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Attitudes towards the Effect of Vocabulary-based Instruction on the Writing Skill. The Case of First year Master Students at the University of 8 Mai 1945, Guelma.

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfilment of the Requirements for the Master Degree in Language and Culture.

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Dedication

I dedicate my work to:

My dear father* Kermiche *and mother* Khadidja *who are my hope in life and my source of tenderness and success, may Allah bless them.

My lovely brothers* Faycel, Moussa and *my sisters* Moufida, Madjda *and my nephews* Ayoub *and* Mohammed *for their encouragement and support to fulfill this work.

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Abstract

Vocabulary is one of the important components of language. It is the set of words that build up the language. It has a primordial role in improving the writing skill because without a good knowledge of items, written composition will not be understood. However, a little attention has been given to vocabulary instruction. Therefore, the main focus of the present study is to improve the learners' writing skill through vocabulary instruction. The current research has been conducted through a quantitative descriptive method in which two questionnaires for both teachers and students have been administered in order to know how can vocabulary instruction contributes in improving students writing skill. The research was conducted with a sample of 56 first year master students (out of a population of 66) and 20 teachers from the Department of English at the Universty of 8 Mai 1945 (Guelma). Participants of students' questionnaire are chosen randomly, whereas those of the teachers' questionnaire are not. Obtained results from students' questionnaire reveal that writing is the most difficult skill for master one students, and that they face serious problems with vocabulary acquistion because they have a limited vocabulary knowledge, which have a great effect on their writing proficiency. From these findings, it is concluded that there is a positive relationship between vocabulary instruction and writing. Thus, it is recommended that teachers should provide students with the appropriate teaching strategies that help in ameliorating their vocabulary knowledge and therefore overcome some of the writing deficiencies.

Key words: English as a Foreign language, Writing and Vocabulary Instruction.

List of Abbreviations

BD: Bilingual Dictionary

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

L1: First Language

L2: Second Language

LMD: Licence, Master, Doctorate

MD: Monolingual Dictionary

TL: Target Language

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GENERAL INTRODUCTION

Writing, in all its various forms and languages, is one of the complex language skills which calls upon the writer to bring his/her hand and brain together to shape what he/she thinks that can be read and understood. Nowadays, the writing skill has a crucial role in the process of foreign language acquisition. It makes we -as a learners - express the who we are. As a reaction, it helps others to give you feedback as well. The ability to write effectively circles around having an adequate and enough vocabulary knowledge and lexis. Still, it has a great influence on the students writing skill. Hence, vocabulary must be taught to break down the students' weaknesses that affect their writing skill. The prominent goal behind teaching lexical items is to enhance the writing skill. Learning a language without its vocabulary would be impossible. Nowadays, writing is not merely important for writers, novelists, poets, and so on, but rather ESL learners too, need to improve their writing proficiency through the aid of vocabulary instruction. Vocabulary as well, represents one of the most important language components that are needed for both teaching and learning. It is the basis for the improvement of all the language skills such as: reading, listening, speaking and especially writing. Vocabulary knowledge and word choice have a great impact on writing in a foreign language. Indeed, learners need to acquire vocabulary so that they can express their writings using appropriate words.

The present study attempts to investigate how can vocabulary-based instruction contributes to improving EFL learners' writing skill. This research aims at showing the extent to which vocabulary may have a strong influence on the writing proficiency.

1. Statement of the Problem

The majority of ESL students, at the English Departement of 08 Mai 1945 University, face a difficulty in the process of effective writing, and this problem can be faced due to many factors, among them is the teachers' as well as the learners' unawareness of the importance of vocabulary instruction in developing the writing skill. There are variety of useful strategies that can help teachers enrich their students' vocabulary and as a result, they work on enhancing their writing skill. Such as: through extensive reading, the use of dictionaries and glossaries, word parts...etc.

2. Aims of the Study

The main aim of the present study is to investigate the effectiveness of vocabulary instruction in improving students' writing abilities. Thus, it aims at getting the teachers' attention to the benefits of teaching vocabulary, which EFL learners need to master in order to write accurately and appropriately. Hence, the aim behind this research is three fold:

_ To increase students' writing proficiency.

_ To enlarge students' vocabulary knowledge.

_To direct teachers towards vocabulary instruction.

3. Research Hypotheses

The present study intends to check the hypothesis that states: if English teachers provide their students with effective vocabulary teaching strategies, then students' writing proficiency would be improved.

As a major step in this research, the following hypotheses are put forward:

The alternative hypothesis indicates that there is a relationship between the two variables :

_ If EFL teachers provide their students with effective vocabulary teaching strategies, then their writing proficiency would be improved. (H_1)

The null hypothesis indicates that there is no relationship between the two variables :

_ If EFL teachers provide their students with effective vocabulary teaching strategies, then their writing proficiency would not be improved. (H_0)

4. Research Methodology and Design

4.1. Research Method

The current dissertation is conducted through a quantitative descriptive method. This latter suits the research topic. It contributes in checking the research hypothesis and proving the correlation between the writing skill and vocabulary instruction. Two questionnaires are used as data gathering tools to collect students' distinct attitudes and opinions concerning the significance of vocabulary learning in ameliorating the writing skill, and teachers' views about the strategies they use in their courses to instruct vocabulary.

4.2. Population of the Study

4.2.1. Students' Sample

The sample used in this study consists of Master one LMD students at the English Department of 08 Mai 1945 University, Guelma. They are composed of 2 groups and 66 students. As a result, the questionnaire is answered by 56 students selected randomly from the entire groups. Master one students are chosen as a population of the study because they study 'Writing' as a separated module for a whole semester and are asked to write paragraphs and essays, in addition, they are asked, to write and prepare lessons to be presented.

4.2.2. Teachers' Sample

Since teachers have a primordial role in the process of instruction and written expression teachers are the more specialized and aware of the writing skill. So, the sample of the present reserearch is not selected randomly, but rather it is handed to 20 written expression teachers at the Departement of English, University of 8 Mai 1945, Guelma.

4.3. Data Gathering Tools

Data collection is based on the questionnaire as a data gathering tool for both teachers and students. They have been chosen to provide the necessary information to check the research hypothese. The information is related to the description of the writing process and vocabulary instruction.

5. Structure of the Dissertation

The current study is divided into three chapters, in addition to general introduction and general conclusion. The first chapter which is entitled: ‘‘The Writing Skill’’ includes the definition of the writing skill, writing and other language skills (speaking and reading), elements of effective writing such as: mechanics, organization, vocabulary, clarity, cohesion and coherence. In addition, it tackles the most important approaches for teaching the writing skill, among them are: the product approach, the process approach, the communicative approach, the genre approach and the eclectic one. This chapter ends with a discussion of the various stages of the writing process.

The second chapter is under the title of ‘‘Vocabulary-based Instruction’’. It starts with the definition of vocabualry and its history. It also deals with the importance of vocabulary instruction; besides, it discusses different strategies for teaching vocabulary

such as: the use of dictionaries and glossaries, the use of affixes and roots, extensive reading...etc, and five steps for learning a word. Finally, it tackles how can words be remembred.

The third chapter is the ‘‘Field Investigation’’. It consists of both students’ and teachers’ questionnaires, its sample and administration, its description and analysis of the results and findings. Finally, it includes the two summaries of results and findings of each questionnaire.

CHAPTER ONE

THE WRITING SKILL

Introduction

To learn a foreign language, one should master the four skills of that language which are: reading, listening, speaking and writing. Writing is considred as one of the fundamental and difficult skills, when compared to the others. Foreign language learners have to make considerable efforts in order to reach a good level in writing. They have to go through a lot of activities and practices to ameliorate it. The presented chapter attempts to discuss the following: defining the writing skill, writing and other language skills such as speaking and reading, elements of effective writing, approaches to teaching writing, and stages of the writing process.

1.1. Definition of the Writing Skill

Writing is a crucial form of communication in day-to-day life. It is a productive and expressive skill that involves producing language rather than recieving it. It can be defined as the writer's ability to put his thoughts, ideas, feelings, emotions or whatever he/she wants to say into words, phrases, and sentences by means of signs and symbols. The Oxford Dictionary (2018) has defined writing as the activity or skill of writing a sequence of letters, words, as symbols marked on a surface.

Byrne (1988) has defined the writing skill as follows:

> Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words and words have to be arranged to form sentences. (p. 1)

So, writing is not only the production of graphics and symbols, rather it is the unity of particular symbols to form words and the linking of those words lead to the forming sentences following certain conventions.

Furthermore, writing refers to the activity by which a piece of written language has been produced. Thus, writing is by no means a simple task of transcribing sounds into graphs rather it is a complex activity through which the writter develops an idea into a coherent piece of writing called a ‘‘text’’, where a text means ‘‘verbal record of communication’’(Brown & Yule, 1983, p. 24)

Writing also takes into consideration a very significant goal which is: communicating a message. In the light of this goal, Spratt, Pulverness and Williams (2005) asserted that:

> Very simply we can say that writing involves communicating a message (something to say) by making signs on page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message. (p. 26)

1.2. Writing and other Language Skills

The English language, like all the other languages, consists of four skills which are: speaking, listening, reading and writing, and which work together in order to enhance each other. They are divided into two types: the receptive or passive skills refer to the listening and reading skills, and the productive or expressive skills which are the

writing and speaking skills. According to Johnson (2008), language skills enhance each other, this means that the mastery of one skill leads to the mastery of the other skill. For example, reading books may help students improve their writing proficiency and enrich their vocabulary. Also listening to native speakers may develop learners speaking skills and help them grasp speaking fluency. Thus, the writing skill is not an isolated skill, but rather it has relationships with other language skills, such as speaking and reading.

1.2.1. Writing and Speaking

Writing and speaking are both productive skills in which they create language outcomes unlike listening and reading which are passive ones. Kress (1989; in Tribble, 1996, p. 12) argued that both speaking and writing complement each other: ‘‘ the person who commands both the forms of writing and speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone.’’ Hnce, from that quote we can infer that the one who acquires both speaking and writing forms is more skillfull than the one who masters only speaking.

According to Weigle (2002) the majority of linguists viewed that speech is superior than writing, and that written language is just a record of spoken language. Whereas, educational researchers argue the opposit; written texts are more correct, thus they are more valued than the spoken one. While recent view claims that both speaking and writing are forms of communication and neither of them is superior than the other, but they exhibit a number of diffrences.

Although they have similarities and common points, speaking and writing may have differences and dissimilarities. According to Brown (1994), they consist of:

- **Permanance:** while written language is permanant and not capable of being changed and it can be read and re-read as much as a person likes, oral language is transitory and must be processed in real time.
- **Production time:** a written text has more time to be planned, reviewed, revised, in term of its words, structure, vocabulary…etc before it is finalized, however spoken language's time is more restricted and does not have enough time for all of these.
- **Distance:** time and space between the writer and the reader are not limited, readers my recieve texts that are written years ago and from different parts of the world which necessitates greater explicitness from the part of the writer, whereas listeners and speakers do not need so since interaction is face-to-face.
- **Orthography:** writers are limited to merely words and phrases when expressing their ideas, however, speakers use devices like: stress, intonation, volume, and pitch in order to convey their message.
- **Complexity:** written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (repetition of nouns and verbs).
- **Formality:** written language is more formal than spoken language in terms of words that are used.
- **Vocabulary:** written texts contain a wide variety of words than oral texts.

Despite the differences which exist between speaking and writing, there are many cases where they look similar such as in: sermons, lectures, e-mail communication, informal note, because their written and spoken forms have the same characteristics in terms of grammar, word choice, style, content.

1.2.2. Writing and Reading

Reading and writing are two different skills that affect each other. They vary because writing is a productive skill whereas reading is a receptive or one. The latter is widely recognized as a primary skill that leads to the development of the writing skill. When we investigate to the relationship between those skills, it seems that reading is a passive activity, whereas writing is a productive one, but they are complementary to each other. Johnson (2008) saw that the apparent relationship between those skills is that reading helps students to become better writers. When students read they will be exposed to grammatical rules, so they will develop their grammar and enrich their vocabulary as well. Eisterhold (1990) assumed: ‘‘that reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred’’ (p. 88). According to him, EFL learners can learn or infer writing through the process of reading texts and passages.

As many people may think that writing and reading are different, yet they are closed and may have some common points. Harris (1993, pp. 81-86) suggested five significant relationships between writing and reading:

- Reading and writing are *reciprocal*. Writers can learn much about writing by reading; readers can learn more about reading by writing.
- Reading and writing are *interdependant*. Readers can not read if writers do not write. Likewise, writers can not write if readers do not read.
- Reading and writing are *parallel*. They have purpose depending on backgrownd knowledge, and focus on the construction of meaning.

