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Investigating the Impactof Learners' Active Vocabulary on the Writing Performance Among Second-Year University Students

Dissertation submitted as partial fulfillment of the requirements for the degree of Master in Didactics

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Declaration of Originality

I hereby humbly declare that this submission is my original work, that it contains no content previously published or authored by any person, and that it contains no material that has been accepted for the qualification of any other university or other institution's degree or diploma.

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Dedication

It is with genuine gratitude and warm regard that I dedicate my thesis to the memory of my grandmother.

For my parents for their endless love and support.

To my sisters, brother and relatives. I hope this achievements will fulfill the dream they envisioned for me.

Acknowledgement

I would like to acknowledge and give my warmest thanks to my supervisor **Dr. Miloud BOUCHEFRA** who made it possible for this job to be completed. His direction and advice helped me get through all of the stages of my project's writing.

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I would also like to express my gratitude to my entire family for their unwavering support and understanding during my research and writing process. Your prayers for me have kept me going so far.

Last but not least, I want to express my gratitude to the third-year university students as well as the administrators for their cooperation

Abstract

Achieving a good command of language involves mastering all the four skills. out the four main language skills, writing is known for being a challenging one as the majority of learners confront difficulties. That difficulty can be referred to a number of reasons, one of which is the limited active vocabumary repertoire. A problem that is quite apparent in the written assignments of university students, particularly English students at Saida University. This study addresses the exploration of the effect of active vocabulary on students writing performance and the difficulties the learners face in developing their productive vocabulary both within and outside of the classroom. To pursue that investigation, third-year license students have been selected as a case study. The study uses a mixed-method that relies on both quantitative and qualitative approaches. The sample population comprises 48 students chosen based on convenience sampling. The research tools include a questionnaire for students, an interview for teachers, and an analysis of third-year students' written assignments. The findings reveal that the students' productive vocabulary level has a high impact on their level of speaking and writing. Thus, deficiency in this regardprevents them from using the English language inside and outside the learning environment. They do also tend to use a number of strategies to overcome that problem. The survey puts into evidence the most significant recommendations that involve the need to raise the learners' awareness about the productive skills, selecting the best way to praise their work, ensuring a balance between the four skills, and integrating reading and fluency activities within the curriculum. Furthermore, Teachers are encouraged to use metacognitive strategies and ensure that at least 98% of the vocabulary presented to the learnersfalls within their preknowledge.

Key Words: Active vocabulary; writing performance; EFL.

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Liste of Abbreviations and Acronymes

EFL: English as a foreign language

M: Mean score.

VST: vocabulary size test.

Nowadays, English has achieved prime status by becoming the most widely spoken language as being able to understand and speak it will give individuals a chance to succeed academically and professionally. Additionally, Speaking and writing skills, known as productive skills, are helpful for learners since they need to articulate words and write them to produce the language, especially in the case of EFL learners. Nevertheless, learners of English as a foreign language tend to face some obstacles and challenges. On the first EFL learners have speaking problems which refer to a stumbling block in communication, and that is related more to psychological factors like anxiety, fear of making mistakes, and fear of negative evaluation than linguistic factors like lack of vocabulary, pronunciation, insufficient knowledge of grammar rules, reading, and oral presentation. On the other hand, unlike speaking, writing difficulties refer to the areas where the students have difficulties in one or more elements of the writing skill, for example, the use of tenses, the misuse of vocabulary, and spelling mistakes along with grammar, syntax, and punctuation. Moreover, a significant component of vocabulary is involved in the construction of a qualified writing process to have product knowledge. That is to say, a vast vocabulary allows the writer to express him/herself effectively and generate proper and adequatestatements according to different situations and meet different communicative functions. In the same vein, to increase proficiency in both spoken and written language, the productive side of language needs to be included, and it is referred to as active vocabulary, which is the sum of words that an individual uses to express him/her when writing or reading.

Ensuring a good command of the English language goes hand in hand with enhancing the language's productive skills. Nevertheless, writing is a challenging skill, especially for EFL learners who face hindrances in spelling, misuse of vocabulary, and pronunciation. Thus, it is believed that the effective use of productive skills is affected by the active vocabulary of each learner, which is made up of the words readily used and clearly understood by an individual when speaking and writing. Saida University's English language learners have several issues. Due to thelack of regular practice and exposure to the target language in a way that helps them expand their vocabulary, those learners find themselves stuck with a limited vocabulary repertoire that affects them negatively at several levels. For instance, limited proficiency in vocabulary makes writing a difficult task and affects the quality of written assignments, along with hindering the ability of the learners to comprehend the assignments. That is to say that the achievements in writing are

highly affected by the vocabulary level of the learner. A good range of word proficiency gives the learners more flexibility to articulate thoughts than a more constrained vocabulary.

In the light of what has been mentioned above, the present research work seeks to investigate the effect of active vocabulary on students writing performance and the difficulties the learners face in developing their productive vocabulary both within and outside of the classroom.

Consequently, the purpose of the current research is to find answers to the following research questions:

- ➤ How does learners' productive vocabulary level affect their writing performances?
- ➤ What are the difficulties encountered by EFL learners when dealing with productive vocabulary?

To that end, the following hypotheses were proposed:

- Productive vocabulary does cause changes in the quality of learners' writing skills.
- ➤ EFL learners face sort of hindrances that are related to grammar, spelling, punctuation...etc

To test the validity of the hypothesis and answer the above research questions, the researcher chose a mixed-method approach. A combination of qualitative and quantitative methods is due to the nature of the data collected through the selected instrument.

The study was conducted at Moulay Tahar- Saida University in the English language Department. Furthermore, the research target population is third-year EFL learners. The research tools used in this study are interviews with EFL teachers with experience in teaching writing and oral expressions. The interviews are composed of openended questions that seek to collect in-depth data about the research study. In addition, a questionnaire was designed for EFL learners to shed light on their productive vocabulary level, the hindrances they encountered while writing and speaking, and the strategies to overcome such challenges. Furthermore, in-class tests are designed to measure learners'

active vocabulary level and the challenges they confront while dealing with writing assignments.

