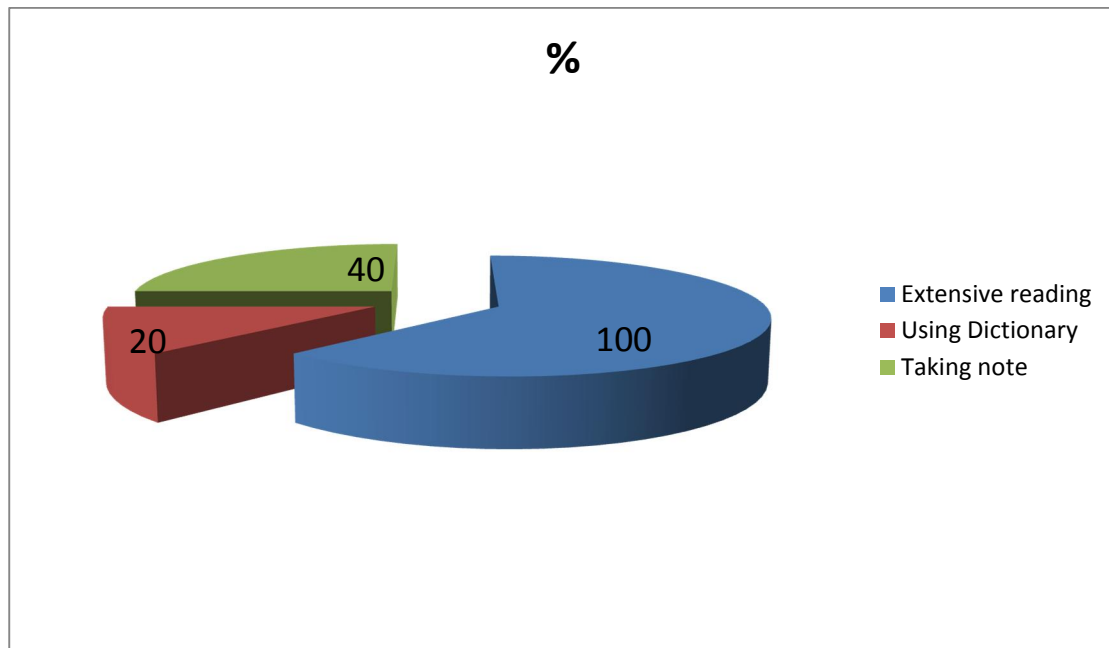
Figure 28: Teachers' views towards Students' Vocabulary Learning Strategies

The previous table reveals that all teachers suggest that extensive reading is the best strategy students need to use in order to acquire good vocabulary knowledge, then comes 'taking note strategy' with (40%) and the last suggestion was using dictionary with a percentage of (20%). They also suggested further strategies such as, brainstorming, and exercises vocabulary games.

Q10: Do you explain for your students what does it mean appropriate use of vocabulary?

Option	N	%
Always	4	80
Sometimes	1	20
Rarely	0	0
Never	0	0

Table 25: Teachers' Role in Students' Use of Vocabulary Accuracy
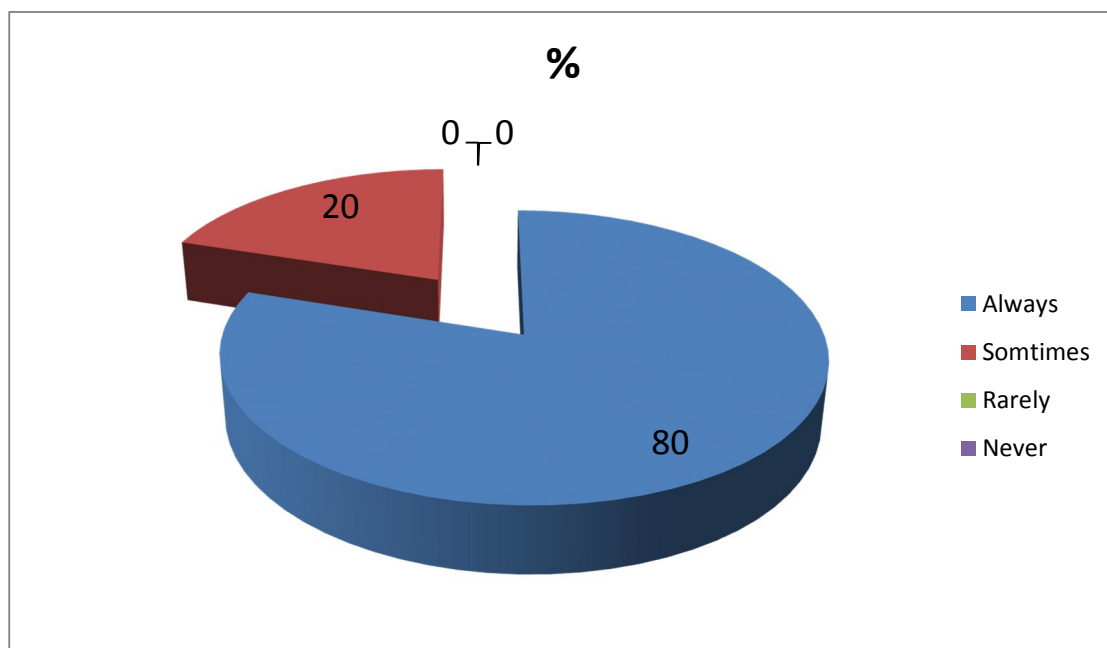
Figure 29: Teachers' Role in Students' Use of Vocabulary Accuracy.