- Reading and writing are *personal and sociol activities* that are used in order to communicate. Writers need a response to what they write; readers need to respond to what they read and get responses to their analysis of the text.
- Reading and writing *help to discover the world around us*. As writers write, they need to read, as readers read, they often need to write.

Although writing and reading are closely related, they may have dissimilarities. The word writing represents the action of creating script, whereas the word reading represents the action of voicing out the script. In addition, Writing involves hand, but reading involves voice. Furthermore, Writing is what comes after long amount of thinking and fatigue while reading is done easily without making a lot of efforts.

1.3. Elements of Effective Writing

Indeed, writing is among the most difficult skills not for FL learners only, but also for L1 students. EFL writers within an academic context requires from them the skillfullness and knowledge of various aspects of a good writing such as: mechanics (including: spelling, grammar and punctuation), organization, vocabulary, clarity, cohesion and coherence. All these types of elements are very significant in putting together a good quality piece of writing.

1.3.1. Mechanics

The word mechanics, also called conventions, refers to the appearance of words: to how they are spelled and arranged, grammatical rules, punctuation and capitalization.

- **Spelling:** to have a good piece of writing, writers tend to have a correct spelling. According to Mahmoud (2013, para. 1), ‘‘Spelling is a language skill whereby sounds (phonemes) are represented by letters (graphemes) which constitute the smallest

building blocks of written language.'' Spelling is mainly concerned with sound symbol. In the English language we have 26 letters but more than 26 sounds, this is due to the link between those letters. As Seely (1998) stresses: ''there are over fourty sounds in English … and we only have the same twenty six letters in the alphabet. So, we have to combine letters in different ways to represent the missing sound.''(p. 209)

- **Grammar:** it is not restricted only to the skill of writing but also to other skills like reading, speaking and listening. According to the Oxford Dictionnary (2018), the word grammar refers to the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

Without proper grammar, clear writing is nearly impossible. Correct grammar keeps your writing from being misunderstood while expressing your ideas. Brooks and Penn (1970) emphasize the importance of grammatical rules and language structure in the writing skill. They asserted that: ''for one thing in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation.''(p. 20)

When learning English as a foreign language, grammar is considered as the most difficult part. Seely (1998, pp. 159-161) suggested that among the grammatical difficulties students face, which may hamper their achievement in writing are as follows: the sentence, the verb, the object, adverbials, coordinating conjunctions and word order.

- **Punctuation:** punctuation marks should be taken into account when dealing with writing. Punctuation does not help merely in the decoration of the text but also it aims at separating a text into sections that the reader's eye and brain can assimilate.

Harmer (2007, p. 325) stated that: ‘‘as there are well established customs for punctuation, so violation of these makes a piece of writing look awkward.’’ Seely (1998, p. 226) has defined the word punctuation as follows: ‘‘punctuation well is a combination of knowing a number of fixed ‘‘rules’’, and applying a series of rather looser conventions to your own writing style.’’ Moreover, punctuation marks are used differently and the most confusing parts are: comma and apostrophe.

- **Comma:** Seely (1998, p. 229) emphasises the importance of using commas: ‘‘ the person who has learned how to use commas has learned how to write.’’ Thus, commas are mainly used to make short pauses and help the reader to distinguish between the related sentences and the separated ones.

- **Apostrophe:** many ESL learners misuse the apostrophe in their writing. The fact that what makes it worse is if we neglect it totally, it would cause no confusion in our writing. So, apostrophe is mainly used for two reasons. First, to show that one or more letters have been abondoned, this happens with contraction. Second, to show possession of something.

Murry and Hughes (2008, p. 185) explained the role of both punctuation and capitalization too, and they say: ‘‘ they indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understood and will therefore help to have a favorable impression on your readers.’’ So, capitalization also, as punctuation, has a very crucial role in the process of writing. it is used for distinguishing between proper nouns and simple nouns, starting a new paragraph and sentences, abbriviating, naming streets, cities, states, countries, days, months,…etc, and mentionning the pronoun ‘I’.

1.3.2. Organization

Another important element of effective writing is organization. During the writing process, learners/writers seek to arrange their ideas in a well ordered and structured way because this has a significant effect on the reader which helps him to: understand what are you saying, believe what you have said, enjoy reading your piece without getting bored, and follow your lead. Starkey (2004) explained that:

> By following [an organized method of writng], 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 ideas.(p. 2)

In order to get your piece of writing well organized, you have to follow some techniques. They are used to guarantee the order of written work, among them we have pre-writing technique which includes mainly free-writing and brainstorming.

1.3.3. Vocabulary

It is also known as word choice. It is another element of effective writing. The best way for students to convey their thoughts in writing is to choose the right words, because this helps the reader to better understand what you are saying. According to Starkey (2004), there are two major aspects L2 learners should consider when selecting the words that they will use: connotation and denotation.

- **Connotation:** according to Starkey (2004) connotation: ‘‘is a word implied meaning which involves emotions, cultural assumptions and suggestions.’’(p. 21). It refers to what can the reader infer from the written text ? It is the wide array of positive and negative associations that most words naturally carry.

- **Denotation:** is the literal meaning of words. L2 students have to check the correctness of their words, because sometimes some confusion may stem from words that sound or look similar but have different meaning, words and usages that sound correct, or words that are misused so often that their usage is thought to be correct.

Furthermore, while writing, L2 students have to take into consideration that the chosen words should be formal and polite, i. e. avoiding informal and slang words. According to Seely (1998) : ‘‘English is not static but dynamic. Its vocabulary and grammar continue to develop and change, as they have done for centuries.’’ (p. 150) Putting it differently, ESL learners find difficulties in acquiring and understanding the vocabulary of the english language because it is not stable but rather it changes and improves through time, hence new words come into existence along with new usages.

1.3.4. Clarity

A message that is clearly conveyed is the one which makes the writing readable, and guarantee that the reader will get what the writer wants to convey, because no matter how original are the learner’s ideas if they are not expressed in a clear and accurate manner. According to Starkey (2004, pp. 9-12), in order to achieve clarity in writing, the learner ought to:

- *Eliminate ambiguity:* i. e. the writer has to avoid using ambiguous and unclear words and phrases that have more than one possible meaning, however he/she should focus on what he/she means and avoids any word that could mislead the reader.
- *Use powerful, precise adjectives and adverbs:* because those strong and few modifiers (adjectives and adverbs) help the writer to transmit his ideas clearly.
- *Be concise:* i. e. go directly to the message and get right to the point without the use of details, repetition or wordiness. Starkey (2004, p. 15) argues that: ‘‘

wordiness is boring, and it takes up valuable time and space …there are two equally important appraoches to more concising writing: eliminating unnecessary words and phrases, and using active (as opposed to passive) voice whenever possible.'' Moreover, he provided two reasons for avoiding repetition of ideas and information:

> The first is that unnecessary repitition is a sign of sloppy writing. It is easy to say the same thing a number of times, varying it slightly each time. It is harder to say something well once, and continue writing about your next idea or example. Second, wordiness wastes valuable time and space. If you are writing while the clock is ticking, or are limited to a number of words or pages, say it right the first time and move on. (Starkey, 2004, p. 17)

1.3.5. Cohesion and Coherence

On the one hand, *Cohesion* is all the language tools that are used to connect sentences, sections and even paragraphs in order to make written composition meaningful. It refers to how sentences are linked to each other using the cohesive devices such as: repitition, synonymy, antonymy, parallelism and transitions. Halliday and Hassan (1976) introduce the concept of cohesion because their major concern is to investigate how sentences are linked, they argued:

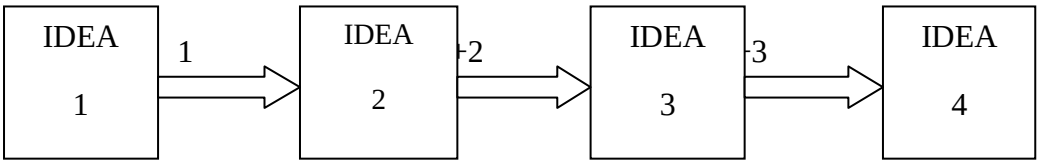
> A text has texture, and this is what distinguishe it from something that is not a text, there will be certain linguistic features present in the passage which can be identified as contributing to its total unity and giving it texture. (p. 2)

In addition, Botley and McEnery (2000) argued that cohesive ties occur between a particular meaning, realized as a surface marker like a noun phrase or a noun, and another example of that meaning, realized usually by linguistic units such as pronouns and definite noun phrases. Thus, cohesion is achieved through the use of cohesive ties which lead to the connectedness of sentences and then the creation of texture.

Whereas *coherence*, on the other hand, is another crucial element in the written product. A coherent text is the one which is ready to read and understand. A readable text is the one which is presented in clear and logical way, otherwise the meaning and value of this text will be lost. Coherence plays a fundamental role in arranging and linking writer/ learner's ideas in a comprehendible way for the reader. Murry and Hughes (2008, p. 45) argue that a good writer is the one '' who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.''

Figure 1:

A Sequence of Ideas. (Murry and Hughes, 2008, p. 46)



As it is shown in this figure, a piece of writing has a history in the sequence of building up its structure. When an idea is connected clearly with the previous ideas, the reader will be able to make sense of what he/she is reading, that is why students have to make the connection clear.

1.4. Approaches to Teaching Writing

There are many approaches to the teaching of the writing skill in ESL classes, as Raimes (1983) stated: ‘‘ There is no answer to the question of how to teach writing in ESL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles ’’ (p. 5).

1.4.1. The Product Approach

Raimes (1983) also called The Controlled-to-Free approach. She claimed that: ‘‘The Controlled-to-Free approach in writing is sequential : students are first given sentence exercices, then paragraphs to copy or manipulate grammatically, for instance changing questions to statments, present to past, or plural to singular ’’ (p. 06). This approach emphasises the mastery of three features that should be taken in consideration during the writing: grammar, syntax and mechanics of spelling, pronounciation and handwriting.

Yi (2009) called this approach Text Oriented Approach, he emphasises that the main purpose of this approach is to link between sentences so that to produce a well coherent discourse. He stated that: ‘‘ the aim of this approach is to teach that writing is not a collection of separate sentences, but involves connecting interrelated sentences to produce a coherent discourse’’ (p. 57).

Nunan (1999, p. 290) also claimed that the aim behind this approach is to help students to find out ‘‘ how to use their knowledge of grammar in the connstruction of coherent texts.’’

So, the Product-oriented approach, as we can guess from its name, is concerned with the final results of the writing process and correct forms of language.

1.4.2. The Process Approach

In the 1970, the process approach came as a reaction to the drawbacks of the product appraoch and then started to replace it. The main concerns of the Process Approach stand in opposition to those of the Product Approach. It concentrates on the way writers begin and produce their writing rather than the product itself Raimes (1983) stated that: ‘‘writers ask themselves not only questions about purpose and audience, but also the crucial questions: how do I write this ? how do I get started ? all writers make decisions on how to begin and how to organize the task’’ (p. 10). Hairston (1982) claimed that:

> We can not teach students to write by looking only at what they have written, we must also understand how that product come into being, and why it assumed the form it did. We have to try to understand what goes on during the act of writing… if we want to affect its outcome. We have to do the hard thing, examine the intengible process, rather than the easy thing, evaluate the tangible product. (p. 84)

Thus, in the process appraoch students don’t focus only on syntax and grammar, but rather on how we go through the stages of writing: (1) prewriting, (2) drafting, (3) revising, and (4) editing, as Terrible (1996, p. 37) suggested, this approach stresses ‘‘… writing activities which move learners from the generation of ideas and the collection of data to the ‘publication’ of a finished text.’’

1.4.3. The Communicative Approach

Raimes (1983) stressed the goal of the Communicative Approach in the writing process. He emphasised that both the purpose and the audiance of the piece of writing

have a crucial role and should be taken into consideration. He said: ‘‘student writers are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audiance:

- Why am I writing this?
- Who will read it? ’’ (p. 8)

The communicative appraoch also motivates students to use language and to be active participants and also to go through diffrent communicative activities. As Widdowson (1978) stated that: ‘‘ it concentrates on getting learners to do things with language, to express concepts and to carry out communicative acts of variuos kinds’’ (p. 159)

The communicative approach does not pay more attention to the rules of grammar as Hymes (1972, p. 279) stressed: ‘‘there are rules of use without which the rules of grammar would be useless’’, but rather to the communicative situation.

1.4.4. The Genre Approach

Lynch (1996) has defined the word genre as follows:

> A genre is a type of text (e.g. recipe, prayers, advertisment), which is recognized as a ‘‘type’’ by its overall content, structure and function. The notion of genre is closely connected with that of an audiance, and in particular with the idea that readers (and writers) of a specific genre are members of a community people sharing interests and expectations about its communicative purpose. (p. 148)

The genre approach comes into existance during 1980's. Swales (1990) argued that the genre approach consists of ''a class of communicative events, the members of which share some set of communicative purposes.''(p. 58), from this definition we can guess that the genre appraoch is used by writers to describe various events aiming at achieving a particular goal such as writing to tell a story or to describe a process.