This research work consists of three main chapters. The first chapter is devoted to the review of previous literature. The first chapter is divided into three sections; the first focuses on vocabulary in general; where the researcher sheds light on its definition, types, and different aspects of vocabulary knowledge, along with the process of learning it and the different strategies to do so, and finally the importance of the vocabulary. Additionally, the second section sheds light on the definition of writing skill, stages of the writing process, and the significance of the stated skill beside the six traits of writing criteria. Finally, the last section tackled the relationship between vocabulary and writing skills. The second chapter, on the other hand, covers the study's practical part. The research design, the target population, the study's purpose, and the methods and processes used in this study are all detailed in this chapter. It also covers some of the challenges and difficulties that this study encountered. The third and final chapter is concerned with data analysis and discussion. It is divided into three sections, with the first devoted to the data analysis of each tool. The second section covers the findings of data analysis techniques and offers answers to the research questions. Finally, the conclusion section includes the researcher's recommendations and general implications for addressing the problem under-investigated in this research effort.

Chapter One: Literature Review

1. Introduction

To reach a high level of abilities in creating and receiving the target language in its oral and written forms, learners must master the four language skills of listening, speaking, reading, and writing. Students struggle with writing as a productive skill, and they view it as the most important talent to improve. Without question, learning to write necessitates mastering all aspects of the language, including grammar, vocabulary, semantics, punctuation, and capitalization. To improve their proficiency in this key productive skill, learners must increase their productive vocabulary and overcome writing difficulties. As a result, the current chapter is structured to shed the light on both vocabulary and writing through three parts. The first part is devoted to the main concepts of vocabulary including its definition, types, aspect of its knowledge, the learning strategies, and finally the significance. The second parts, on the other hand, tackle the writing skills, stages of the writing process, its importance, and the six traits of writing. And the last part is directed at the relationship between the two concepts.

1.1 Part one: vocabulary

1.1.1 The definition of vocabulary

Mastering a foreign language is based on having a sufficient vocabulary repertoire where the Vocabulary is considered as a list or grouping of words or phrases from a person's original language for the sake of supporting the development of the language skills. As supported by Richard and Renandya (2002) vocabulary serves as the foundation for the integration of the four abilities while dealing with the process of acquiring languages in the bargain.

Moreover, based on Cambridge Learner's Dictionary, vocabulary is defined as the set of words that exist in each language as well as all the words that a person has or uses while communicating. While Wilkins (1972, p.111) admits that "... without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed", students frequently tend to accomplish less than their potential due to the lack of their extended vocabulary repertoire. Nevertheless, Based on Celce and Murcia (2001) vocabulary is more than one single word, it is a set of words.

The conclusion of the definition above shed the light that vocabulary is presented as a significant ingredient for the language, thus serving the communication process,

furthermore, it is not only a single word but also chunks of a word, lexical, or phrase which is understood to forming a sentence.

1.1.2 Types of vocabulary

The majority of scholars in this subject decided to categorize notable vocabulary knowledge according to whether it is used in writing, reading, listening, or speaking. As a result, they divide it into both productive and receptive vocabulary. For instance, Harmer (1991) and Nation (2001) argue that it is more usual to divide the vocabulary into two types: active and passive vocabularies. On the other hand, Haycraft indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1.1.2.1 Productive vocabulary

Productive vocabulary relates to the utterances employed by the learner in speaking and writing, as well as being correctly spoken and understood.

Furthermore, Harris (1969) argues that productive vocabulary is the words that learners should use in their speech and writing. As well as Martin Manser(2004) acknowledges that active vocabulary is made up of words that individuals use often and confidently. That is to say, this type of vocabulary is made up of words that the learner regularly used, for instance, if he/she is asked to use such a word in a phrase and can successfully construct it, this word is a part of their active vocabulary.

In addition, Webb (2005) acknowledges that this type of vocabulary is considered an active process since students tend to generate and develop their words to describe their emotions and ideas s well as being understood by others.

1.1.2.2 Receptive vocabulary

Conversely, receptive vocabulary is a set of words or utterances encountered by the learner while processing reading as well as listening. Manser(2004) claims that a person's passive vocabulary is made up of terms that they know the meanings of but wouldn't use in ordinary conversation. In other words, A person's passive vocabulary is made up of terms they are familiar with (and hence do not need to look up in a dictionary), but which they would not use in everyday conversation or writing. Moreover, Stuart (2008) and Susanto (2017) describe this type of vocabulary as the words recognized and understood by the students during the reading process but are unable to utilize.

1.1.3 Aspects of vocabulary knowledge

Vocabulary knowledge is crucial while dealing with acquiring foreign languages. Knowing a word involves going beyond lexical knowledge. Additionally, multiple parts of word knowledge must be learned for a learner to genuinely know a word, according to vocabulary researchers. Nation (2001) presents three main aspects including form, meaning, and use. On the other hand, Laufer(1989) is one of the experts who point out that linguistic information, word meaning, and orthographical knowledge are the sets of sub-knowledge that form the vocabulary knowledge.

Nation (2013) presents a framework to facilitate what is involved in knowing a certain word as illustrated in Figure 1 as well as table 1 respectively.

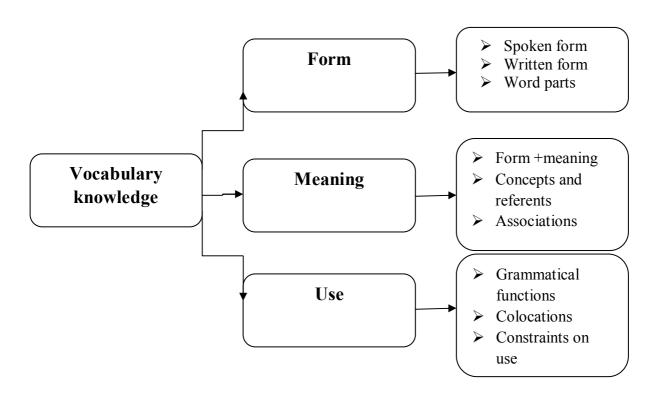


Figure 1.01: Components of word knowledge (adapted from Nation, 2013, p. 49).

Understanding the meaning and form of a word, as well as how to use it, is part of knowing it. Understanding a word's shape necessitates knowledge of its written and spoken forms, as well as its numerous word components. Knowledge of a word's different

conceptions, referents, and varied relationships is required to relate a word's form (written or spoken) to meaning (or meanings). To use a word correctly and fluently, learners must also learn about its grammatical functions, collocations, and usage limits. Thus, mastering all of the components displayed in Figure 1 demonstrates complete mastery of a term, but genuinely learning these many components is challenging for learners.