(80 %) of Mohamed kheider University teachers are always explaining for their students what does it mean appropriate use of vocabulary, whereas (20%) who time to time explain it .Teachers provided the following explanations :

- They should respect the sentence context and degree to make a good choice of vocabulary
- Because wise selection of vocabulary strengthens both meaning and the style.
- Usually learners do have ideas but they cannot express themselves because they are short of vocabulary items.
- In writing there is no alternative of clarification so massage should be precise that is why the choice of the words is very important.

Q11: As a teacher, appropriate use of vocabulary is about focusing on:

Option	N	%
Meaning	1	20
Form	1	20
Language context	1	20
Formality and non formality	0	0
All of them	3	60

Table 26: Appropriate Use of Vocabulary Focus According to Teachers' Views
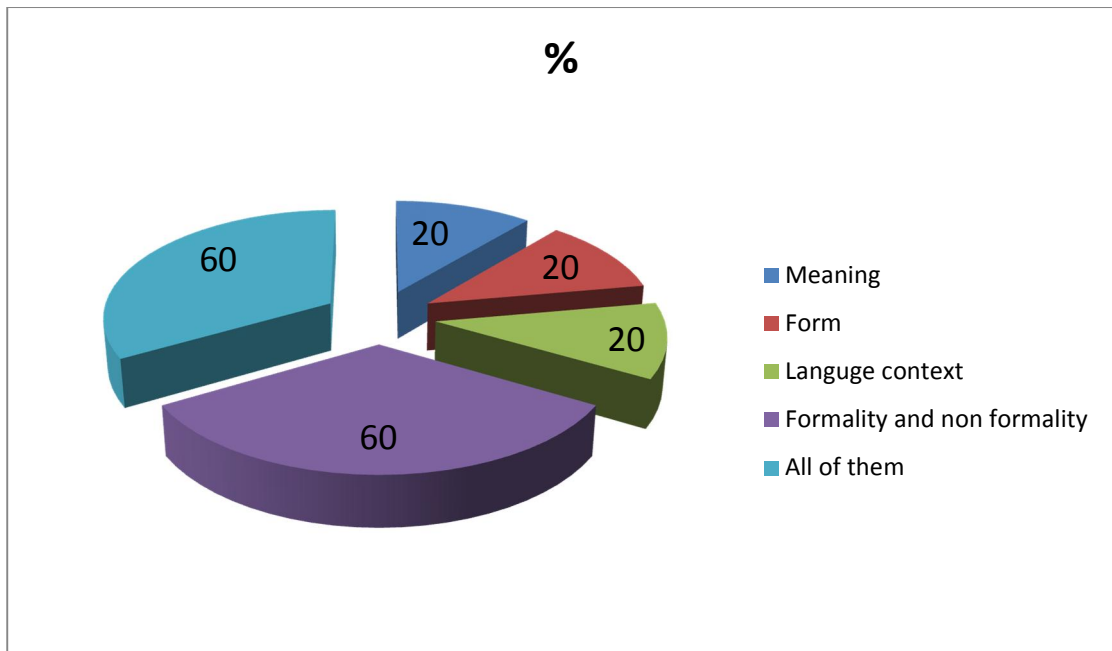
Figure 30: Appropriate Use of Vocabulary Focus According to Teachers' Views

The above table shows that (60%) of participants answered that appropriate use of vocabulary is about focusing on: (meaning , form, language context, formality and non formality), while they provided the same percentage for language context, form and meaning (20%).

Q12: Does word choice influence your students' successful writing?