According to Tribble (1996), Badger and White (2000) and Hyland (2003), this appraoch is used in any social context such as in medecine, politics or economics in order to write articles, reports or reciepts.

Yi (2009) emphasised that:

> According to this appraoch, writers who recognize the context and audience (the discourse community) for which and for whom the written product is generated are likely to appreciate the importance of rehetorical knowledge such as format, style and content in matching a text to a social purpose and shaping a successful text. (p. 60)

So, the genre-based appraoch is mainly about the role of the style, content and format to achieve a social purpose.

1.4.5. The Eclectic Approach

The eclectic appraoch draws attention on the combination of various appraoches. Teachers should integrate different appraoches in a syllabus design. They have to select the most appropriate points from each appraoch and choose what works better with their learners. Kumar (2013) noted that: ''the eclectic method is a combination of different methods of teaching and learning approaches'' (p. 1).

Crombie (1985) also stated that: ‘‘syllabus designers seem to be adopting the view that the best syllabus will, in many cases, be one which is based on eclecticism: one which emerges from a combination of appraoches rather than a single appraoch’’ (p. 10). In short, we can say that to reach particular goals teachers are aiming for, they have to link between different approaches, not only one approach.

1.5. Stages of the Writing Process

In order to have a well organized and structured writing, you have to go through various stages or steps. These stages aim at directing and guiding the students from the beginning to the accomplishment of the intended task. In other words, writers need to go through a series of phases to have a final correct product. So, L2 teachers ought to encourage their learners to practise a lot in order to master the skill. Hughes (1989, p. 75) asserted that: ‘‘the best way to test people’s writing ability is to get them to write.’’ According to Kroll (2003), some stages and activities of the process approach to writing that take place in L2 classes (such as: pre-writing, drafting and revisions that could be made through feedback from the teacher or from peers) are important. Thus, the process appraoch to the teaching of the writing skill includes five stages:

1.5.1. The Planning Stage

Planning is a crucial phase in the process of composing a written text. It is the first step the writer startes with. It contains all the things the writer does before he gets ready to write out his/her text. Brown & Hood (1989) argued that: ‘‘most writing requires some preparation. How long you spent on this preparation, and what you do, largely depend on your reader, your purpose, the content and the writing situation’’ (p.7).

Note that, the planning stage also includes a sub-step which is: pre-writing. Pre-writing is everything writers do before they start their drafting in which they choose and narrow their topic, assess their audiance and the goal behind their writing. During the pre-writing stage, students can rely on many methods that are used to discover their abilities and their ideas, among them are: brainstorming and free writing. First, *brainstormong* refers to how students storm and search the brain for ideas and information they already have. Oshima & Hogue (1999) stressed the role of this method and state that: ‘‘brainstorming for ideas can get you started writing more quickly and save your time in the later stages of the writing process.’’(p. 4) Second, *free writing* is another technique of the pre-writing stage in which students write down all their thoughts without stopping and without taking into consideration the spelling, grammatical, punctuation, mistakes,…etc.

Williams (2003) defines free writing as:

> This technique involves writing nonstop for 5, 10, 15 minutes. During this period, students keep generating words, even if they can not think of anything meaningful to say. The rational is that, eventually they will produce ideas that they can develop into an effective paper. (p. 109)

1.5.2. The Drafting Stage

Also known as composing, creating, and developping stage. It is the second stage in the process of writing that comes after finishing the pre-writing activities. During drafting, students get started to write their essay without stopping too. According to Chapman & King (2003), during the drafting stage, writers have to focus their attention on the actual writing and leave the checking of both spelling and grammatical mistakes

to the final stage. As Brown (1989) also said: ‘‘ the drafting stage is where you really begin writing. The most important thing here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording.’’(p. 14) by ‘‘the best wording’’here, Brown means vocabulary.

Galko also, (2002) argued that:

> Drafting means writing a rough, or scratch, form of your paper. It is a time to really focus on the main ideas you want to get across in your paper. When drafting you might skip sections or make notes to yourself to come back and add more examples in certain spots or to check your facts later. As you draft, you do not need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage. (p. 49)

1.5.3. The Revising Stage

To revise actually means to ‘re-see’ or to ‘re-look’ i.e. to see or to look again. Revising is the third stage in the process of writing. Hedge (1988) argued that: ‘‘ good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later.’’(p. 23). So, by ‘‘getting the content right’’ Hedge means that the revising stage concentrates on completing the content correctly. Whereas, details like correcting spelling, punctuating and grammar should be done during the next stage. All in all, the revising stage focuses more on clarity of the text, appropriateness of the content, effective vocabulary and so on.

1.5.4. The Editing Stage

Also known as proof reading stage, is the fourth stage in the process of writing. Here is the time where students must take into consideration whether the following surface features are correct or not: mechanics of grammar, spelling, punctuation and neatness. Hewings and Curry (2003) stated that the editing stage involves checking references and formatting the students' writing. So, during the editing stage learners ought to look for grammar, lexis and surface features.

1.5.5. The Publishing Stage

It is the last stage in the process of writing. Williams (2003, p. 107) defined the publishing stage as: '' sharing your finished text with its intended audiance, publishing is not limited to getting the text printed in a journal; it includes turning a paper into a teacher, a boss, or an agency.'' The publishing stage aims at not only getting your final work printed but rather to convey it to your audience whether to your teacher, administration, or others.

Conclusion

From all what have been said, we come into a conclusion in which we can say that the writing skill is one of the most fundamental but problematic and difficult skills which requires from both the EFL teachers and learners to build up their background knowledge about the writing process to foster the teaching and learning process effectively. Improving the skill of writing remains one of the outstandings that FL students seek to reach mainly because English constitutes an entirely diffrent linguistic system for them. Teachers have to recognize the different approaches of teaching writing because it is their responsibility to choose the approach that suits best students'

needs and the nature of their course. Hence, the writing skill is considered as a complex form of communication because it is a skill and a tool of self expression.

CHAPTER TWO

VOCABULARY-BASED INSTRUCTION

Introduction

Vocabulary is one of the major aspects of language. It has a very crucial role in language teaching. Nowadays, it is generally agreed that vocabulary should be the core of teaching. Aiding FL learners to enhance their vocabulary and word choice is a very beneficial task, for that reason EFL teachers have to teach vocabulary on a very regular and planned basis in order for students to use the instructed words meaningfully.Thus, this chapter will tackles: the definition of vocabulary, its importance, its history, strategies for teaching vocabulary, steps to learn a word and how to remember words.

2.1. Definition of Vocabulary

Vocabulary is one of the fundamental components in learning languages. It differs from one language to another, because each language has its own vocabulary. Oxford Dictionnary (2018) defined the word vocabulary as: ‘‘the body of words used in a particular language’’. Ur (1996) also argued that: ‘‘vocabulary can be defined roughly; as the words teachers teach in the foreign language’’ (p. 60).

One of the major aims behind vocabulary is that it enables the FL users to communicate effectively. According to Neuman and Dwyer (2009) vocabulary can be defined as: ‘‘words we must know to communicate effectively. Words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)’’ (p. 385). Ambruster, Lehr and Osborn (2003) also defined vocabulary and divide it into oral vocabulary or words we get through listening, and reading vocabulary as the written one.

They argued that:

> Vocabulary refers to the words we must know to communicate effectively. In general vocabulary can be defined as oral vocabulary or reading vocabulary. Oral vocabulary refers to words we recognize or use in speaking or recognize in listening. Reading vocabulary refers to the words we recognize or use in print. (p. 34)

According to Hatch and Brown (1995), there are two main types of vocabulary:

- **Receptive vocabulary:** it is the set of words that learners recognize and understand when they encounter them, when listening or reading, but which they can not produce.
- **Productive vocabulary:** it is the words that the learner understands and produces them in speaking and writing. They are familiar words that are used frequently.

2.2. The History of Vocabulary

Over thousands of years of second language instruction, there were different methods and approaches of teaching. The majority of them didn't pay attention to the teaching of vocabulary. First, the Grammar Translation Method appeared between 1840 and 1940. It gives a premordial attention to the learning of accurate and explicit grammar rules and exercices of translation from L1 to L2. However, there were a little emphasis on the teaching of vocabulary items and how they should be memorized (Schmitt, 2000, p.12). The failure of this method leads to the emergence of the Direct Method by the end of the 19^{th} century. The main concern of this method is to help

students to effectively communicate in the target language. Besides, it emphasises the equal learning of both L1 and L2 and correct pronounciation. Vocabulary, in this case, is acquired naturally through the interaction during lessons. (Schmitt, 2000, p. 12). Then, the Audiolingual Method appeared after WWII primarely focuses on developing both the listening and the speaking skills and learning through memorization via pattern drills and dialogue practices. It pays a little attention to vocabulary and that the latter is restricted to be learned in context. Schmitt (2000) stressed that: ‘‘it was assumed that good language habits, and exposure to the language itself, would eventually lead to an increased vocabulary’’ (p. 13). After that, Hymes (1972) develops what is known as the Communicative Approach and his main focus is improving students’communicative competence, fluency, grammatical rules and the appropriate use of language in speech community. It requires from teachers the use of authentic materials of language in the L2 classroom. In this approach no importance was given to meaning and vocabulary. During 1993, Lewis introduced what is known as the Lexical Approach. Here it comes the time to value the teaching of vocabulary.The Lexical Approach ignores all the principles of the previous methods and gives a great interest to the acquisition of vocabulary. It suggests that teachers have to adopt tasks that have a clear emphasis on lexis.

Consequently, we can say that throughout the stated teaching methods, the status of vocabulary was no longer important till the late of the 20th century and the appearance of the Lexical Approach which really consider its value.

2.3. The Importance of Vocabulary Instruction

Vocabulary is the central to FL instruction, because without sufficient vocabulary learners can not understand others or express their ideas effectively. Wilkins (1972)

stressed the importance of vocabulary and argued that: ‘‘without grammar very little can be conveyed, without vocabulary nothing can be conveyed’’ (p. 111) which means that poor grammar can not affect meaning as poor vocabulary does. Pikulski and Templeton claimed that: ‘‘perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words’’ (2004, p. 1). So, according to them, vocabulary instruction does not lead to the students' success in education merely, but rather in their whole life.

Bohlke et. al. (2003) in his introduction showed the significance of vocabulary in the description, fluency and reading texts, and they point that:

> A rich vocabulary is both a great asset and a great joy. When you have an extensive vocabulary you can provide precise, vivid description; you can speak more fluently and with more confidence; you can understand more of what you read; and you can read more sophisticated texts. (p. IX)

Students often instinctively recognize how important is the vocabulary for their language learning. Schmitt (2010) noted that: ‘‘learners carry around dictionnaries and not grammar books’’ (p.4). The majority of EFL learners give more attention to acquiring new words and their meanings more than getting the grammar rules, because they give more emphasis on developing their communicative skills.

Read (2000), also, stressed the importance of vocabulary instruction which requires from teachers tests to check the students' development in, he said:

> Moreover, after a lengthy period of being preoccupied with the development of grammatical competence, language teachers and applied linguistic researchers now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively. Thus, from various points of view, vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the learners progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication need. (p. 1-2)

2.4. Strategies for Teaching Vocabulary

Indeed, students' lack of vocabulary knowledge and words meaning is not merely their responsability, but rather it is the teachers' responsability too. There is a variety of effective strategies and methods teachers have to go through in order to enrich their students' vocabulary. Seal (1991) suggests two main strategies teachers are supposed to use, this includes: unplanned and planned vocabulary teaching.

2.4.1. Unplanned Vocabulary Teaching:

Refers to knowing words' meaning implicitly and without a clear explanation or special lesson, Seal (1991, p. 298) refers to unplanned vocabulary teaching as: ''the teaching of problem vocabulary that comes up without warning in the course of a lesson''. In this case, FL students are supposed to encounter new words incidentally which they don't know their meaning and then look up for their appropriate meanings. Unplanned vocabulary instruction strategies are the occasions when students learn

meanings incidently and accidently. Seal suggests three steps of unplanned vocabulary teaching which he calls the three Cs. The first step is *Conveying meanings* in which the teacher gives synonyms, anecdotes or uses mime. Then the second step is *Checking meanings*, here the teacher confirms whether the students understand the conveyed meaning or not. And the last step is *Consolidation*, where the teacher practices the meaning in different contexts.

So, unplanned vocabulary teaching varies from one teacher to another and from one lesson to another. It takes less time than the planned one because actually it is not prepared before to be presented.