Form	Spoken	R what does the word sound like?
		P How is the word pronounced?
	Written	R what does he word look like?
		P How is the word written and spelled?
	Word parts	R What parts are recognizable in this word?
	_	P What words parts are needed to express meaning?
Meaning	Form & meaning	R What meaning does this word form signal?
		P What word form can be used to express this
	Concepts &	meaning?
	references	R What is included in the concept?
		P What items can the concept refer to?
	Associations	R What others words does this word make us think
		of?
		P What other words could we use instead of this one?
Use	Grammatical	R In what patterns does the word occur?
	functions	P In what patterns must we use this word?
		R What words or types of word occur with this one?
	Collocations	P What words or type of words must we use with this
		one?
	Constraints on use	R Where, when and how often would we meet this
		word?
		P Where, when and how often can we use this word?

Table 1.01: Components of vocabulary knowledge (Adopted Nation, 2001, p. 27)

In the manner shown, knowing a word involves in covering the three aspects mentioned, it is comprised of 18 questions divided into three main aspects knowledge of form, knowledge of meaning, and knowledge of use, each with receptive (i.e. recovering the meaning and the form of a word from hearing or reading) and productive (i.e. to articulate the meaning through speaking and writing and the ability to produce its form properly).

For instance, knowing the word "ball" requires knowing:

- a) It is a countable noun and "balls" is its plural form; additionally, its pronunciation is/'ba:l/.
- b) The definition of a ball is a solid or hollow spherical or egg-shaped object that is kicked, thrown, or hit in a game (Oxford).
- c) Taking into consideration that the word "ball" can be used to form an appropriate sentence, such as "the players were kicking the ball around."

1.1..4 Vocabulary Learning

Learning vocabulary is a important process for EFL learners to gain fluency and competence. The process of acquiring new terms is divided into two levels, as supported by some researchers. For instance, <u>Thornbury</u> (2002) claims that during the process of acquiring new terms some of them will be intentionally acquired, whereas others will be accidentally learned. Additionally, Hulstijan (2003) believes that accidental and deliberate learning appear to be identical to explicit and implicit learning.

1.1.4.1 Incidental vocabulary learning

Incidental learning is an unconscious process of expanding a learner's vocabulary without the intention of learning. In other words in this type of learning where students tend to learn one thing when the primary goal of the learners is to do something different, therefore occurs without the purpose to learn. However, According to Huckin and Coady (1999) incidental vocabulary learning is not fully accidental because learners pay some attention to specific words. Plus, Gu(2003) suggests "implicit learning" as a second naming for this type of vocabulary learning.

On the other hand, according to Hunt and Beglar (1998) it is argued that many vocabularies are gained by accident as a result of extensive reading and listening. To sum up, encouraging students to read and listen extensively can give them a variety of possibilities to learn new words. For instance, reading helps facilitate complex words due to the fully immersed students in the process of understanding the meaning of the text using the clues provided.

1.1.4.2 Intentional vocabulary learning

This type of vocabulary learning is defined as a process that involves conscious to store the information in the memory i.e. any activity aimed at putting lexical contents into memory consciously is the intentional process. As supported by Barcroft (2015) this type of learning is characterized by the learner's attention on the process itself rather than other possible tasks. The learner is fully engaged in the learning process.

Besides, Barcroft (2015) also states that the language learner in the intentional process tends to learn new terms consciously while being exposed to a variety of activities such as reviewing a list of new words.

To sum up, Scott (2012) and Schmitt (2000) shared the same point of view that both types of vocabulary learning are generally complementary rather than contradictory and to achieve a successful vocabulary learning process it is better to work on a balanced approach of both.

1.1.4.3 Vocabulary learning strategies

In the last two decades, VLS (vocabulary learning strategies) become a prominent research topic Yongqui(2010). VLS are naturally interesting to learners as well as teachers. They are seen as techniques that are used to improve the learning process since they enable active and self-directed learning. Moreover, Chamot(1987)states that the best range of learning strategies used by the learner goes to vocabulary rather than reading, speaking, listening, and writing.

VLS is consider an outstanding debate in the field of acquiring languages where strategies can differ from scholar to other .for instance, O'Malley and Chamot (1990) defined metacognitive, cognitive, and social/affective learning techniques as the three most fundamental types of learning strategies.

On the other hand, Gu and Johnson (1996) also identified six forms of strategy: guessing, dictionary, note-taking, rehearsal, encoding, and activation, along with beliefs about vocabulary learning and metacognitive regulation.

Metacognitive regulation, in other words, relates to what learners do concerning learning. It explains how students can monitor and manage their cognitive processes. Furthermore, cognitive tactics include ways for guessing, effective use of dictionaries, and note-taking procedures. Rehearsal and encoding are two types of memory mechanisms. Word lists and repetition are examples of rehearsal techniques. Encoding methods include

association, imagery, visual, and contextual encoding, as well as word structure. Furthermore, activation strategies involve learners employing new words in a variety of contexts.

1.1.5 Vocabulary importance

Mastering a language is impossible without knowing the vocabulary, which is regarded as the cornerstone of such a process. However, poor vocabulary knowledge impedesthe language acquisition process.

Scmitt (2001) states that "lexical knowledge is central to communicative competence and the acquisition of a second language" (p. 55). For instance, we need a word bank to choose from when we wish to express thinking or concept. Furthermore, Nation (2001) argues that the bond between the process of using language and vocabulary recognition is characterized as being supplementary. In brief, language usage goes hand in hand with vocabulary since it permits the appropriate use of language.

On the other hand, language usage tends to increase the vocabulary repertoire. Likewise, Nation and Coady (1988) consider vocabulary as one of the significant factors that contribute to readability. Thus, the act of mastering a foreign language necessitates a high level of vocabulary.

With the necessity of acquiring vocabulary in mind, Focusing on vocabulary can help the learners improve their knowledge and skills in a variety of areas of language and literacy. This involves both comprehension and fluency assistance.

1.2 Part two: writing skill

1.2.1 Definition of writing

The ability to write is one of the most useful talents to have when learning a language. This is because a language learners' ability to write is critical to improving communication skills. Moreover, writing has long been considered a crucial ability in the learning process since it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, rewriting, and other factors. Whereas, it is based on the student's ability to express ideas, emotions, and beliefs in a written form. As supported by Rivers (1981) writing process is the act of expressing original thoughts as well as a sequential transmission of information in the target language. In the same vein, Brown (2001) claims that writing is not just a simple process of representing speech, it is also a

process that entails productive thinking. However, the writing ability is neither an easy nor intuitive

process, as supported by Alsamadani (2010) states that writing is "a complex, challenging, and difficult process" (p. 53) .so for the sake of setting up an appropriate and coherent piece of writing it is better to go through the stages in below.