Option	N	%
Yes	5	100
No	0	0
Total	5	100

Table27: Teachers' Attitudes towards the Influence of Word Choice in Writing

%

0

100

Yes
No
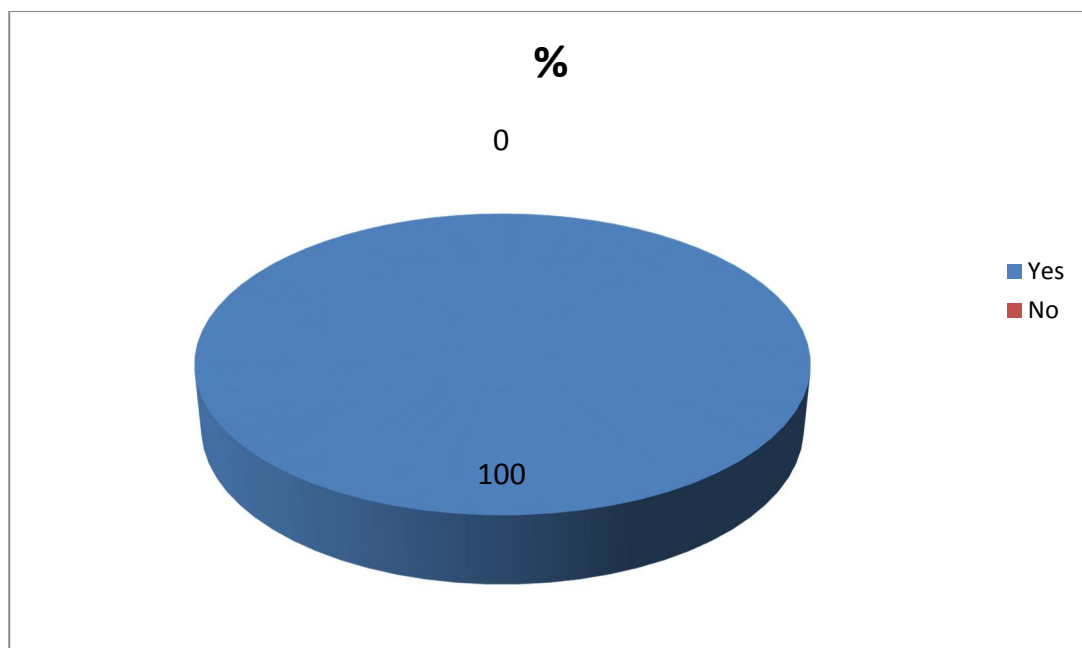
Figures 31: Teachers' Attitudes towards the Influence of Word Choice in Writing

According to the shown results (100%) of teachers claimed that word choice influence positively writing they provide the following arguments:

- Good word choice helps to improve the style and the clarity of the work.
- Their pieces of writing will be easy to understand.
- If students know what type of words to use for each writing, they will necessarily succeed in their writing process.
- Lack of vocabulary variation; in fact, hinders the structures to express their thoughts accurately.
- By being selective, you will be precise and concise to tackle any topic successfully.

Q13: in your opinion, how teachers develop the learners' vocabulary knowledge and use within written production?

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

- Through reading and practice of the writing skill.
- Before any talk, let them have an exercise on vocabulary in their own assignments.

- Using activities that concentrate on vocabulary such as filling the gap with appropriate words, give synonyms or antonyms, etc.
- The need for more time to teach reading as well as vocabulary.

Q14: Please, add any further comment about the place of vocabulary in improving writing:

Only one teacher from five suggested that teachers have to be careful to know that a large amount of vocabulary is not enough if it is not well structured through a good use of grammar.

Conclusion

The analysis of students' questionnaire reveals that students focus on vocabulary and grammar within their writing as a traditional interest of foreign language learners. However, they still ignore what is really meant by 'appropriate use of vocabulary'. The section about general information shows that, almost all students (95%) choose studying English as free choice because they are interested in learning English as a foreign language. Such findings are very encouraging because they help teachers to get their students more motivated to learn.

When speaking about the writing skill, we find that the majority of participants find writing in English an easy task. This finding shows that our foreign language learners are beginners in learning English and are not probably aware of the aspects of writing. Moreover, when discussing the different aspects of writing, most students consider correct grammar as good writing in addition to informative ideas then precise vocabulary. These findings reveal that students do not give much importance to vocabulary accuracy in their writing. Hence, this results support the claim of adopting vocabulary accuracy within written production.

The analysis of the last section- vocabulary accuracy in writing- reveals that the majority of students do not have good vocabulary knowledge in English because they lack reading, the reason that may hinder their ability to write correct and precise vocabulary. Moreover, they confessed to ignore the real meaning of appropriate use of vocabulary in writing. To conclude, students should be aware of this significant aspect

of good writing "vocabulary use accuracy" because this feature contributes to help them produce a high-quality piece of writing.

The analysis of the teachers' questionnaire reveals an agreement among teachers about the importance of vocabulary and its' use in academic writing. All teachers agree that the precise use of vocabulary is a major aspect and factor to improve students written compositions. In the first section, which is concerned with general information, the findings show that the majority of teachers (80%) see that, the time devoted to teaching written expression module is not sufficient to cover the most aspects. This time issue should be taken into consideration, and students should be give more time for more practice and for more emphasis to aspects of writing. the section of the " the writing skill" results show that all of the teachers ask their students give much emphasis to vocabulary and grammar in their written pieces as well as they think that writing skill play a main role in developing students' level, they claim that writings reflect learners' competencies. Moreover, to write means to learn about grammar, vocabulary selection and use.