2.4.2. Planned Vocabulary Teaching

It opposes the unplanned vocabulary teaching. It is an explicit and direct way of teaching vocabulary and that teachers plan intentionally for teaching vocabulary. Seal (1991, p. 298) defined planned vocabulary teaching as: ‘‘when the teacher goes into the classroom with an item or a set of vocabulary items that he/she has decided before hand will be taught during the course of the lesson.’’ In fact, there are many planned vocabulary teaching strategies among them are: using dictionnaries, guessing from context, the use of prefixes, suffixes and roots, glossary and extensive reading.

2.4.2.1. Dictionaries

Of course FL learners are eager and curious to know about the meaning of more words than the ones provided by the teacher. Usually the dictionary is the first tool used by students. It is one of the best concrete resources that help them to increase the number of items. Since dictionaries are ordered alphabetically, they help learners to search for the new word meaning of the target language in a very easy way. Dictionaries

do not provide learners with words' meanings only, but rather they include also words' pronounciation, spelling, origin, synonym, syllables,…etc.

Nation (2001) argued that there are three main types of dictionaries which are: bilingual, monolingual and bilingualized. First, the *Bilingual dictionary* (BD) is the one that translates from the source language (SL) to the target language (TL) or vice versa, i. e. it is written in two different languages. According to Nation (2001), they are dictionaries where '' the head word and the example sentences are in one language and the meaning is in another.''(p. 288) Second, the *monolingual dictionary* (MD) as Nation (2001) defined: ''monolingual dictionaries are written all in one language; an English monolingual dictionary has an English head word, an English definition, and all the examples and other information in English''. (p. 288), which means that the monolingual dictionary is written in one language only, that is to say, both the word and its meaning, definition or examples are in one language. Third, the *bilingualised dictionary* is composed of the information which is in a monolingual dictionary in addition to the translation of the head word.

Thus, the main role of the teacher is to include the use of dictionaries in foreign language classes and to train students on how to use them in the right way and the right time.

2.4.2.2. Guessing from the Context

It is an effective way for enriching students vocabulary knowledge. Students can get the words' meaning from the context through making the connections between the unknown word and the text in which it appears. Students also can learn new words through repeated exposures of the same word by seeing it for several times in different contexts.

Schmitt (2000) claimed that:

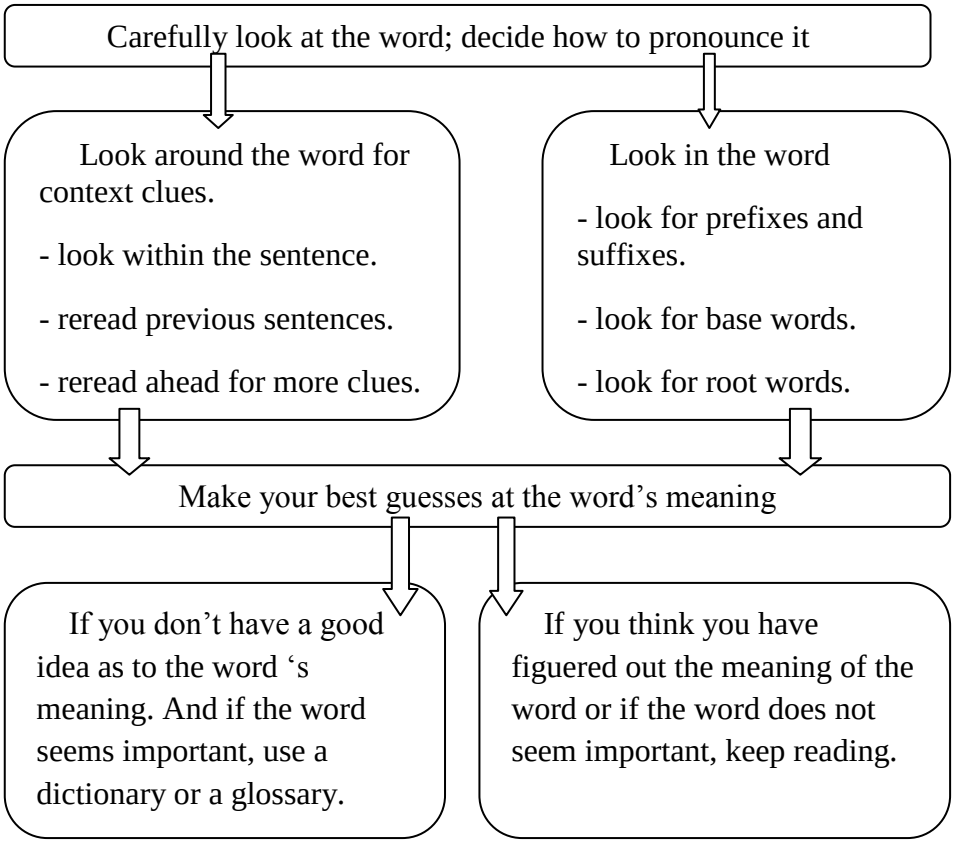
> Because meaning is typically flexible, numerous exposures to a word in various contexts are required before it is usually mattered. This means that teachers should not make the assumption that because a word was covered once its meaning has been learned. (p.30)

Both teachers and students use this strategy of learning from the context cues because we don't know the meaning of all words of any foreign language. Learners use it inside and outside the classroom and in different situations, such as when reading a book, when listening to music…etc, in order to guess the meaning of unfamiliar words. Thornbury (2002) argued that:

> Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What's more, it seems to be one that can be taught and implemented relatively easily. It is also one that we all already use -perhaps consciously- when reading and listening in our mother tongue. So it is probably less a case of learning a new skill than transfering an existing one. (p. 148)

Figure 2:

Strategy for Deriving Word Meaning (Pikulski & Templeton, 2004, p. 8)



So, learning from context is a crucial skill that should be included in the syllabus in order to motivate students to try to guess meanings from the surrounding context.

2.4.2.3. The Use of Prefixes, Suffixes and Roots

The use of word parts is another beneficial strategy that helps students to figure out word meanings and remember them. The majority of words are composed of affixes (prefixes and suffixes) and roots. Dividing the word into different parts and knowing the meaning of each part may facilitate the understanding of word's meaning. For example, the prefix 'bio' means 'life' this can facilitate the understanding of words like: biology, biochemical and biosphere. Word roots or base words, like: 'dict', 'spect' and 'struct', are also essential parts of the words that remain after removing the prefixes and suffixes

of words but that usually do not stand by themselves as words: prediction, inspection and contract. (Pikulski and Templeton, 2004)

In fact, the main role of the teacher is to teach students how to divide words into affixes and roots and how they can affect meaning and provide them with a list of affixes and their meanings. Stahl (1999, p.46) provided a list of some frequent affixes used in Printed School English.

Table 1:

The Most Frequent Affixes in Printed School English (Stahl, 1999, p. 46)

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

Nation (2001) emphasised the values of knowing affixes and roots for students of English to learn unfamiliar words and figure out their meanings, he says:

> A knowledge of affixes and roots has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to known words or known prefixes and suffixes, and it can be used as a way of checking whether unfamiliar word has been successfully guessed from context. (p. 264)

2.4.2.4. Glossary

The word glossary refers to the alphabetical list of words which is related to a specific subject, text or dialect, with explanations; a brief dictionary, as it is defined by Oxford dictionary (2018). Nation (2001) stated that: ‘‘glossary however is another useful tool in helping learners in the gradual process of strengthening and enriching their knowledge of particular words’’ (p. 117). So, it is the list of alphabetically ordered words with their brief explanation or meaning, usually they are related to a particular domain. Teachers have to involve the use of glossaries in the vocabulary instruction and teach their students how to use them appropriately.

2.4.2.5. Extensive Reading

Also known as free reading or reading for pleasure. Pikulski and Templeton (2004) argued that: ‘‘through wide independant reading, students come in contact with vocabulary that rarely occurs in spoken language but that is much more likely to be encountered in print language’’ (p. 9). Sedita (2005, p. 3) argued that: ‘‘the amount of student’s reading is strongly related to their vocabulary knowledge. Students learn new words by encountering them in text, either through their own reading or by being read.’’

So, it is agreed that extensive reading facilitates the acquisition of vocabulary. The more students widen their reading, including books, novels, articles…etc, the more they meet unfamiliar words which make them curious and eager to know more about their meanings.

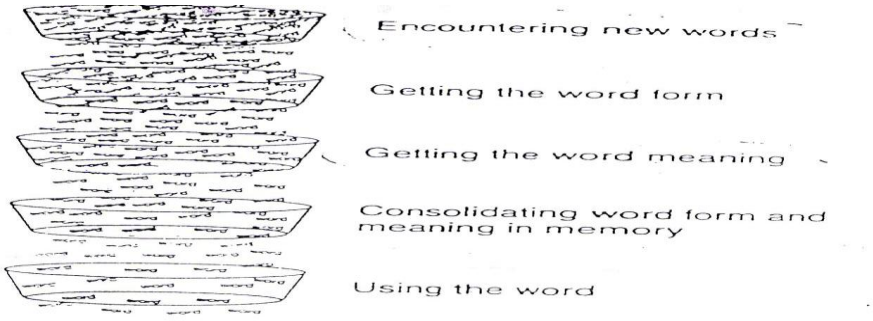
Teachers have to motivate and get their students to read more not only inside the class, but also out of it and to read on their own, so that to improve their vocabulary, for example by specializing an amount of time only for extra reading of texts or documents in classroom and by asking them to read books or novels at home then testing their understanding.

2.5. Steps to Learn a Word

Second language learners must give more importance to the way of acquiring a new word. They must look for the effective strategies and steps that help them to grasp the vocabulary knowledge. Hatch and Brown (1995) are among the reasearchers who classified the steps or stages the students must follow in order to successfully acquire a word, starting by encountering a new word, getting its form, getting its meaning, consolidating both its form and meaning in the memory and finally using the word.

Figure 3:

Five Steps to Learn New Words. (Hatch & Brown, 1995, p. 374)



2.5.1. Encountering New Words

It is the first step and the most important one that helps FL learners to improve their vocabulary proficiency. If students want to enrich their vocabulary, of course, they must incidentally encounter unfamiliar words.

Hatch and Brown (1995) argued that:

> As far as incidental learning of vocabulary goes, this step is obviousely the most vital. Because the incidental learning of vocabulary must occur if second language learners are to approach a vocabulary that compares with that of native speakers, this step is crucial. (p. 374)

In this step, learners may encounter new words when: reading books, listening to TV and radio, reading newspapers and magazines, talking with other users of the language and using traditional materials such as: textbooks, word lists, dictionaries…etc. all these strategies are considered to be very effective to meet a number of new words every day.

Besides, there are a number of factors that control the learners when acquiring new words among them are: *interest*, *motivation* and *need*. So, if students are interested, motivated and in need of those particular words, it is automatically clear that they will look for their meanings and learn them. Other fundamental factor is the *context.* Meeting a new word in a context requires from the learner to look for its meaning in order to understand the idea and keep reading. The last factor is the students' *level of proficiency.* Proficient students have sufficient amount of knowledge and high level of vocabulary as opposed to less proficient ones.

2.5.2. Getting the Word Form

It is the second step for learning a new word. It is described by Hatch and Brown (1995) as getting a clear image about the word, either visual (words in print) or auditory (oral words) or both and looking for the form of the item. According to them, to get the form of new words you have: first, to associate the new word with similar words in the learner's L1. Second, to use the sound symbols from the learner's native language to write the sounds of the words. Third, to use the phonological cues, stress…etc.

2.5.3. Getting the Word Meaning

It is the third step for vocabulary learning. Understanding the meaning of vaocabulary items is a very crucial step. Words meaning is not stable, rather it varies from one context to another, and the depth of definition also may differ from one source to another, for example advanced learners can not be satisfied with general definitions, but they always try to look deeper. So, learners must get the exact meaning of the items or the words can never be considered truly learned.

Hatch and Brown (1995) pointed that:

> Although the depth of definition needed may vary and the sources from which meaning can be extracted may be quite different, all learners must get the meaning of words in some manner, or the words can never be considered truly learned. (p. 386)

Hatch and Brown (1995) suggested many ways to get the words' meaning, among them are: first, *asking the others about the word meaning* such as other students, teachers or native speakers. Second, using the *mind maps* and pictures of word meanings in their minds. Third, using the *context* and guessing meanings from words and sentences around. Finally, using *dictionaries* to look for meaning.

2.5.4. Consolidating Word Form and Meaning in Memory

When word form and meaning are clear, then learners have to go through the fourth step of consolidating them and bringing them together in memory. The Oxford (1990; in Hatch and Brown, 1995, p.387) includes ten memory strategies used to consolidate the form and meaning of items, these strategies are divided into four categories which are:

- **Creating mental linkages:** this category contains the following strategies: classifying language material into meaningful units, associating new language information to concepts already in memory and putting new words in a context.
- **Applying images and sounds:** it is another category which includes: the use of semantic mapping, using key words with auditory or visual links and making a representation of sounds in memory.