As a result of the preceding, it can be concluded that writing is the process of generating ideas, considering how to express them, and organizing them into statements and paragraphs to communicate with others and that students make an effort to express their thoughts through language in writing.

1.2.2 Stages of writing process

Realizing a relevant piece of writing involves going through five significant stages: pre-writing (planning), drafting, revision, editing and publishing.

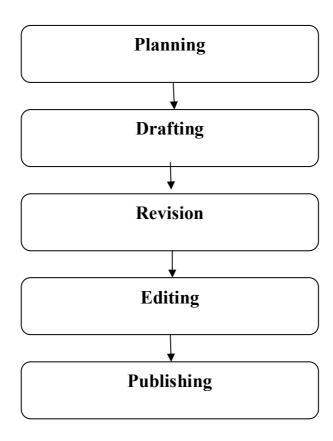


Figure 1.02: stages of writing process.

1.2.2.1 Planning

The first stage to achieve a successful piece of writing is drafting. It is defines as the mind map of the process, in this phase students tend to organize and brainstorm their ideas as well as relevant information about a certain given topic. For instance

• The Elizabethan era → 1558-1603 → flowering of poetry and drama → Shakespeare.

Richards (2002) acknowledges that planning or deciding about what to write before starting writing is one of the characteristics of skilled writers. To rephrase, good writers spend time brainstorming and performing research to better grasp their topic and obtain important information. This differs from one another and can be accomplished through various strategies, such as outlining or taking notes. Moreover, Harmer (2004) claims that there are three aspects: the writing purpose, the audience, and the content that need to be covered by the writers unless it may impact, first, the written text type along with the information included. Second, is the language type chosen by the writer (formal or informal). Third, it is the pertinent sequence of arguments and facts. Hence, trying to think of WHAT you want to write and HOW you want to say it at the same time is challenging for learners since they try to imagine how their finished text will look.

1.2.2.2 Drafting

It Is considered as the initial copy of the written piece, in this phase writers emphasize the act of converting their ideas into sentences without regard for the mistakes such as grammar, and spelling, (Nunan,2003). For instance, it is preferable while writing to start with the body rather than the introduction which is left r the end. Thus, by Richards (2002) the end of drafting many copies may be cerate.

1.2.2.3 Revision

Revision is the stage that each piece of writing needs to go through before publishing at least once; learners at this stage tend to reread their pieces to avoid any kind of embarrassing mistakes that might have a heavy impact on the quality of their writing. According to William Zinsser (2006, p.83) "Rewriting is the essence of writing well: it's where the game is won or lost." This phase is characterized by the possibility of adding, rewriting, and even deleting irrelevant statements. As supported by Johnson (2008) that this step is the cornerstone of the whole process, which means that this step enables writers to discover the gap that may impact their piece.

1.2.2.4 Editing

Evaluating the piece of writing at this level is about evaluating the grammatical and technical errors rather than focusing on the content, the paper in this stage is refined, as Muncie (2000) states "putting the piece of writing into its final form" (p.51).here the writing piece has been gone through all the stages of the writing process starting from planning to editing. Thus, Writers need to make sure that the final paper is completely free from any mistakes considering spelling, punctuation or grammar. Hence, to ensure the paper is ready for the next step 'publishing'.

1.2.2.5 Publishing

After setting all the pieces together, now it is time for the final touch to achieve the successful piece where the writer submitted his/her work with the honor of accomplishing a fortunate final piece. Johnson (2008) pinpoints the environment where learners can share and publish their writings is the sorts of environment that help in developing their writing skills.

1.2.3 Importance of writing

Writing is considered one of the fundamental skills in language acquisition due to its significance. As already mentioned, the final piece of writing goes through several steps that require thinking, correcting, revising ...etc. So, this decision made by the writers lead to the progress in critical thinking. For instance, White and Arndt (1991) claim that writing skill is considered problem-solving activity. Writing is a significant activity that does not appear accidentally or normally, yet it is defined as a cognitive process that entails developing and generating ideas for example.

On the same train of thoughts, Klein and Boals(2001) study reveal that writing down the special events from one's life strengthens their memory about the chosen event, since the writer during this process ensures to plan, taking into consideration his/her audience besides organizing their terminology to achieve a certain goal. Moreover,

On the other hand, writing is seen as communicative activity. Such as, Meyers believes that writing is seen as a way of producing languages, since it is based on conveying beliefs, feeling, ideas, and aspects through statements. In other words, the true substance of life would be lost without communication, that's why it has been integrated into the learning process and it is viewed as critical requirement that students must meet to achieve acceptable academic performance as well.

Another study was carried out, conducted by Smyth, Stone, Hurewitz, and Kaell (1999), where asthmatic and arthritic patients were given the option of writing about stressful situations (treatment group) or emotionally neutral themes (control group). Participants who wrote about stressful life experiences had clinically significant changes in health after four months as compared to the control group. To sum up, Writing about traumatic experiences and the challenging sentiments that accompany them might help break free from the mental web that is trauma, thus the usage of expressive writing increases the presence of positive affectivity while decreasing the presence of negative affectivity.

Based on the explanation above, it is possible to conclude that writing is the backbone of the language acquisition process; it is regarded as the key to the various skills mentioned above, which serve the learners' achievement in both personal and academic life.

1.2.4 Six traits of writing

Theguidelineis designed to achieve an efficient writing level. Along with being directed to teachers, as supported by Culham (2003) "Using the language of traits in our assessment gives us a shared vocabulary for speaking about and working with texts that students create" (p. 7) and students as well.

This approach is characterized by six crucial ingredients: ideas, organization, voice, word choice, sentence fluency, and conventions.

1.2.4.1 Ideas

The central components, and the main idea that the writer is trying to covey. Steinger (1996, p.6) describes it as the "heart of the message and the details which make the message vivid and engaging". In brief, this aspect is enriching with details and information to clarify the reader's vision of what the piece is all about.

Example: "in the first chapter; second section; I will tackle the six traits of writing along with supplying illustrations"

This statement is an example of an acceptable idea. whereas the writer mentions several features as the subject matter which is "the six traits of writing", and what is

going to include as "illustration" besides where the reader is going to find it or what the first chapter, the second section is about.