The analysis of the last section-vocabulary accuracy in writing- reveals that teachers think that their students have not good vocabulary knowledge in English language. Therefore, they supposed that extensive reading as a first suggestion for improving learners' vocabulary knowledge. According to Mohamed kheidher University teachers, are always explaining for their students what does it mean the appropriate use of vocabulary because they think that it is very important to select words in writing to produce understandable massage.

Recommendations and Suggestions

The investigation conducted throughout this study sheds light on an important feature in academic writing as a way to improve EFL learners' level: the feature concerns the appropriate use of vocabulary. Our prime concern was to provide students with major elements to use vocabulary accurately the thing that may raise their awareness about that aspect of writing. Furthermore, some strategies for developing vocabulary knowledge and use were suggested in the same time. In brief, all that may facilitate writing competency. Learners should know that this important aspect is not a waste of time to give it a focus in the writing process but rather the precise selection of words during writing leads to the clarity and the improvement of written compositions.

According to what we have found after reading various valuable works, and after working on the literature review and data tools' analyses, we recommend some pedagogical implications for both students and teachers about the way to teach and to learn vocabulary and to apply accuracy strategies to develop the writing skill. These are summarized in the following points:

- Students should have good vocabulary knowledge through reading different types of English language texts. This may play a great role to improve their acquisition as well as to write with different styles.

- Students do not only need to focus on wide reading to strengthen their vocabulary knowledge and use, but rather they are obliged to know about English language culture to use vocabulary appropriately in accordance with culture. Indeed, knowledge about foreign language plays a crucial role to produce more effective and appropriate written works.

- Students are supposed to know about the appropriate use of vocabulary and enlarge their knowledge about the main elements of vocabulary use accuracy. Also they need to learn about them and practise constantly how to select words in writing through different aspects like meaning, intensity, and formality.

- Students should learn about different strategies to develop their vocabulary knowledge and use within different texts. As mentioned in our research work, vocabulary self-collection strategy which emphasizes on selecting interesting vocabulary from students' reading proves to be very effective. A second strategy, word mapping, focuses on drawing varying relationships between words which

leads to deep understanding of words and to know about their use within context. Moreover, the graphic morphemic analysis strategy helps to release the meaning of new word through analyzing the parts of a word that leads readers know how to use vocabulary appropriately in other contexts. Another strategy which is the interactive word wall focuses on choosing interesting words from reading, then posting it on a wall; the teacher then make effective dialogues with his students about using those words. In fact it is a strategy that helps students learn high-frequency words. Finally, we dealt with the strategy of vocabulary journals. Through reading literature, students select words and make connections with their own experience and ideas. After that, they define these words and see how they can be used in different contexts .

- Teachers are obliged to master their students knowledge about vocabulary and its' use accuracy, through provide for them main elements of vocabulary use accuracy and explain for them it as correlated with writing course.

- Teachers should use some of the strategies mentioned above when they have to deal with explanations for students about vocabulary within any course type. Teachers should be aware of the importance of those strategies and their impact on exploring students' vocabulary meanings because students need their teachers' guidance about words meaning and use in order to improve their vocabulary appropriate use.

- Teachers should guide their students how to develop vocabulary knowledge as well as how to acquire it effectively and efficiently. They must make them aware of the foreign language culture and how it is important to know about it. In addition, they are supposed to push them to practise using vocabulary appropriately according to its function within written productions as similar to native writers that may help them to achieve writing competency.

-   As a cliché implication, it is very interesting to teach vocabulary as a separate module through using different strategies as well as to train students about the use of vocabulary within contexts though teaching them main elements about that aspect. All that gives students the chance to build good vocabulary knowledge bank. Moreover, it helps them to use words appropriately within written productions and improve their writing competency.

As a conclusion, we hope that these recommendations would encourage and improve our learners' level to become good writers. Moreover, this aspect (appropriate use of vocabulary) is studied from a very narrow angle the fact that it may encourage future studies to be undertaken and to go deeper with trying to make it clearer enough for our learners.

General Conclusion

The present study attempts to highlight vocabulary use accuracy aspect within second year LMD English language learners' academic writing. It was designed to investigate the role of the appropriate Language to achieve learners writing competency.