- **Reviewing well:** it requires reviewing the target language material in carefully spaced intervals.
- **Employing actions:** it includes strategies like: acting out a new target language expression, and using mechanical techniques.

There are a lot of mnemonic techniques or tricks used to remember words that are already stored in memory and which are not yet retrieved. Among them is the key word method which Hatch and Brown (1995, p. 388) described as: ‘‘this method calls for the word to be learned in a sentence that gives contextual cues to the meaning of the word while relating the form to forms the learner already knows.’’ This method requires from teachers to teach their students to relate the unfamiliar word with a word that is pronouced and spelled similarly in their mother tongue, and that are not necessary to have the same meaning.

So, these techniques are considered to be difficult for students to follow them, that is why they choose simple methods to consolidate the word’s form and meaning, such as using word lists.

2.5.5. Using the Word

It is the last step to acquire a word. According to Hatch and Brown (1995), this stage helps in increasing students’ self-confidence, motivation and receptive knowledge. Moreover it gives them the opportunity to test their knowledge of collocations, syntactic restrictions and register appropriateness. Furthermore, using a word guarantee that the item’s form and meaning are saved in memory.

To sum up, as Hatch and Brown (1995) argued:

> Although there is a broad range of activities, strategies or techniques that individuals use at each step, the necessity of the steps seems more constant. Learners need all five in order to have a full knowledge of the words they want to learn. (p. 392)

Thus, leaners have to pass through the five steps in order to develop their vocabulary knowledge. This can be reached through different techniques and strategies of each independant step.

2.6. How to Remember Words

According to Thornbury (2002, p. 23), learning words means remembering them. He sees vocabulary as a question of accumulating individual items. The general rule seems to be a question of memory. During the process of teaching and learning vocabulary, a very crucial problem is questionned: How does memory work? Thornbury and other researchers into the workings of memory distinguish between the following:

- **Short-term Store:** refers to the brain's capacity to hold a limited number of items and information for a period of time up to few seconds. It involves repeating a word that you have just heard the teacher modelling. Successful vocabulary learning involves not only holding words in your mind for few seconds but rather they need to be integrated into long-term memory.
- **Working memory:** means focusing on words long enough to perform operations on them. It is a kind of memory where information is first placed, studied and moved about before being filed away for later retrieval. The information in working memory can come from external sources through senses or they can be downloaded

from the long-term memory. Material in the working memory lasts for merely 20 seconds. It includes what is called ‘‘articulalator loop’’ which enables the short-term store to be kept refreshed. Hence, if the working memory holds the word smoothly, the process of learning foreign language vocabulary will be improved.

- **Long-term store:** it has a good capacity and its content is durable overtime and may last for a long period. So that words will be saved in the long term memory, Thornbury (2002) suggests a number of principles to be followed such as:

- Repetition: refers to the repetition of the same word while it is still in the working memory. If words are encountered or met at least for seven times over space interval during reading activities, students will remember them for a long time.

- Retrieval: is another kind of repetition, it is the operation of using the new items in written tasks, in order to recall them later.

- Spacing: is to teach students amounts of words over a period of time rather than to mass it together in one block.

- Pacing: to respect different learning styles and pace, students should be ideally given the opportunity to do memory work individually.

- Use: also called the principle of ‘‘use it or lose it’’. It involves putting words into use as a preferable way which ensures that words are added to long-term memory.

- Cognitive depth: the more decisions the learner makes about a word, the more cognitively demanding these decisions, the better the word is remembred. For example, a relatively superficial judgement might be simply to match it with a word that rhymes with it: eg, tango/ mongo.

- Personal organising: personalization strongly helps in remembring the words through conversation and role-playing activities.

- Imaging: easily visualised words are better memorable than those that do not evoke with any picture. Even abstract words can be associated with some mental image.

- Mnemonics: are tricks that help in retrieving items or rules stored in memory and that are not yet automatically retrievable.

- Motivation: strong motivation alone does not guarantee that a word will be rememebered, because even unmotivated learners can remember words if they face in different tasks.

- Attention/ arousal (strong attention): leaners can not improve their vocabulary without a degree of conscious attention.

Conclusion

Vocabulary instruction is one of the most important fields in the process of teaching and learning a foreign language because it requires the learning of a large number of words. For that reason, teachers should pay careful attention to select the appropriate strategies to teach their students meanings of words. In addition, learners have to be responsible for improving their vocabulary knowledge and show great interest to acquire new items.

CHAPTER THREE

FIELD INVESTIGATION

Introduction

The present chapter is devoted to the investigation of Master students vocabulary instruction and how it can improve their writing skill. Two questionnaires are designed. The first one is administered to first year Master students at the Department of English. University of Guelma, while the second one is assigned to the teachers of Written Expresssion at the same department to shed light on students' knowledge about the writing process and the importance of teaching vocabulary to enhance their level in writing.

The collected data and the obtained results would lead to draw some conclusions and verify the research hypothesis mentioned at the beginning of this dissertation. Three types of questions are used:

1. *Numeric questions:* this type of questions is used to gain background information about the study participants.
2. *Open-ended questions:* they are questions that permit the respondents to answer in their words.
3. *Close-ended questions:* which are mostly used in these questionnaires, are questions in which respondents are asked to choose from pre-determined answers. In addition to this type, there are the follow-up questions in a form of clarification such as ''justify your answer''. This type of questions helps in getting clear responses to open questions, so that the number of ambiguous responses is reduced.

3.1. Students' Questionnaire

3.1.1. Population of the Study

The sample has been chosen randomly. The selected population for this study is Master one students at the Department of English, at the University of 8 Mai 1945, Guelma, enrolled for the academic year 2017-2018. Master one students have studied writing for a whole semester, so they are supposed to acquire the essential features of the writing skill. 56 questionnaires have been administered to the informants, the whole population includes 66 students. So, the sample could be representative of the theoretical population.

3.1.2. Description of Students' Questionnaire

This questionnaire is largely conceptualized on the basis of the review described in the theoretical part of the present reseach. It consists of twenty (20) questions which are divided in three major sections.

The first section (General Information) includes four questions which investigate background knowledge about the informants such as: their age, their level in the English language…etc. Section two, which is entiteled ''The Writing Skill'', consists of seven questions that aim at looking for students' view about the writing skill in the learning process. Section three, ''Vocabulary-based Instruction'', consists of nine questions. It includes questions that seek information about students' vocabulary knowledge, in addition to particular strategies that help them build their vocabulary stock.

3.1.3. Administration of the Students' Questionnaire

The questionnaire is administred to 56 student at English Department, University of Guelma in order to look into the role of teaching vocabulary in ameliorating students' abilities of writing. Students' opinions, views and attitudes serve as a helpful tool for conducting this study.

3.1.4. Data Analysis and Interpretation

3.1.4.1. Analysis of Results and Findings from Students' Questionnaire

Section One: General Information

Question One: Age…… years old.

Table 2:

Students' Age

Responses	Participants	Percentage%
21-23	51	91
24-25	5	9
Total	56	100

Concerning students' age, it is noticed that most (91%) of Master one students are aged between 21-23 years old which indicates that they studied their years successively without any failure. However the rest (9%) are aged between 24-25, this could be due to their failure in their years of education or other unknwon causes.

Question Two: How long have you been studying English?

Table 3:

Students' Years of Studying English

Responses	Participants	Percentage%
11 years	56	100
12 years	00	00
13 years	00	00
Total	56	100

Concerning the years of studying English, the table shows that all the students (100%) have studied English for eleven years. It implies that Master one students didn't faile throughout out their years of studying and they have a good level.

Question Three: How could you describe your level in English?

Table 4:

Students' Description of their Level in English

Responses	Participants	Percentage%
Very good	4	7
Good	32	57
Average	20	36
Bad	00	00
Very bad	00	00
Total	56	100

According to the table above, the majority of students (57%) argue that they have a good level in English which indicates that they acquired a good knowledge about the

basic principles of the English language. 36% of the students have an average level which implies that they have a median level and a limited amount of knowledge in learning the English language. However, 7% of them assert that they have a very good level which reveals that some of the students reached a high level in learning the English language.

Question Four: Do you think that learning English as a foreign language is necessary?

Table 5:

Students' Opinions about the Necessity to Learn the English Language

Responses	Participants	Percentage%
Yes	56	100
No	00	00
Total	56	100

All the informants (100%) think that it is necessary to learn the English language. As a result, they have provided some justifications as:

- It is the international and universal language. (22 student)
- It is the lingua franca. (9 students)
- It is the language of technology and science. (9 students)
- It is needed in all the domains. (7 students)
- It is used to communicate with others (5 students)
- It helps us to know more about the other cultures. (3 students)
- Because the most successfull people speak English. (1 student)

According to the findings above, it is revealed that students are more interested and motivated to acquire the English language since it is an international language and they want to have an interaction with the world around.

Section Two: The Writing Skill

Question Five: Which of the following skills is the most difficult?

Table 6:

Students' Opinions about the Most Difficult Skill

Responses	Participants	Percentage%
Reading	00	00
Listening	8	14
Writing	40	72
Speaking	8	14
Total	56	100

As it is indicated in the table above, the vast majority of students (72%) have said that writing is the most difficult skill for them. This implies that students are aware of the importance of writing and do consider it as a difficult skill that demands hard work and continual efforts to accomplish not merely the production of graphs and symbols as it is confirmed by Byrne (1988). Eight students (14%) have chosen speaking, which indicates that some students have some difficulties in speaking. Eight other students (14%) have opted for listening, because they have some problems in listening to the English language. So, speaking and listening have the same degree of difficulty.

Question Six: Do you appreciate writing in the English language?

Table 7:

Students' Appreciation to Writing in the English Language

Responses	Participants	Percentage%
Yes	49	88
No	7	12
Total	56	100

As it is shown in the results above, the majority of the students (87.5%) appreciate writing in the English language, which indecates that writing is a premordial and useful skill in the academic setting that should be developed to practice the English Language. It also implies that this rate of students are perhaps talented in this skill. Whereas, 12.5 is the percentage of students who do not appreciate writing in English and this is due to:

- Their style is not satisfying. (2 students)
- He/she prefers to write in his/her mother language (Arabic). (1 student)
- They found it boring to write in English. (2 students)
- It is hard for them to write in English. (2 students)

From the latter justifications, it is implied that those few students do not consider that writing is as important as the other skill. Furthermore, their dislike of writing in the English language is due to their weak level or their writing preferences.

Question Seven: How can you describe you level in writing?

Table 8:

Students' Level in Writing

Responses	Participants	Percentage%
Very good	3	5
Good	21	38
Average	29	52
Bad	3	5
Very bad	00	00
Total	56	100

From the table above, it is clear that most (52%) of the students think that they have an average level in writing, which implies that they are facing some difficulties which prevent them from achieving a high level in writing. Twenty one of them (38%) opted for good level. Three (5%) of them selected very good level. And other three (5%) students opted for bad level. So, students who think they have a very good level and the ones who think they have bad level rate similarly which indicates that there is a huge difference between both of them in terms of their level of writing.

Question Eight: In you opinion, what makes writing in English difficult for you?

Table 9:

Students' Difficulty in Writing in English

Responses	Participants	Percentages%
Spelling	4	7
Grammar	5	9
Punctuation	2	4
Organization	3	5
Vocabulary	8	14
Clarity	2	4
Cohesion and Coherence	14	25
All together	18	32
Total	56	100

This question seeks to investgate students' difficulties and problems they face when writing in English. The responses to this question are as follows: 14 students, under the percentage of 25%, choose cohesion and coherence, 8 students (14%) choose vocabulary, 5 students (9%) choose grammar, 4 students (4%) choose spelling, 3 students (5%) choose Oganization, only 2 students (4%) choose punctuation and 2 other students (4%) choose clarity. The rest of respondents (32%) consider all the previously mentionned elements as areas of difficulties. So, it is revealed that students' poor quality of written compositions is due to their lack of grammatical rules, as it is confirmed by Seely (1998), vocabulary knowledge, punctuation, spelling, organization, clarity, cohesion and coherence. No student specifies other choices. Consequentely, they do not think about other obstacles in writing.

Question Nine: In your opinion, effective writing is:

Table 10:

Students' Attitudes on Effective Writing

Responces	Participants	Percentage%
Correct spelling	00	00
Correct grammar	1	2
Effective punctuation	00	00
Good organization	2	4
Precise vocabulary	2	4
Clear ideas	3	5
Cohesive and coherent text	21	37
All together	27	48
Total	56	100

The table above shows that students' attitudes towards effective writing differ from one to another. About (37%) of students consider that effective writing turns around having a cohesive and coherent text, as it is seen by Halliday and Hassan (1976). Only eight students opted for other elements such as: Spelling, grammar, punctuation, organization, vocabulary and clear ideas. However, the majority (48%) of them selects 'All together', which implies that effective writing completes only by including all of the mentionned elements. No student specifies other choices. Thus, they do not think about other important elements in writing.