1.2.4.2 Organization

The second trait in writing is based on providing the layout and the internal structure of the piece. According to Steineger (1996) "organization is the structure of piece including a captivating and purposeful lead, strong transitions linking ideas, and a thoughtful conclusion" (p.7)

The writer here needs to make sure that his/her piece has a clean and appropriate introduction, body, and conclusion, which provide a hand for the reader to move from general to more specific or according to a specific chronological order for instance.

Example: "the organization of the first chapter will include: introduction, section, and sub-section, beside paragraphs"

This sentence will provide a picture of a clear layout of the chapter, rather than a random piece.

1.2.4.3 Voice

The magical touch of the writer is the trait that makes the piece of writing special and different from other pieces. As supported by Steineger (1996) "personal tone and flavor of the piece; the writer's way of connecting to the audience; the sound of a real person talking" (p.7) .Good writers are never afraid of sharing their opinion, feeling, and beliefs through their pieces.

Example: "It was unfortunate that the Algerian team lost the last round".

The reader from this sentence can tell that the writer feels unpleasant about the loss of the Algerian team.

1.2.4.4 word choice

A trait that describes the concise and relevant terms that the writers choose to use in/her piece. Thus, attracting the reader's attention and building up a special piece, Avoiding the repetitive flavor. Steineger (1996, p.7) describes word choice as « rich, colorful, precise language that communicates in a way that moves and enlightens the reader and creates a picture in the reader's mind"

Example: your audition was good but your performance was excellent.

Even though both "excellent and good" provide a positive attitude about the act. However, the word excellent provides the reader that the performance was better than the audition.

1.2.4.5 sentence fluency

It is the way that the words are related to each other in a correct way that offers the reader joy while dealing with it. Steineger (1996, p.7) points out that sentence fluency is "the rhythm and flow of word patterns; how the piece sounds when read aloud."

Example:

- 1- "I went to the store to buy groceries."
- 2- "I went to the store to buy eggs, milk and bread, and some sweets."

The first sentence is easy and clear for the reader to grasp. On the other hand, using commas and pauses in the sentence as the second example will make it slow and hard for the reader to follow.

1.2.4.6 conventions

The accuracy of patterns used by the reader covers the following aspects: spelling, grammar, capitalization, punctuation, and paragraphing. Therefore, signal for the reader were to make a pause or change the tone. As stated by Steineger (1996)"the mechanical correctness of the piece..." (p.7)

1.3 Part three: Relation between vocabulary and writing

To produce a qualified writing process, a critical component "vocabulary", is involved to have product knowledge. Within the same line of thoughts, McCutchen (2011) points out that to make a successful and easy process of writing, the writer needs to be aware and capable of the words he is using. Moreover, Vera et al. (2016) state that Student learning success is determined by their advanced vocabulary knowledge. For instance, having a rich vocabulary repertoire enables the writer to set up relevant statements along with the ability to integrate new terms in the correct place.

Advanced vocabulary knowledge is beneficial to students, especially when learning a language. Students must master four English abilities before employing vocabulary to acquire them. Otherwise, learners will be held back in the language acquisition process if they lack suitable vocabulary knowledge (Vera et al., 2016).within the same train of

thought, Tovar (2017) argues that No matter how effectively a learner learns syntax and sentence structure, they will struggle to convey their messages if they lack vocabulary. If learners are unable to communicate their information in written form, writing may become a barrier.

On the other hand, writing is assessed according to Valdez (2016) on several components including content and ideas, organization, vocabulary and word choice, language use, formality and objectivity, and referencing as supported by

In brief, the preceding viewpoints agree that there is an inextricable relation between vocabulary and the writing process and, a good vocabulary enables the reader to build more engaging sentences and reduces the use of the same words many times inside a single sentence or paragraph. Moreover, the ability to switch up the vocabulary and use new phrases may result in a more interesting sentence or paragraph that is easier to read and appreciate and, there is a specific component that should be met by the writer determines the quality of writing.

1. Conclusion

To summarize, vocabulary is an essential component in learning a foreign language. A good vocabulary repertoire leads to fluency in a foreign language. Furthermore, writing is a difficult skill for language learners to acquire; it is considered a sophisticated skill that requires a great deal of practice to master. Mastering writing skills, according to the aspects developed in this literature study, necessitates a significant amount of effort.

Chapter Two: Research Methodology

2. Introduction

Undertaking any research requires a suitable methodology that helps in collecting relevant and reliable data. To this end, a mixed methodology has been used to find suitable solutions to the research problem.

The present chapter focuses on the study's practical part, which is the research's main focus. The research design is described in this chapter, along with the target population, the study's goal, and the tools and processes employed in this study. It also discusses some of the obstacles and roadblocks this research confronted.

2.2 The Aim of the Study:

This research study aims to look into the effect of learners' productive vocabulary on their written performance. It also tries to deconstruct learners' and teachers' perceptions of the potential solutions for overcoming communication breakdowns where vocabulary is a key aspect of second language proficiency and a reliable predictor. Knowing how well the learners' productive vocabulary knowledge increases our grasp of their English standards and emphasizes the significance of boosting their English proficiency. The scarcity of studies investigating the domain of participants' productive vocabulary knowledge. In other words, their vocabulary quantity and knowledge quality makes the current study a unique one.

2.3 Research design

While researching a topic and writing a research study, researchers must select a research design that best suits their needs to answer research questions and provide solutions to the investigated problem. Researchers must choose the appropriate research tools in this regard. Then describe whether this inquiry was conducted using a quantitative, qualitative, or mixed technique approach.

The researcher chose a mixed-method design with qualitative and quantitative components to address the research question. First, students were given a questionnaire in which they were asked to express their opinions on productive vocabulary and explore the sorts of mistakes they make. Second, a structured interview was directed to English language teachers to investigate their perceptions of the research study and the strategies they used to deal with the learners' mistakes. Finally, an in-class test was administered to

the learners to figure out their vocabulary level and knowledge when it comes to writing essays, along with Vocabulary Size Test (VST) that is used to measure the learners' vocabulary level.

2.4 Target population

According to Houser (1998), the target population includes all individuals or items of interest to the researcher and to whom the study results are applied.

The population of this research paper consists of a sample of 47 randomly selected third-year LMD students and 07 oral/written expression English language teachers at the English language department in the Faculty of Letters, Languages, and Arts of Saida University.