At the beginning of this dissertation, we tried to demonstrate a theoretical overview about the writing skill. We started with definitions and identified the major aspects that enable the student writer to produce an effective written work. Moreover, we mentioned and explained the main approaches used for teaching the writing skill. In addition to the methodology used to teaching writing, the major difficulties faced by students in this skill were enumerated and discussed. Then, we concluded this chapter by showing the place of vocabulary in academic writing. A second chapter was elaborated to shed light on vocabulary use accuracy. Indeed, we have stressed the main elements of how to use vocabulary accurately as well as we focused on the appropriate use of vocabulary overview. Moreover, we considered the role of teachers in developing that significant aspect in writing and how this aspect is related to academic writing. In other words, we worked hard to prove that the appropriate use of vocabulary aspect is important, crucial and effective in the writing activity because it leads to clarity and perfection of academic style.

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

BIBLIOGRAPHY

Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press.

Barrass, R. (2005). *Student must write: A guide to better writing in coursework and Course work and examinations (3rd ed)*.USA: Routledge.

Beck, I. L., McKeown, M. G. & Kucan, L. (2002*). Bringing Words to Life; Robust Vocabulary Instruction.* New York; NY: Guilford Press.

Beck, I. L. McKeown, M. G. & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples.* New York: Guilford.

Brookes, A., & Grundy, P. (1998). *Beginning to Write*. Cambridge: Cambridge University Press.

Bruton, A. S. (1981). *A Decision-Making Approach to the Extended Writing Lesson. ELT Journal, 35, 2,* pp.141-146.

Buckingham, T. (1979). *The Goals of Advanced Composition Instruction. TESOL Quarterly, 13, 2,* pp.241-253.

Byrne, D. 1979. *Teaching Writing Skills* .Longman.

Caroll, R. T. (1990). *Student Success Guide: Writing Skill. US:* Sacramento City College
Carter, R. (1992). *Vocabulary: Applied Linguistic Perspectives*. London: Routledge.

Chelsa, E. (2006). *Write Better Essays in Just 20 Minutes a Day.* New York: LearningExpress.

Corona, C. Spangenberger, S. & Venet, I. (1998). *Improving Student Writing through a Language Rich Environment*. M.A. Action Research Project, St. Xavier University .
Corson, R. (2000). *Teaching writing.* London: Macmillan.

Crystal, D. (2006). The *Encyclopedia of the English* (2nd ed). Cambridge: Cambridge University Press.

Cunningham, P. M. (2005). *Phonics they use: Words for reading and writing* (4th ed.). New York: HarperCollins.

Decarrico , J. (2001). *Vocabulary learning and teaching*. Boston: Heinle and Heinle.

Daulay, S. (1982). *Second Language Acquisition*. London: Macmillan.

Ediger, M. (1999). *Reading and Vocabulary Development*. Journal of Instructional Psychology, 26.1, 7-15.

Flippo, F. R & Caverly, C. D. (2000). *Handbook of College Reading and Study Strategy.Research*. Lawrence Erlbaum Associates

Fowler , A. *How To Write.* Oxford: Oxford University Press.

Gabrielatos, C. (2002). *EFL Writing Product and Process*. US. Department of Education.

Gairns, R. & S, Redman. (1985). *Working with Words: A Guide to Teaching and Learning Vocabulary*. Cambridge: Cambridge University Press.

Graves, M. (1986). *Vocabulary learning and Instruction*. Washington DC: American Educational Research Association.

Graves, M. (2008). *Instruction on individual words: One size does not fit all*. Newark, DE: International Reading Association.

Graves, M. (2005). *The vocabulary Books Learning Instruction*. NY: Teachers College.

Haggard, M. R. (1982). *The Vocabulary Self-Collection strategy: An active approach to word learning. Journal of Reading, 27*(3), 203–207.

Halpern, M. (2003). *Railroad fever: Building the Transcontinental Railroad, 1830–1870*. Washington, DC: National Geographic Society.

Hmadouch, M. (2010). *Developing the writing skill through increasing Learners' awareness of the writing process. A* case study of second Year students university of Constantine. Dissertation submitted in partial fulfillment for the requirements of the Master of Arts Degree in Language Sciences.

Harmer, J. (2004). *How to Teach Writing*. UK: Pearson Education.

Harmon, J. M., Wood, K. D., & Hedrick, W. B. (2006). *Vocabulary instruction in middle and secondary content classrooms: Understandings and directions from research.* USA.

Harmon, J. M., Wood, K. D., Hedrick, W. B., Vintinner, J., & Willeford, T. (2009). *Interactive word walls: More than just reading and writing on the walls*. Journal of Adolescent and Adult Literacy, 52(5), 398–409.

Harness, C. (2003). *The revolutionary John Adams.* Washington, DC: National Geographic Society.

Holzman, Michael. (1983). *Articulating Composition*. College English, 45, 3, pp.288-295.

Hindly, J. (2008). *Improving Writing through a Creative Approach*. National Teacher Research Panel.

Hinkel, E. (2004). *Teaching academic ESL writing: practical techniques in vocabulary and grammar.* USA: Lawrence Erlbaum Associates.