Question Ten: Which appraoch (es) does your teacher follow in teaching writing? (one or more)

Table 11:

Approach(es) the Teachers Follows in Teaching Writing

Responses	Participants	Percentage%
The product approach	15	26
The process approach	11	20
The communicative approach	9	16
The genre approach	2	4
The eclectic approach	19	34
Total	56	100

As it is indicated in the findings above, it is clear that students are aware of the approaches used by the teachers to meet their needs of writing. The nearly half of students (34%) opted for the eclectic appraoch. This implies that students have knowledge about the eclectic approach and the importance of combining the principles of each approach, as Kumar (2013) asserts. 26% of students opted for the product appoach, 20% for the process appraoch which indicates that students prefer to focus on the stages of writing, 16% for the communicative approach and only 4% opted for the genre approach. This implies that students have a limited amount of knowledge about the different approaches that are used to teach writing. No student specifies other options. So, students do not think of other approaches.

Question Eleven: During the writing process, how much attention do you give to the following stages?

Table 12*:*

Attention Given to the Stages of Writing

Responses		Paticipants	Percentage%
Planning			
	Not at all	14	25
	A lot	42	75
	Total	56	100
Drafting			
	Not at all	10	18
	A lot	46	82
	Total	56	100
Revising			
	Not at all	14	25
	A lot	42	75
	Total	56	100
Editing			
	Not at all	11	20
	A lot	45	80
	Total	56	100
Publishing			
	Not at all	36	64
	A lot	20	36
	Total	56	100

The results shown in the table above indicate how much attention students give to the stages of the process of writing. First, the majority of the students (75%) pay a lot of attention to the planning stage, while 25% of them do not give it much importance. Then, in the drafting stage, 82% of the participants give it more attention, whereas the rest (12%) nearly ignores it. Next, in the revising stage 75% of the students see that it is important to revise what has been written, whereas 25% of them do not. After that, the majority of students (80%) give attention to the editing stage while the rest (20 %) do not. Finally, the majority of the students (64%) ignore the publishing stage, despite its importance as it is agreed by williams (2003), whereas the others (36%) do not. Hence, it is revealed that all the stages are nearly given the same interest except the publishing stage, and this implies that the latter stage is less important in comparaison to the other ones in academic writing.

Section Three: Vocabulary-based Instruction

Question Twelve: Which type of dictionary do you use?

Table 13: The Type of Dictionary Students Use

Responses	Participants	Percentage%
Bilingual (English-Arabic)	23	41
Monolingual (English-English)	22	39
Both of them	11	20
Total	56	100

According to the results, most of the respondants (41%) prefer to use the bilingual dictionary because they find it more helpful and useful than the monolingual one (39%), which implies that students' understanding of the English language items is based on

their comprehension in the mother language (Arabic language). However, 20% of the participants prefer to use both of them because when they can not get the meaning from the monolingual dictionary they look it up in the bilingual one, and vice versa.

Question Thirteen: What do you do when you encounter a new word that you do not know its meaning?

Table 14:

Students' Attitudes when they Encounter New Word

Responses	Participants	Percentage%
Guessing from the context	22	39
Checking the dictionary	30	53
Checking the thesaurus	2	4
Asking collegue	1	2
Asking the teacher	1	2
Total	56	100

The above responses are suggested by students. So, the vast majority of students (53%) when they encounter a new word they look it up in the dictionary, which indicates that the dictionary is easy to access and it is a useful tool for learning foreign languages. 39% suggest to infer its meaning from the context cues, 4% prefer to look for its synonym in the thesaurus, only 2% suggest to check its meaning with a collegue and other 2% suggest to ask the teacher.

Question Fourteen: do you have short-term memory or long-term memory?

Table 15:

Students' Type of Memory

Responses	Participants	Percentage%
Short-term memory	41	73
Long-term memory	15	27
Total	56	100

From the results above, it is noticed that the majority of students (73%) assume to have a short-term memory which implies that their brains' capacity is very limited to store an amount of knowledge. However, 27% of the students have a long-term memory which implies that the stored knowledge may last for a long period of time.

Question Fifteen: How important is vocabulary in learning a foreign language?

Table 16:

The Importance of Vocabulary in Learning a Foreign Language

Responses	Participants	Percentage%
Not important	00	00
A little bit important	2	4
Very important	54	96
Total	56	100

In fact, the results shown above indicate that almost all the students (96%) appreciate the importance of vocabulary and consider that it is very crucial to learn vocabulary and enrich their vocabulary knowledge, as it is agreed by Pikulski and Templeton (2004). However, only 4% of the students rate for a little bit important, which implies that they

do not give vocabulary an amount of importance as the other aspects of language. No one rates for 'Not important'.

Question Sixteen: Do you think that you have a good amount of vocabulary knowledge in the English language?

Table 17:

Students' Attitudes towards their Vocabulary Knowledge in the English Language

Responses	Participants	Percentage%
Yes	25	45
No	31	55
Total	56	100

According to the results, it is clear that the majority of participants (55%) face a problem because they have a limited vocabulary knowledge in the English language. Whereas, 45% of them think that they have a good amount of vocabulary items. It is implied that students judge their vocabulary knowledge of the English language according to their experience in producing the language.

Question Seventeen: Do you go through the following stages to learn a new word?

Table 18:

Students' Attitudes towards the Stages of Learning a Word

Responses		Participants	Percentage%
Encountering new word			
	Not at all	11	20
	A lot	45	80
	Total	56	100
Guetting the word form			
	Not at all	34	61
	A lot	22	39
	Total	56	100
Guetting the word meaning			
	Not at all	3	5
	A lot	53	95
	Total	56	100
Consolidating word form and meaning in memory			
	Not at all	19	34
	A lot	37	66
	Total	56	100
Using the word			
	Not at all	12	21
	A lot	44	79
	Total	56	100

The table above shows how much attention students give to the given satges in oder to acquire a word. First, 80% of the students give more attention to the stage of encountering a new word because, in fact, every foreign learner may encounter new words when acquiring that language. Next, 61% of the participants pay attention to the word form before they acquire it, while 39% of them do not look for the item's form. Then a great amount of importance is given to the learning of the words meaning (95%). After that, most of the students (66%) consolidate the word form and meaning in their memory. Finally, the vast majority (79%) do not pay attention to the use of such learnd items, and this is the first reason that leads to the word's ignorance and consequently to the lack of vocabulary knowledge.

Question Eighteen: Which of the following strategies, you think, is the most helpful to form a good vocabulary knowledge? (one choice)

Table 19:

The Helpful Strategy to Form a Good Vocabulary

Responses	Participants	Percentage%
Using dictionaries	8	14
Guessing from context	23	41
Using affixes and roots	3	5
Glossary	2	4
Extensive reading	20	36
Total	56	100

According to the obtained results, 41% of students prefer to use the strategy of guessing from the context, which implies that it is a helpful tool to enrich their vocabulary knowledge since they are not beginners and they are familiar with their

target language. 36% believe that extensive reading helps in forming a good vocabulary knowledge. 14% prefer the strategy of using dictionaries, 5% prefer to learn from affixes, and roots and only 4% prefer to use glossary.

Question Ninteen: In your opinion, do you think that writing and vocabulary are related?

Table 20:

Students' Views about the Relation between Writing and Vocabulary

Responses	Participants	Percentage%
Yes	56	100
No	00	00
Total	56	100

According to the results above, all the students think that there is a relation between Writing and vocabulary. Consequently, Master one students are aware of the link between vocabulary and the writing skill, and that one of them affects the other.

Question Twenty: In your opinion, how can vocabulary influences successful writing?

Since all the students think that there is a relation between writing and vocabulary, they provided justifications on how can vocabulary influence successful writing ? Justifications are summarized as follows:

- Poor vocabulary means poor writing.
- Rich vocabulary knowledge enriches writing.
- Rich vocabulary helps in expressing the same idea for several times.
- Without heavy vocabulary knowledge you can not achieve accuracy.

- High level of vocabulary helps in convincing the reader of our writing.
- We depend on vocabulary to write effectively.
- Without vocabulary we can not convey our message clearly.

3.1.5. Summary of Results and Findings from the Students' Questionnaire

According to the analysis and interpretation of the gathered data, we can consider that the majority of the participants (88%) appreciate writing in English. This can be explained by the positive attitude that they hold towards writing. Moreover, 96% are aware of the importance of vocabulary in learning a foreign language, and how vocabulary affects successful writing. This indicates that students are more conscious of how could vocabulay improve their writing.

In addition, the majority of the students (55%) thought that they have a low level in their vocabulary knowledge, which can be interpreted by the less awarness of the strategies of vocabulary learning or maybe due to their type of memory because 73% of them have short-term memory which leads to limited background knowledge of vocabulary, or due to the insufficient techniques which teachers use to teach new words. Hence, teachers should help their students to increase their vocabulary knowledge by providing them with some important learning strategies.

3.2. Teachers' Questionnaire

3.2.1. Population of the Study

A second questionnaire is handed to 20 teachers of Written Expression at the Department of English, University of 8 Mai 1945, Guelma. This population is chosen in order to know their views towards vocabulary instruction. Written Expression teachers have a significant role in selecting what suits their students' needs to strengthen their defeciencies in English academic writing. The presnt research attempts to investigate

whether Written Expression teachers are aware of vocabulary teaching strategies and their effects on improving learners' writing abilities.

3.2.2. Description of Teachers' Questionnaire

The teachers' questionnaire contains ninteen questions divided into three sections. The first section (General Information) includes four questions which investigate background knowledge of the teachers such as their gender and years of teaching writteen expression. Then, the second section is entitled ''The Writing Skill'' which consists of nine questions that investigate the teachers' views about some aspects of writing. Finally, the third section, under the title ''Vocabulary-based Instruction'', includes six questions that attempt to investigate the attitudes of teachers about vocabulary instruction and the use of various strategies to help their students improve their level of vocabulary acquisition.

3.2.3. Administration of Teachers' Questionnaire

The teachers' questionnaire is administred to 20 teachers at the English Department, University of Guelma; so that to investigate the importance of vocabulary teaching strategies in enhancing students writing skill. Their experience, suggestions, and observation in the field of teaching writing are valuable for conducting this research.

3.2.4. Data Analysis and Interpretation

3.2.4.1. Analysis of Results and Findings from Teachers' Questionnaire

Section One: General Information

Question One: What is your gender?

Table 21:

Teachers' Gender

Responses	Participants	Percentage%
Male	6	30
Female	14	70
Total	20	100

As it is indicated in the results, the majority (70%) of written expression teachers are female teachers.Thus, it implies that female teachers are more interested to the teaching of writing than male teachers who rate only for 30%. In addition, female teachers are more specialized in the field of linguistics than male teachers who, for example, work in the field of civilization.

Question Two: You work at the department of English as full-time teacher or part-time teacher?

Table 22:

Teachers' Time of Working

Responses	Participants	Percentage%
Full-time teacher	20	100
Part-time teacher	00	00
Total	20	100

From the obtained results, it is clear that all the teachers are full-time teachers and no one of them is a part-time teacher. Thus, it implies that they are experienced enough and that their responses are dependable and may be helpful to accomplish this research.

Question Three: How long have you been teaching English?

Table 23:

Teachers' Years of Teaching English

Responses	Participants	Percentage%
Less than 6 years	5	25
More than 6 years	15	75
Total	20	100

Concerning the years of teaching English, the majority of teachers (75%) opted for more than 6 years, which indicates that they are experienced in teaching the English language, while the remained teachers (25%) for less than 6 years which implies that they are new in the field of teaching English and are less experienced.

Question Four: How long have you been teaching Written Expression?

Table 24:

Teachers' Years of Teaching Written Expression

Responses	Participants	Percentage%
1-4 years	18	90
5 years	1	5
7 years	1	5
Total	20	100

The above results show that the vast majority (90%) of the informants have experienced teaching written expression from 1 to 4 years. Only 5% of them taught this module for 5 years and other 5% of them taught it for 7 years. As a result, this implies that all the teachers had an experience in teaching Written expression at least for one or two years; in addition, they have a background knowledge about the writing skill.

Section Two: The Writing Skill

Question Five: How do you estimate your students' level in writing?

Table 25:

Teachers' Appreciation of their Students' Level in Writing

Responses	Participants	Percentage%
High	00	00
Average	18	90
Low	2	10
Total	20	100

According to the obtained results, when asking teachers about their learners' level in writing, a considerable percentage of them (90%) opted for average and the remained (10%) claimed that they have a low level. However, none of them saw that their learners have a high level. The findings revealed that students' level is just medium and that teachers are not really satisfied with their students' level in writing, this is according to their ability to produce correct and acceptable written composition.