2.4.1 Learners' profile

The participants in this study are third-year EFL license students at Dr. MoulayTaharSaida University. This group consists of 47 learners, 36 females and 12 males. The study's informants were randomly picked from various social and academic backgrounds. The learners' ages ranged from 18 to 25. The learners were chosen randomly from four different groups.

2.4.2 Teachers' profile

The current study focuses on a group of seven English language teachers at the English language department at Dr. MoulayTahar from Saida University. Two males and five females. Interviews were conducted with these teachers, whose teaching experience ranged from 04 to 16 years. In addition to Saida, several interviewees come from SidiBel Abbes and Tlemcen. These teachers are experienced in both oral and writing communication instruction. The reason for this choice is the agreement between the research study and their fields of practice and to elicit their impression of their learners' challenges with productive vocabulary and written performance, as well as solutions to mitigate such hindrances.

2.5 Research instruments and procedures

The mixed-method design was used to conduct this research article. Third-year EFL students were given a questionnaire, an in-class test, as well as vocabulary Size Test (VST). Meanwhile, a structured interview was conducted with English language teachers. In terms of validity and reliability, these methodologies have been deemed to produce real data.

2.5.1 Questionnaire

A questionnaire is a research tool that consists of a series of questions used to gather data from respondents. Questionnaires are extremely useful in research because they allow researchers to get important data fast and efficiently.

Questionnaires may have open-ended or closed-ended questions or a combination of the two. Respondents can respond in their own words, in as much or as little detail as they want, to open-ended questions. Closed questions offer responders a set of predefined responses from which to choose.

2.5.1.1 Description of questionnaire

The questionnaire was directed to 47 students from 4 different third-year license groups. The questionnaire is made up of 14 questions that are systematically structured and divided into three sections (see Appendix I). The first section is devoted to the learners' general background information (5/14). It tries to gather the respondents' age and gender along with their pre-knowledge and familiarity with the research topic. The second section is devoted to revealing students' active vocabulary levels (5/14). The type of questions used was the close-ended questions, where the respondents were provided with multiple-choice besides rating questions as they were required to tick in the suitable box (es). Meanwhile, the third section is devoted to exploring the hindrances encountered by third-year EFL students while dealing with productive vocabulary and strategies used to overcome such changes. This part consists of close-ended questions (3/14), where the respondents were provided with multiple-choice and rating questions. In addition, one open-ended question (1/14) where the learners were given the freedom to provide some suggestions that might help to overcome such challenges at both levels, oral as well as written.

2.5.2 Interview

In qualitative research, interviews are conducted when researchers ask one or more participants broad, open-ended questions and record their responses.

Interviews are especially beneficial for learning about a participant's experiences and obtaining in-depth information on a subject. An open-ended inquiry allows participants to react in a variety of ways (Creswell, 2012).

2.5.2.1 Description of interview

The interview is composed of 11 open-ended questions which aim at gathering descriptive and elaborated data concerning learners' active vocabulary and written performance. It was conducted with seven oral and written English language teachers at Saida University, Dr. MoulayTahar. The questions used were logically arranged from general to specific. Starting from providing some feedback about the research study "productive vocabulary", the respondents were required to provide how they see that the productive vocabulary does affect their learners' level along with its significance and how often they provide their learners with new vocabulary along with oral/written tasks. Further to this, the student's level is based on the most often mistakes the learners' committee, how the teachers behave toward it, and how the teachers address the learners' productive vocabulary, along with tips to motivate their learners. Finally, some suggestions were proposed by teachers to promote the learners' level inside and outside the learning environment. The answers provided were audio-recorded and then transcribed and analyzed with the thematic analysis by the researcher to provide valid play-by-play and interpretation.

2.5.3 Test

Testing is a significant tool for both assessing and improving learning. Students take an exam to evaluate their knowledge. In the same manner, it is an opportunity to shed light on the strengths and weaknesses of the learners. In the present study, the research test was directed to learners and was done through writing argumentative essays along with being chosen randomly.

2.5.3.1 Description of test

The in-class test was directed to second-year English language students. They were asked to choose one of the following topics suggested by their teacher and defend their

CHAPTER TWO: Research Methodology

position within an argumentative essay. The first topic was "are reading eBooks better/worse than reading paper books?", and the second one was "Has the internet positively or negatively influenced human society?". Learners' written productions were collected and reviewed after their teachers' correction. The essays were evaluated using the six traits of writing criteria, specifically ideas and content, organization, voice, word choice, and conventions. Where The learners' papers were evaluated separately, that is to say, every single trait of each paper was evaluated alone. Following the six traits rubric (see appendices) starting from 1, the lowest average, to 6, this is the most productive one. On the other hand, the majority of learners' marks vary from 3 to 5; in other words, according to their level in English as third-year' students, their level was somehow acceptable, yet, it might be better.

2.5.4 Vocabulary Size Test (VST)

The students sat for a vocabulary size test in English that was designed to determine the size of a learners' vocabulary repertoire. Vocabulary size tests are crucial for a variety of reasons. For starters, they are crucial for creating a study plan for a group of students. It is difficult to tell what new terms learners should focus on in their language learning program if we do not know how many words they know.

2.5.4.1 Description of VST

The Vocabulary Size Test (VST), which was developed by Paul Nation (2007), is a technique for evaluating the size of a learners' written receptive vocabulary in English. The VST version used in this study is a multiple-choice test explicitly designed for Arabic native speakers, featuring a main English statement and four Arabic choices.

The test is made up of 100 pieces, each of which represents the level of a 1000-word family. The aggregate score is multiplied by 200 to produce a rough estimate of the size of the learners' vocabulary repertoire, which is relatively liberal (Nation, 2001).

2.5.5 Mixed method

The researcher used a mixed methodology approach to acquire a better understanding of the links or inconsistencies between qualitative and quantitative data, and

CHAPTER TWO: Research Methodology

mixed approaches might be used. Tashakkori and Creswell (2007) stated that the research in which the investigator collects and analyzes data, integrates the findings and draws inferences utilizing qualitative and quantitative approaches and methodologies in a single study is a definition of mixed methods research. For this sake, the present study was a combination of questionnaires and interviews along with testing.