Huff, R. K. (1983). *Teaching Revision: a Model of the Drafting Process. College English,*

Hayes, J. R. (1996). *A new framework for understanding cognition and affect in writing. The science of writing.* NJ: Lawrence Erlbaum Associates.

Hyland, K. (2003). Second *Language Writing*. Cambridge: Cambridge University Press.

Jozef, H. (2001*). Advanced Writing in English a Foreign Langauge*. University of Pécs.

Kane, T.S. (2000). *Essential guide to writing.* New York: Oxford university press.

Kennedy, G. (2003). *Amplifier Collocations in the British National Corpus: Implications for English Language Teaching.* TESOL Quarterly, Vol. 37. 3.

Kieffer, M. J., & Lesaux, N.K. (2007). *Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom.* The Reading Teacher,

Kroll, B. (1990). *Second Language Writing: research insights for the classroom* Cambridge: Cambridge University Press.

Lado. R. 1983. *Language Testing :Writing in a Foreign Languag.* Longman.

Laufer, B. (1997). *What's in a Word that Makes it Hard or Easy*: *Some Intralexical. New York.*

Lewis, M. (1992). *The Lexical approach.* London: Language Teaching Publications.

Lott, T. (1983). *Second Language Writing.* London: Macmillan.

Lynch, T. (1996). *Communication in the Language Classroom.* Oxford: Oxford University Press.

Martin, A. M. (2002). *A corner of the universe.* New York: Scholastic.

Mennens M, H. & Wilkinson M, B. (2002). *Academic Writing Skills.* University of Maastricht.

Mezynski, K. (1983). *Issues concerning the acquisition of knowledge: Effects of vocabulary training on reading comprehension. Review of Educational Research*, 53, 253-279.

Mills, N. & Abbot, J. (2001). Teaching Writing. USA.

Mulligan, C. & Garfalo, R. (2011). *A coollabortive Writing Approach:Methedology and Students Assessment*. Journal of The Langauge Teacher, vol. 35.3.

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

Nation, I.S.P. (1990). *Teaching and Learning Vocabulary*. New York: Newbury House.

Nation, I.S.P. (2001) *Learning Vocabulary in Another Language*. Cambridge University Press.

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

Painter, C. (1989). *Learning language. A functional view of language development*. Norwood, N.J. Ablex.

Papadopopoulo, E. (2012). *The Impact of Vocabulary Instruction on the Vocabulary Knowledge and Writing* . New York

Pianko, S. (1979). *Reflection: A Critical Component of the Composing Process*. *College Composition and Communication,* 30, 275-284.

Pincas, A. (1982). *Teaching English Writing.* London: Macmillan.

Popp, M. S. (1997). *Learning journals in the K–8 classroom: Exploring ideas and information in the content areas.* Mahwah, NJ: Erlbaum.

Rappaport, D. (2001). *Martin's big words: The life of Dr. Martin Luther King, Jr.* New York: Hyperion Books for Children.

Raimes, A. (1985). *What Unskilled ESL Students Do as They Write: A Classroom Study of Composing*. New York.

Rivers, W. M. and Temperley, M.S. (1978). *A Practical Guide to the Teaching of English asa Second or Foreign Language*. New York: Oxford University Press.

Scott, J. & Naggy, W. (2009). *Developing Word Consciousness*. Newark, D.E: International Reading Association.

Seely, J. (1998). Oxford : Guide to Effective Writing and Speaking. Oxford: Oxford University Press.

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

Schmitt, N. & Meara, P. (1997). *Researching Vocabulary Through a Word Knowledge Framework*: *Word Associations and Verbal Suffixes*. Studies in Second Language Acquisition.

Silva, T. (1993). *Toward an understanding of the Distinct Nature of L2 writing :the ESL research and its implications*. Cambridge: Cambridge University Press.

Sokmen, A. J. (1997). *Current Trends in Teaching Second Language Vocabulary*. Cambridge: Cambridge University Press.

Sommers, N. (2002). *College Composition and Communication*. National of teachers of English .

Stahl, S.A., & Fairbanks, M.M. (1986). *The effects of vocabulary instruction: A model based meta – analysis*. Review of Educational Research, 56, 72-110.

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

Taylor, B. (1981). *Content and Written Form: A Two-Way Street. TESOL Quarterly.*

Terrel, T. D. (1982). *A Natural Approach to Second Language Acquisition and Learning*. Modern Language Journal.

Todd, L.(1987). An Introduction to Linguistics. Longman. New York Press.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

White, R. & Arndt, V. (1991). *Process writing.* London:Longman.

White, G. & Badgar, R. (2000). *A Process Genre Approach to Teaching Writing*. London: Falmer Press.

Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: Edward Arnold Ltd.

Winters, R. (2009). *Interactive frames for vocabulary growth and word consciousness*. *The Reading Teacher.*

Websites.