Question Six: Writing is an easy task to teach?

Table 26:

The Teachers' Views about the Difficulty of Teaching the Writing Skill

Responses	Participants	Percentage%
Yes	4	20
No	16	80
Total	20	100

The findings above show that, only 20% of the participants viewed that teaching the writing skill is an easy task, however, 80% of them argued that writing is not an easy task to teach. So, their justifications are summarized as follows:

- Writing needs time and efforts from both teachers and students.
- Writing necessitates from the part of teacher to master all the aspects of language.
- Writing needs practice and time and the size of classes does not allow to practice and evaluate each student.
- Writing requiress mixing different methods and approaches to meet students' requirments.
- Students are reluctant to perform such a task.
- Students have a limited knowledge of grammar and vocabulary.
- It needs proficient, patient and experienced teacher.
- The teacher should have feasible knowledge of grammar and language styles.

Question Seven: Do you think that the written expression program you are teaching is enough to improve students writing skill?

Table 27:

Teachers' Views about the Program Devoted for Teaching Written Expression

Responses	Participants	Percentage%
Yes	7	35
No	13	65
Total	20	100

The findings show that the wide majority (65%) of teachers claim that the written expression program is not enough to meet the students' needs a fact that leads us to estimate students' low level in writing. Whereas, the remaining informants with the rate of 35% opted for 'Yes' which implies that the program is totally sufficient to cover students' requirments.

Question Eight: Do you think that writing and speaking are related skills?

Table 28:

Teachers' View about the Link between Writing and Speaking

Responses	Participants	Percentage%
Yes	14	70
No	5	25
Yes and no	1	5
Total	20	100

According to the results, the majority of the participants (70%) think that there is a link between writing and speaking, as it is agreed by Kress (1989; in Tribble, 1996), and they provide justifications which can be summarized as follows:

- Writing is speaking silently and speaking is writing with voice.
- Speaking skills help us to improve the writing skills, in terms of content (ideas).
- The two are productive skills. We express and convey meaning through writing and speaking.
- The two encourage students to make use of language.
- Speaking and Writing are concerned with transforming thoughts into concrete symbols (writing) and sounds (speaking).
- The student who can write for sure can speak but most of the time students who write well can not speak.

25% of the teachers believe that there is no relation between writig and speaking, as it is confirmed by Brown (1994), and they provide justifications which can be summarized as follows:

- A good speaker is not necessarily a good writer.
- Speaking can be learned naturally but writing requires practice and standardized structure.
- Writing and speaking are separate faculties.

Only one participant (5%) opted for both ‘yes’ and ‘no’ and argues that they are related since writing and speaking are productive skills and they are not related because the nature of skills themselves is different.

Consequently, it is implied that despite there is a link between writing and speaking skills, there exists a sense of dissimilarity and some unshared aspects.

Question Nine: Do you think that writing and reading are related skills?

Table 29:

Teachers' View about the Link between Writing and Reading

Responses	Participants	Percentage%
Yes	20	100
No	00	00
Total	20	100

According to the findings above it is clear that all the teachers think that there is a link between writing and reading, as it is stated by Johnson (2008) and they provide justifications that can be summarised as follows:

- The more you read the more your writing will be improved in terms of grammar, vocabulary, spelling, style…etc.
- Vocabulary is – the safe bridge – in between to combine the two.
- When you read, you know how language items are written and used so as to use them in the future. No production without perception.
- Reading teach you writing. Reading a lot even though you could not understand everything will unconciously lead to good writing.

Hence, it is implied that teachers are aware of the relationship exists between writing and reading, and do not know about the distinctions in their nature.

Question Ten: Which of the following elements do you ask your students to give much emphasis?

Table 30:

Teachers' Focused Elements of Language

Responses	Participants	Percentage%
Spelling	00	00
Grammar	1	5
Punctuation	00	00
Organization	00	00
Vocabulary	2	10
Clarity	00	00
Cohesion and coherence	00	00
All of them	17	85
Total	20	100

From the obtained findings, it is clear that 85% of the participants ask their students to focus on all the elements above when they are writing. This implies that they believe that all the those elements lead to good writing. Consequently, it is implied that students attention should be drawn towards all the aspects mentionned above. 10% opted for vocabulary, as it is stated by Starkey (2004), and only 5% opted for grammar, as Brooks and Penn (1970) agree on. These can imply that teachers insist independently on vocabulary and grammar as prominant aspects of language. No other suggestions are provided.

Question Eleven: What type of approach (es) do you follow when teaching the writing skill?

Table 31:

Teachers' Approach (es) to Teach the Writing Skill

Responses	Participants	Percentage%
The product approach	1	5
The process approach	7	35
The communicative Approach	2	10
The genre approach	0	0
The eclectic approach	4	20
The product and process	6	30
Total	20	100

From the findings above, It is concluded that teaching the writing skill works well with the process approach. Hence, 35% of the population encourage writing as a process which implies that their focus is on the way of writing not the quality as it is confirmed by Raimes (1983). 30% of them support writing as a process and product, 20% as an eclectic approach which focuses on the mixture of all the approaches, 10% as communicative approach, only 5% as a product approach and no one rates for the genre approach. No one specifies other approaches.

Question Twelve: Why do you think that the selected approach (es) is more effective for the teaching of the writing skill ?

Informants, in the following summarized justifications, think that the selected approach (es) is more effective for the teaching of the writing skill, because:

- The process approach enables the students to acquire the essential steps and processes involved in writing and gives the opportunity to provide individualized feedback for each and every student.
- The product and process approaches facilitate the writing task. Also, because they depend on the type of the activities we have then the selection of the approaches takes place.
- The product approach, because students face difficulties in free writing and they always ask for a model.
- The communicative approach develops students' self confidence to succeed in professional and social encounters within an English-speaking global community. In addition, it focuses on authentic writing needs.
- The eclectic approach combines the principles of all the appraoches. Moreover, because this approach gives the teacher the space and freedom to rely on different and appropriate approaches.

So, this can reveal that all the given approches are crucial and serve in ameliorating the students' skill, only the degree of importance varies from one approach to another.

Question Thirteen: In teaching the writing process, how much attention do you give to the following stages?

Table 32:

Teachers' Attention to the Stages of the Writing Process

Responses		Participants	Percentage%
Planning			
	Not at all	00	00
	A lot	20	100
	Total	20	100
Drafting			
	Not at all	00	00
	A lot	20	100
	Total	20	100
Revising			
	Not at all	00	00
	A lot	20	100
	Total	20	100
Editing			
	Not at all	00	00
	A lot	20	100
	Total	20	100
Publishing			
	Not at all	20	100
	A lot	00	00
	Total	20	100

According to the obtained results, all the teachers give a lot of attention to planning, drafting, revising and editing stages when teaching the writting process. However, when it comes to publishing, non of them pay attention to this step. Thus, it implies that the publishing stage is less important than the other ones especially in the academic context and even when students ignore it, this will not affect their writing. In addition, it reveals that teachers do not advice their learners to pay attention to that stage.

Section Three: Vocabulary-based Intruction

Question Fourteen: In your opinion, how important is to teach Vocabulary?

Table 33:

Teachers' Opinion about the Teaching of Vocabulary

Responses	Participants	Percentage%
Not important	00	00
A little bit important	00	00
Very important	20	100
Total	20	100

According to the results above, all the respondents view that the teaching of vocabulary is very important in foreign language classes, as it is agreed by Schmitt (2010). It implies that vocabulary is a crucial and one of the necessary aspects of language that should be improved and that teachers should help their students enrich their vocabulary bank of knowledge.

Question Fifteen: Do you introduce new words or items each lesson?

Table 34:

Teachers' Introduction of New Words and Items

Responses	Participants	Percentage%
Yes	20	100
No	00	00
Total	20	100

The findings above show that all the teachers claim that they present new words and items in every lesson. This implies that teachers give great importance to vocabulary learning, and this is a good technique because when learners encounter new words, they will be automatically eager to know their meanings. Therefor, the process of learning vocabulary will be easily enhanced.

Question Sixteen: Do you teach your students how to learn vocabulary?

Table 35:

Teaching Students How to Learn New Words

Responses	Participants	Percentage%
Yes	14	70
No	6	30
Total	20	100

According to the results above, 70% of the participants argue that they teach their students techniques on how to learn new words and develop their vocabulary knowledge which reveals that they pay attention to their students lexis and word choice. In this sense, they provide justifications which can be summarized as follows:

- Through suggesting various channels such as the use of dictionaries and extensive reading of books and stories.
- Through daily activities they go through.
- Through the use of multimedia and social networking.

The remaining 30% of the informants argue that they don't teach their students how to learn new words, which reveals that they totally disagree on teaching vocabulary separately, because:

- Students at university have advanced levels. So, they are trained enough to learn vocabulary items by their own.
- The focus is on the content of the lesson.
- Language is learned while doing it.

Question Seventeen: Which of the following strategies do you follow when teaching vocabulary?

Table 36:

Strategies Used to Teach Vocabulary

Responses	Participants	Percentage%
Using dictionaries	*2*	10
Guessing from context	6	30
Using of affixes and roots	1	5
Glossary	0	0
Extensive reading	6	30
All of them	5	25
Total	20	100

According to the obtained results, 30% of the teachers follow the strategy of learning vocabulary via extensive reading, and other 30% of them suggest the strategy of guessing words' meaning from context cues, which implies that those two strategies should be equally applied and are most useful since Master one students are advanced learners. 10% prefer the use of dictionaries, as it is agreed by Nation (2001). Only 5% prefer to learn vocabulary via the use of affixes and roots, as Pikulski and Templeton (2004) stress. No one rates for the use of glossaries. However, 25% of the respondents prefer to use all of the previous strategies. Teachers justify their answers as follows:

- They help students to rely on themselves.
- They enable students to learn a variety of items and to gain knowledge about other related words at once.
- Extensive reading provides different contexts and themes.
- Guessing from context is the appropriate way to keep students' interest. It kills boredom and words can be memorized better.

Question Eighteen: Do you think that writing and vocabulary are related?

Table 37:

Teachers' Views about the Relation between Writing and Vocabulary

Response	Participants	Percentage%
Yes	20	100
No	00	00
Total	20	100

According to the results, all the teachers (100%) believe that there is a relation between writing and vocabulary, which reveals that they are all aware of the effect of vocabulary and writing on each other.

Question Ninteen*:* In your opinion, how can vocabulary influence successful writing?

All the participants think that there is a relation between writing and vocabulary, so, they provide justifications on how can vocabulary influence successful writing:

- If the writing process is insiparably connected to the reading process, and the reading process is tremendously dependent upon vocabulary, it logically follows that the writing process is likewise influenced by vocabulary. As words are the most important tools in writing, vocabulary development must be a fundamental and ongoing part of classroom learning.
- If we don't master vocabulary, we will not be able to move the pen in the writing process.
- The more vocabulary students learn, the richer their language is likely to be, the better writing outcomes.
- The more you have new words, the more you will write successfully and coherently.
- The right terminology helps students to convey the right meaning.
- Rich vocabulary makes the composition more rich and insightful.

As a result, it is revealed that all teachers think that rich vocabulary positively influences successful writing, and that teachers may assess students' written compositions on their level in lexis. In addition, it is implied that vocabulary have a great effect on students' writing in all the modules, because each one necessitates writing whether in a presentation or an exam, except for the module of oral expression it may not.

3.2.5. Summary of Results and Findings from the Teachers' Questionnaire

According to the analysis and interpretation of the gathered data, we can notice that all the written expression teachers are full-time teachers which implies that they are experienced enuogh and that their answers are more reliable. In addition, They all consider vocabulary instruction as a very important aspect of language. It is also clear that they are interrested to vocabulary learning because all of them claimed that they introduce new items each lesson and they (70%) teach their students how to learn new words and advise them to use channels like dictionaries, reading books and stories. Participants, also, prefer to use certain vocabulary teaching strategies such as guessing the word meanings from the context cues (30%) and extensive reading (30%) since students are advanced learners. These strategies are considered as the most effective ones that provide very fruitful results in vocabulary acquisition.

Conclusion

To conclude, first, the analysis of the students' questionnaire allowed us to draw the conclusion that there is a serious gap in Master one LMD students' production of written compsitions and vocabulary knowledge despite the fact that, they are very aware of their importance in the English language learning. This may be solved through the use of the selected and appropriate strategies for both learning and teaching vocabulary, and this will automatically lead to an efficient quality of writing compositions. Second, the interpretation of the teachers' questionnaire helps us to come to the conclusion that informants have a large amount of knowledge in the field of written expression which motivate learners to be active and proficient writers. Teachers, also, work on improving their students' vocabulary knowledge through the use of some vocabulary instructional strategies and teaching them how to acquire new words.