2.6 Research limitations

The current research was hampered by several difficulties. First, due to the Covid-19 pandemic, Saida University switched the groups' system. Thus, the researcher faced challenges with the availability of second-year English students, since the research study was first directed to them. Thus, the study was switched to third-year EFL students to gain time in the first place. Furthermore, some students refuse to answer some crucial questions due to their lack of understanding of the importance of the questionnaire in constructing a successful research study. Second, the groups' system also had an impact on the interviews. Due to the lack of availability of teachers in the English department, some interviews were conducted through email.

Third, students' written productions were taken from the past academic year (2020-2021) because teachers were expected to teach an essay lesson in the second semester. However, to save time, the researcher was forced to work with copies of the previous year's tests. In the same vein, the researcher was obliged to correct some slips at the spelling level, because the VST cannot process or measure words with spelling mistakes; otherwise, the results will not be accurate.

2. Conclusion

The second chapter gives an overview of the study's research methods. The research design is described in this chapter, which includes the target population, the study's goal, and the tools and processes employed in this research report. Each study project will inevitably confront obstacles; as a result, the researcher has listed some of them at the end of this chapter.

Chapter three: Data Analysis and Recommendations

3. Introduction

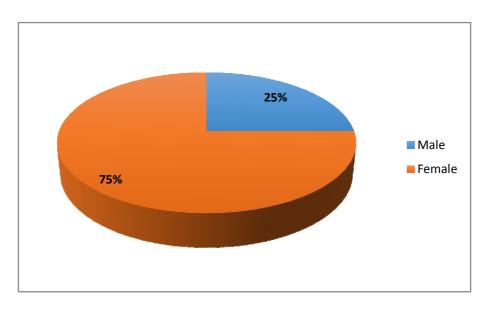
The third chapter focuses on the practical part of this research. It consists of three sections. The first section is devoted to the analysis and interpretation of the data collected from the three research tools employed in this study. The second section is dedicated to discussions of the findings from the analyses, which address the pre-stated research questions and assess the validity of the researcher's proposed study hypothesis. The third section focuses on recommendations and suggestions made based on the findings and research previously discussed in the review of literature chapter.

3.1 Part one: Data analysis

3.1.1 Learners' questionnaire analysis Question 01

	Frequecy Percent	
Male	12	25 %
Female	36	75%
Total	48	100%

Table3.01: Students' gender.



Graph 3.01: Students' gender.

Starting by gender, the following table presents the answers of the third-year respondents. The present graph elicits the results of the first question, female present the vast majority of respondents with 75%. While males present the rest 25%.

Age	Frequency	Percent	Valid percent
18	4	8.3 %	11.8%
19	15	31.3%	44.1%
20	8	16.7%	23.5%
21	2	4.2%	5.9%
24	3	6.3%	8.8%
25	2	4.2%	5.9%
Total	34	70.8%	100%
Missing	14	29.2%	
Total	48	100%	

Table3.02: Students' age.

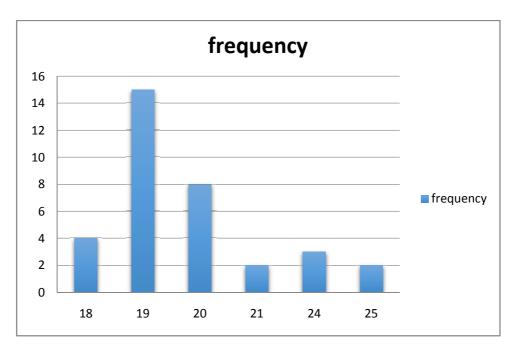


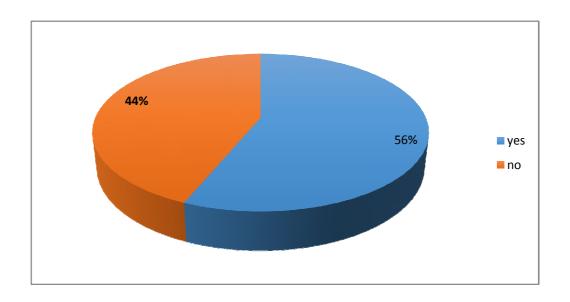
Figure 3.02: Students' age.

Age is one of the standards that may affect the process of acquiring foreign languages, for this reason, the following table reveals the age of the respondents. The majority of respondents (19 out of 34) vary from 18 y.o 8.3% to 19 y.o 31.3%. Whereas, almost 20% of participants were between 20 and 21 y.o. Furthermore, learners between 24 and 25 years old represent 6.3% and 4.2% respectively. This means that third-year students are fresh, young learners, and that will hopefully facilitate the learning process. On the other hand, 29% of respondents avoid declaring their age, and that may be because they consider this information a personal one.

Question 03

	frequency	Percent
Yes	27	56.3%
No	21	43.8%
Total	48	100%

Table3.03: Students' familiarity with the notion of active vocabulary.



Graph3.03: Students' familiarity with the notion of active vocabulary.

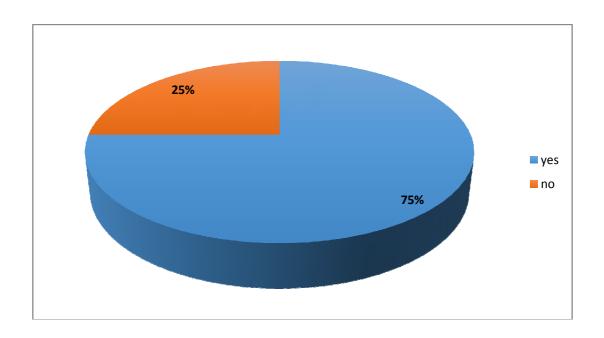
To figure out the suitable ways to promote the learners' productive vocabulary and deals with their hindrances, it was preferable to firstly have an overview of whether the

respondents are familiar with the notion of "active vocabulary". The following table reveals the student's answers. The analysis of this question results revealed that 56% of students are generally familiar with the notion of active vocabulary. However, 44% of the respondents have no idea about the notion.

Question 04

	Frequency Percent	
Yes	36	75%
No	12	25%
Total	48	100%

Table 3.04: Productive vocabulary booststhelearning process.



Graph 3.04:Productive vocabulary boosts the learning process.

Achieving a successful command of the language requires improving the vocabulary repertoire, for this sake, the following question is designed to figure out whether the learners believe that the active vocabulary boosts their learning process. The results are shown in the table below. From the present chart, it has been noticed that 75 %

of students claim that active vocabulary does boost their process of learning. Whereas, the rest 25% claim the opposite. This means that the majority of students are fully aware of the importance of this type of vocabulary while acquiring a foreign language.