Driscoll, D. L & Brizee, A. (2014). *Appropriate language* . Retrieved from
 https:// owl.english.perdue.edu/ contact / owl coordinator. On20/07/2014.

Farland, D. (2015). Word Choice for Creative Writing. Retrieved from http://www.quickanddirtytips.com/education/grammar/word-chioce-for-creativewting.On01/02/2015.

Steele, V. (2004). *Product and process writing.* Retrieved From http://www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teaching-tips/product-process. On02/01/2015.

Yates, R. (2008). *How to improve your academic writing.* Retrieved from
http://www2.essex.ac.UK/stdsup/welfare/workshops.shtm. On 22/07/2014.

_____ .*Developing Your Vocabulary*. Retrieved from http://
www.services.unimelb.edu.au/academicskills. On 20/07/2014

http://www.cn.edu/libraries/tiny_mce/tiny_mce/plugins/filemanager/files/library/writing/4
9-final-tips-formality.On 14/04/2015.

APPENDICES

APPENDIX'A': Students' questionnaire

APPENDIX 'B' : Teachers' questionnaire

APPENDIX 'C' : الملخص

Appendix 'A'

Students' Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire as a part of a Master Degree entitled: " '*Improving English Foreign Language Learners' Academic Writing through Focusing on Appropriate Use of Vocabulary' Case Study: Second Year LMD at Biskra University*".

Your contribution is of a great help for us to spotlight on the importance of appropriate use of vocabulary on academic writing. Please, tick ( ) the appropriate box (es) or give full answer(s) whenever it is necessary.

May I thank you for your cooperation and for the time devoted to answer the questionnaire.

Section One: General Information

Q1: Age:

- 18-25 ☐
- 26-40 ☐
- More than 40 ☐

Q2: Gender:

- Male ☐
- Female ☐

Q3: choice of studying English:

- Free ☐
- Imposed ☐

In both cases, please explain.

……………………………………………………………………………………………

…………………………………………………………………………………........

Section two: The writing skill

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

- yes   ▢
- No   ▢

 In both cases Please, explain:

…………………………………………………………………………………………………

…………………………………………………………………………………………………..

Q5: Are you motivated to write academically in English?

- yes   ▢
- No   ▢

In both cases Please, explain:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q6: In your opinion, good writing is:

- Correct grammar   ▢
- Precise vocabulary   ▢
- Effective punctuation   ▢
- Informative ideas   ▢

Q7: In writing English, the most difficult is:

- Vocabulary   ▢
- Grammar   ▢
- Content   ▢
- Punctuation   ▢

Please explain:

…………………………………………………………………………………………………

………………………………………………………………………………………………….

Section Three: Vocabulary Accuracy in writing

Q8: In your opinion, do you think that you have good vocabulary knowledge in English language?

- Yes   ▢

        ▢

- No

In both cases Please, explain:

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Q9: which strategies do you use to form good vocabulary knowledge?

- Extensive reading ☐
- Using dictionary ☐
- Taking note ☐

Others: …………………………………………………………………………………………

Q10: Do you use dictionary?

- Always ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

Q11: Do you know what does it mean appropriate use of vocabulary?

- Yes ☐
- No ☐

If the answer yes explains:

…………………………………………………………………………………………………
………………………………………………………………………………………………….

Q12: Appropriate use of vocabulary is about focusing on:

- Meaning ☐
- Forms ☐
- Language context ☐
- Formality and non formality ☐
- All of them ☐

Q13: Is word choice influencing students' successful writing?

- Yes ☐
- No ☐

Q14: in your opinion, how teachers develop the learners' vocabulary knowledge and use within written production?

…………………………………………………………………………………………

…………………………………………………………………………………………

Q14: Please, add any further comment about the place of vocabulary in improving writing:

…………………………………………………………………………………………

…………………………………………………………………………...........

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………….

THANK YOU FOR YOUR CONTERIBUTION

Nadjah Tabet

Master Degree Researcher

UMK Biskra

2014-2015

Appendix 'B'

Teachers ' Questionnaire

Dear teachers,

You are kindly invited to fill in the following questionnaire as a part of a Master Degree entitled: " '*Improving English Foreign Language Learners' Academic Writing through Focusing on Appropriate Use of Vocabulary' Case Study: Second Year LMD at Biskra University*".

Your contribution is of a great help for us to spotlight on the importance of appropriate use of vocabulary on academic writing. Please, tick ( ) the appropriate box (es) or give full answer(s) whenever it is necessary.

May I thank you for your cooperation and for the time devoted to answer the questionnaire.

Section One: General Information

Q1: how long have you been teaching English?

- Years' number   ☐

Q2: how many years have you been teaching English?

- Years' number   ☐

Q3: Do you think that the time devoted to teaching written expression is sufficient to cover most of the aspects required to improve the writing skills of the students?

- Yes   ☐
- No   ☐

In both cases, please explain.