Pedagogical Implictations

The major concern of this research is to improve EFL learners' writing skill through vocabulary-based instruction. In the light of the findings from the students' and teachers' questionnaires, we have to set some suggested teaching and learning recommendations that could be helpful for both students and teachers so as to enhance the students' writing proficiency through some strategies of vocabulary instruction.

Findings and results from the students' questionnaire help us to recommend some advice that can aid Master one learners to overcome the writing deficiencies and enlarge their vocabulary stock and consequently improve their ability to write effectively. The first recommendation to Master one students is to read, read and read. Extensive reading contributes largely to the development of students' vocabulary because it gives them the opportunity to encounter new or unfamiliar words, furthermore, to be exposed to different styles of writings. The second recommendation is that students should work on developing the strategy of guessing words' meanings from context cues and sentences around the target item. An other advice, is to use affixes and roots to enrich their lexis. Getting the meaning of word parts is almost all the meaning of that word. These recommendations may be reliable to develop learners' vocabulary size and knowledge and the improvement of their writing skill.

According to the results obtained from the teachers' questionnaire, recommendations are drawn to teachers in order to make them more conscious of the importance of teaching vocabulary strategies to enhance the students' writing skill. It is advisable that teachers should teach their students stages of learning new words. These steps help the learner to discover how words are acquired. They should, also, include different strategies of teaching vocabulary such as: the use of dictionaries, glossaries, the use of

affixes and roots, context cues, and extensive reading, because they are considered as the most useful techniques used to enhance their vocabulary knowledge. Moreover, teachers are also recommended to include some tests to check their students' understanding of words' meanings. In adittion, it is advisable to teach vocabulary as a separate module so that learners will have the chance to be exposed to as much words as possible. All these advice serve in improving students' vocabulary knowledge and as a result in enhancing their writing proficiency.

The suggested recommendations are addressed to both teachers and learners. They are thought to be more helpful in the teaching and learning processes to improve students' proficiency in English vocabulary and writing skill as well. Moreover, they contribute in helping teachers to apply and teach the strategies of vocabulary in an effective way so that to enhance students' writing proficiency.

GENERAL CONCLUSION

The aim of the present study is to improve EFL learners'writing skill through vocabulary-based instruction. It investigates whether the use of vocabulary teaching and learning strategies contributes in enhancing Master one LMD students' writing profeciency and enrich their vocabulary bank of items or not. Since writing is a productive and expressive skill, it should consist of a large vocabulary knowledge that may optimize learners' level in writing abilities. In this research, we hypothesised that if English teachers, at the University of 8 Mai 1945, Guelma, provide their Master one students with effective vocabulary teaching strategies, then their writing proficiency would be improved. Thus, the application of vocabulary teaching strategies serves at ameliorating students' quality of writing.

The current study relied on two questionnaires administred for both Written Expression teachers and Master one students as a data measuring tool for the purpose of gathering data about their attitudes and opinions towards the writing skill and vocabulary instruction, confirming the hypthesis as well as being able to generalize the results. Both teachers and students agreed on the importance of vocabulary and the use of vocabulary teaching strategies to improve EFL learners' writing proficiency, which had confirmed the hypothesis: 'if EFL teachers provide their students with effective vocabulary teaching strategies, then their writing proficiency would be improved

All in all, the obtained findings from both questionnaires indicate that EFL learners, and particularly Master one students, have a lack in their vocabulary stock which has a great influence on their successful writing. Hence, it is the responsibility of both: first, teachers ought to apply selective and appropriate vocabulary teaching

strategies, and second, students too, should follow helpfull techniques for vocabulary acquisition.

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Appendices

Appendix I

Students's Questionnaire

Dear Master one students,

I'm conducting a research under the title of ''Improving EFL Learners Writing Skill through Vocabulary-based Instruction''. I would be greatful if you could answer the following questions so that to provide me with introductory information about your writing as well as your vocabulary. Your answers are crucial for the validity of my research and for my Master graduation.

Please, try to feel free during the process of answering and cross the suitable box (X) which indicates your choice, and specify or justify your answer when needed.

KAFI Marwa

Master 02: LMD

Department of English

University of 08 Mai 1945, Guelma

Section One: General Information

1. Age: ……years old.

2. How long have you been studying English?

……years.

3 .How could you describe your level in English?

Very good	
Good	
Average	
Bad	
Very bad	

4 .Do you think that learning English as a foreign language is necessary?

Yes	
No	

-justify your answer.

……

……

Section Two: The Writing Skill

5 .Which of the following skills is the most difficult ?

Reading	
Listening	
Writing	
Speaking	

6. Do you appreciate writing in the English language ?

Yes	
No	

-if no, please justify your answer

……

.....

7. How can you describe your level in writing?

Very good	
Good	
Average	
Bad	
Very bad	

8. In your opinion, what make writing in English difficult for you ?

Spelling	
Grammar	
Punctuation	
Organization	
Vocabulary	
Clarity	
Cohesion and coherence	
All together	

-if others, specify.

…….....

.....

.....

9. In your opinion, effective writing is:

Correct spelling	
Correct grammar	
Effective punctuation	
Good organization	
Precise vocabulary	
Clear ideas	
Cohesive and coherent text	
All together	

-if others, specify.

…….....

.....

10. Which approach(es) does your teacher follow in teaching writing ? (one or more)

The product approach	
The process approach	
The communicative approach	
The genre approach	
The eclectic approach	

-if other, specify

…….

.....

11. During the writing process, how much attention do you give to the following stages ?

	Not at all	A lot
Planning		
Drafting		
Revising		
Editing		
Publishing		

Section Three: Vocabulary-based Instruction

12. Which type of dictionary do you use ?

Bilingual (English-Arabic)	
Monolingual (English-English)	
Both of them	

13. What do you do when you encounter a new word that you don't know its meaning ?

……

……

14. Do you have:

Short-term memory	
Long term memory	

15. How important is vocabulary in learning a foreign language ?

Not important	
A little bit important	
Very important	

16.Do you think that you have a good amount of vocabulary knowledge in the English language ?

Yes	
No	

17. Do you go through the following stages to learn a word ?

	Not at all	A lot
Encountering new word		
Getting the word form		
Gettinig the word meaning		
Consolidating word form and meaning in memory		
Using the word		

18. Which of the following strategies, you think, is the most helpful to form a good vocabulary knowledge ? (one choice)

Using dictionaries	
Guessing from context	
Using affixes and roots	
glossary	
Extensive reading	

19. In your opinion, do you think that writing and vocabulary are related ?

Yes	
No	

20. In your opinion, how can vocabulary influences successful writing ?

……

……

……

Thank you for your cooperation

Appendix II

Teachers' Questionnaire

Dear teachers,

I'm conducting a research under the title of 'Improving EFL learners writing Skill through Vocabulary-based Instruction'. This questionnaire aims at finding out teachers' views about teaching the writing skill, teaching vocabulary and the impact of Vocabulary-based Instruction on improving the Writng skill. I would appreciate your collaboration if you could answer this questionnaire.

Please, tick the appropriate answer or make a full statement when necessary. May I thank you in advance for your cooperation.

KAFI Marwa

Master 02: LMD

Department of English

University of 08 Mai 1945, Guelma

Section One: General Information

1. What is your gender ?

Male	
Female	

2. You work at the department of English as:

Full-time teacher	
Part-time teacher	

3. How long have you been teaching English?

…….years.

4. How long have you been teaching Written Expression?

…….years.

Section Two: The Writing Skill

5. How do you estimate your students' level in writing ?

High	
Average	
Low	

6. Writing is an easy task to teach?

Yes	
No	

-If no, please justify your answer.

……

……

.....

7. Do you think that the Written Expression program you are teaching is enough to improve students Writting Skill?

Yes	
No	

8. Do you think that writing and speaking are related skills ?

Yes	
No	

-in both cases justify your answer.

……

……

9. Do you think that writing and reading are related skills ?

Yes	
No	

-In both cases justify your answer

……

……

10. Which element do you ask your students to give much emphesis?

Spelling	
Grammar	
Punctuation	
Organization	
Vocabulary	
Clarity	
Cohesion and coherence	

-if others, please specify

…….....

.....

11. What type of approach (es) do you follow when teaching the writing skill?

The product approach	
The process approach	
The communicative approach	
The genre approach	
The eclectic approach	

-if other, please specify

…….....

.....

12. Why do you think that the selected appraoch (es) is more effective for the teaching of the writing skill?

……

……

……

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

	Not at all	A lot
Planning		
Drafting		
Revising		
Editing		
Publishing		

Section Three: Vocabulary-based Instruction

14. In your opinion, how important is to teach your students vocabuary ?

Not important	
A litle bit important	
Very important	

15. Do you introduce new words or items each lesson ?

Yes	
No	

16. Do you teach your students how to learn new words ?

Yes	
No	

-in both cases, justify your answer

……

……

17. Which of the following strategies do you follow when teaching vocabulary ?

Using dictionaries	
Guessing from context	
Using affixes and roots	
Glossary	
Extensive reading	

-Explain why ?

……

……

18. Do you think that writing and vocabulary are related ?

Yes	
No	

19. In your opinion, how can vocabulary influences successful writing ?

……

……

…….....

Thank you for your cooperation

Résumé

Le vocabulaire est l'un des principaux composants du langage. C'est l'ensemble des mots qui construisent la langue. Il joue un rôle primordial dans l'amélioration des compétences d'écriture c'est pourquoi il n'a pas une bonne connaissance des items, ainsi que la composition écrite ne sera pas comprise. Cependant, un peut d'attention a été accordée à l'enseignement du vocabulaire. Par conséquent, l'objectif principal de la présent étude est d'améliorer les compétences d'écriture des apprenants grâce à l'enseignement du vocabulaire. La recherche actuelle a été menée à l'aide d'une méthode descriptive quantitative dans laquelle deux questionnaires destinés aux enseignants et aux étudiants ont été administrés afin de savoir comment l'enseignement du vocabulaire peut contribuer à améliorer les compétences en écriture des étudiants. La recherche a été menée auprès d'un échantillon de 56 étudiants en Master de première année (sur une population de 66 personnes) et 20 enseignants de Département d'Anglais à l'Université du 8 Mai 1945 (Guelma). Ces participants ont été choisis au hasard. Les résultats obtenus à partir du questionnaire des étudiants révèle que l'écriture est la compétence la plus difficile pour des étudiants en Master et qu'ils font face à de sérieux problèmes avec l'acquisition du vocabulaire parce qu'ils ont une connaissance limitée du vocabulaire qui ont un grand effet sur leurs compétences d'écriture. A partir de ces résultats, nous concluons qu'il existe une relation positive entre l'enseignement du vocabulaire et l'écriture. Donc, il est recommandé que les enseignant fournissent aux étudiants les stratégies d'enseignement appropriées qui les aident à améliorer leurs connaissance en vocabulaire, par conséquent , à surmonter certaines lacunes en matière d'écriture.

Les mots clés: l'Anglais comme une Langue Etrangère, Ecriture, l'Enseignement du Vocabulaire.

الملخص

تعتبر المفردات واحدة من أهم مكونات اللغة' و هي مجموعة الكلمات التي تعمل على بنائها. للمفردات دور فعال في تحسين مهارة الكتابة' حيث انه يستحيل فهم الكتابة من دون كم مناسب من المفردات. إلا انه تم إيلاء اهتمام ضئيل جدا لتعليمها. لذلك فان التركيز الرئيسي لهذه الدراسة هو تحسين مهارة الكتابة للمتعلمين من خلال إتباع المنهج الوصفي ألتحديدي و الذي تم فيه استعمال استبيانات للمعلمين و المتعلمين على حد السواء' لمعرفة كيف بإمكان تعليم المفردات المساهمة في تحسين مهارة الكتابة عند الطلبة. اجري البحث مع عينة مكونة من 56 طالبا من مجموع 66' و 20 أستاذ التعبير الكتابي من قسم اللغة الانجليزية في جامعة 8 ماي 1945 (قالمة). حيث أنه تم اختيارهم عشوائيا. و تشير النتائج المتحصل عليها من استبيان الطلبة إلى أن الكتابة هي من أكثر المهارات صعوبة بالنسبة لطلاب السنة أولى ماستر' و أنهم يواجهون مشاكل جدية مع اكتساب المفردات لأنهم يمتلكون نسبة محدودة من معرفة المفردات و التي بدورها لها تأثير كبير على براعتهم في الكتابة. و على ضوء هذه النتائج' نستكشف بان هناك قاعدة ايجابية بين تعليم المفردات و الكتابة. إذن' يوصى المعلمين بتزويد المتعلمين بالاستراتجيات المناسبة للتعليم التي بإمكانها مساعدتهم على تحسين معارف المفردات و بذلك التغلب على البعض من النقائص في الكتابة.

الكلمات المفتاحية اللغة الانجليزية كلغة اجنبية' الكتابة' تعليم المفردات.