……………………………………………………………………………………………

………………………………………………………………………………...........

....

Section two: The writing skill

Q4: Writing in second language is an easy task to teach?

- yes   ☐
- No   ☐

In both cases Please, explain:

…………………………………………………………………………………………………

…………………………………………………………………………………………………..

Q5: Do you think that your students motivated to write academically in English?

- yes   ☐
- No   ☐

In both cases Please, explain:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q6: writing is a necessary skill to develop your students' level?

- Yes   ☐
- No   ☐

In both cases Please, explain:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q7: In writing English, which element do you ask your students to give much emphasis?

- Vocabulary   ☐
- Grammar   ☐
- Content   ☐
- Punctuation   ☐

Or others, Please explain:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section Three: Vocabulary Accuracy in writing

Q8: In your opinion, do you think that your students have good vocabulary knowledge in English language?

- Yes ☐
- No ☐

In both cases Please, explain:

……………………………………………………………………………………………

……………………………………………………………………………………………

Q9: which strategies do you suggest for your students to use ,in order to form good vocabulary knowledge?

- Extensive reading ☐
- Using dictionary ☐
- Taking note ☐

Others: ……………………………………………………………………………………

Q10: Do you explain for your students what does it mean appropriate use of vocabulary?

- Always ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

Please, explain according to your answer:

……………………………………………………………………………………………

……………………………………………………………………………………………

Q11: As a teacher, appropriate use of vocabulary is about focusing on:

- Meaning ☐
- Form ☐
- Language context ☐
- Formality and non formality ☐
- All of them ☐

Others:

…………………………………………………………………………………………..

Q12: Does word choice influence your students' successful writing?

- Yes ☐
- No ☐

How?

…………………………………………………………………………………………

…………………………………………………………………………………………

Q13: in your opinion, how teachers develop the learners' vocabulary knowledge and use within written production?

…………………………………………………………………………………………

…………………………………………………………………………………………

Q14: Please, add any further comment about the place of vocabulary in improving writing:

…………………………………………………………………………………………

…………………………………………………………………………………………..............

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

THANK YOU FOR YOUR CONTERIBUTION

Nadjah Tabet

Master Degree Researcher

UMK Biskra

2014-2015

الملخص

تهدف هذه الدراسة إلى شرح العلاقة بين استعمال المفردات و الكتابة ومدى تأثير الاستعمال المناسب لهذه المفردات على تحسين الكتابة الأكاديمية. إن هذا البحث يتبنى فكرة العلاقة القوية الموجودة بين الإنتاج الكتابي الجيد للطالب و دور الاستعمال المناسب للمفردات في تحسينه. من اجل إثبات هذه الفرضية دراسة وصفية قد طرحت. بالنسبة لجمع المعطيات قد طرحنا استبيانين واحد لطلبة الثانية ليسانس والآخر لأساتذة التعبير الكتابي قسم الانجليزية جامعة محمد خيضر. إن آراء الأساتذة والطلبة حول الموضوع كانت واضحة, نتائج البحث أكدت لنا الفرضية التالية لو أن الطالب يراعي الاستعمال المناسب للمفردات أثناء الكتابة باللغة الأجنبية هذا قد يكون سببا في تحسين القدرة الكتابية. لقد وجدنا إن الطلبة ما زالوا لا يعرفون جيدا ما هو الاستعمال المناسب للمفردات أثناء الكتابة باللغة الانجليزية, بالرغم من تأكيد الأساتذة على مواظبتهم على شرح هذه الخاصية. بالإضافة إلى ذلك أكدوا لنا أن الطلبة لا يطالعون باللغة الانجليزية لتحسين الاستعمال المحكم للمفردات لديهم وأيضا وضحوا مدى أهمية هذه الخاصية في الانتاجات الكتابية باللغة الأجنبية,وشرحوا أن هذه الميزة تؤثر بشكل كبير على شفافية الأفكار المراد ايصلها. أخيرا مجموعة من الاقتراحات قدمت للأساتذة والطلبة استلهمت من هذه الدراسة من اجل المعالجة والسيطرة على القدرة الكتابية لدى متعلمي اللغة الأجنبية. كمثال نجد أن الطلبة يجب أن يطالعوا و يدركوا طبيعة الثقافة اللغة الانجليزية إضافة إلى ذلك على الأساتذة يجب أن يساهموا في توعيتهم لأهمية تلك الخاصية في الكتابة الأكاديمية. بالإضافة إلى تدريس المفردات من خلال الاستراتيجيات المختلفة المذكورة في بحثنا هذا. أيضا كاقتراح مبتذل الطلبة في حاجة لدراسة المفردات كمقياس منفصل كالمقاييس الأخرى وذلك من اجل تعلم المفردات,اكتسابها و الاطلاع على الاستعمال المناسب لها.