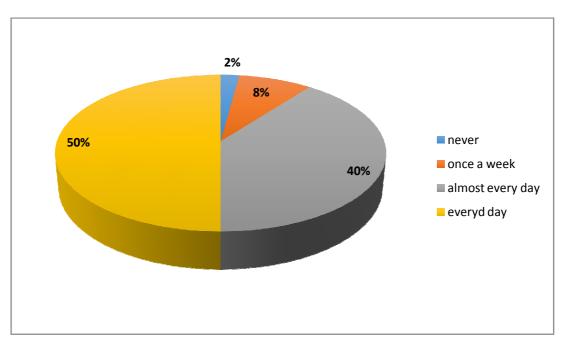
Question 05: If yes, please, explain how

According to students, productive vocabulary might help them learn faster by first boosting their confidence. Furthermore, it is crucial for strengthening their skills because it improves their fluency while also expanding their repertoire. On the other side, it facilitates understanding and allows people to express their ideas and views.

Question 06

	Frequency	Percent
Never	1	2.1%
Once a Week	4	8.3%
Almost Every Day	19	39.6%
Everyday	24	50%
Total	48	100%

Table3.05: The frequency of using English language by the students.



Graph3.05: The frequency of using English language by the students.

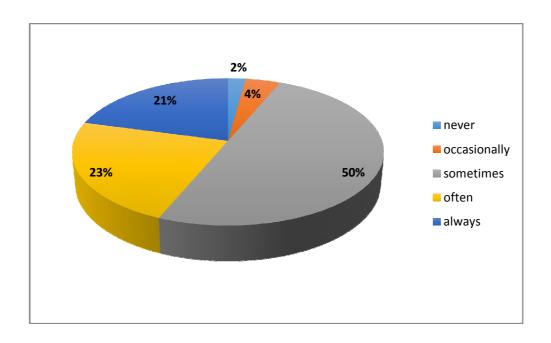
Successful learning is defined according to significant standard 'practice'. Participants were required to report how often they use English in their daily

lives. In addition, the table displays the responses of the students. The graph reveals that half of the respondents tend to use the English language every day. While, 40% often use it in their daily lives. Whereas, 8% stated that once a week is a suitable frequency for their English use and, the rest 2% admitted to never using it. In short, 90% of the respondents reported utilizing the English language very often which is obvious since they are English language learners.

Question 07

	Frequency	Percent
Never	1	2.1%
Occasionally	2	4.2%
Sometimes	24	50%
Often	11	22.9%
Always	10	20.8%
Total	48	100%

Table3.06: Students' frequency of using English language outside the classroom.



Graph3.06: Students' frequency of using English language outside the classroom.

Considering that active vocabulary consists of terms that are easily employed and comprehended by individuals while speaking and writing, it was beneficial to question

students about how regularly they used speaking skills outside of the learning environment. The following table reveals students' answers concerning their speaking skills. The analysis of this question shows that 50% of the answers revealed that English is used on occasion. Furthermore, 23% agreed to often use English outside the learning environment. While 21% tend to practice their speaking abilities very frequently. And, 4% represent the irregular practice of speaking. However, the rest 2% reported never doing so. In short, almost 40% of respondents are aware of practicing their speaking abilities.

Question 08

	Frequenncy	Percent
Never	2	4.2%
Occasionally	4	8.3%
Sometimes	18	37.5%
Often	16	33.3%
Always	8	16.7%
Total	48	100%

Table3.07:Students' frequency of practicing writing skill.

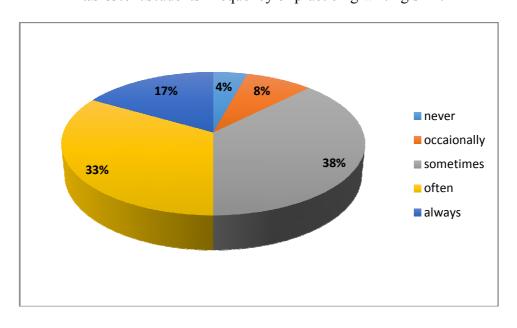


Chart3.07: Students' frequency of practicing writing skill.

Since writing is one of the skills that need to be mastered by the learner to guarantee a proper command of the language, learners are asked to declare their practice frequency concerning this skill. The results are demonstrated in the table below.

The above chart indicates that 38% of students practice writing from time to time. Yet, 33% represent the students who often do so and 17% are representing the learners who always exercise their writing skills to boost their language proficiency. Furthermore, 8% reveals the learners who once a while try to exercise their skills concerning writing. Whereas, 4% is back to the respondents who seem that they are not a fan of this process.

	Number of responses	Percents
Individually	21	23.6%
Classmates	13	14.6%
Teacher	14	15.7%
Familly members	8	9.1%
Friends	19	21.3%
Foreign friends	14	15.7%
Total	89	100%

Table3.08: Practicing active vocabulary.

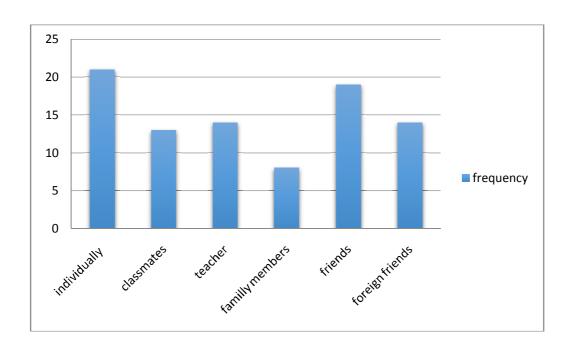


Figure 3.08: Practicing active vocabulary

It is advised for language learners to practice their language skills with others. As a result, students are asked questions by reports with whom they normally work on productive vocabulary. According to the graph above, 23.6% of the learners prefer to work on their English language by talking to themselves. Besides, 21.3% chose their friends. On the other hand, 15.7% is directed to teachers as well as the other 15.7% to foreign friends. Furthermore, 14.6% chose classmates'. While, 9.1% pick family members.

	Number of responses	Percents
Chatting	36	21.8%
Phone calls	15	9.1%
e-mails	14	8.5%
Movies	37	22.4%
Music	33	20.0%
Blogging	4	2.4%
Interacting on social media	26	15.8%
Total	165	100%

Table3.09: Purpose behind using English in daily life.

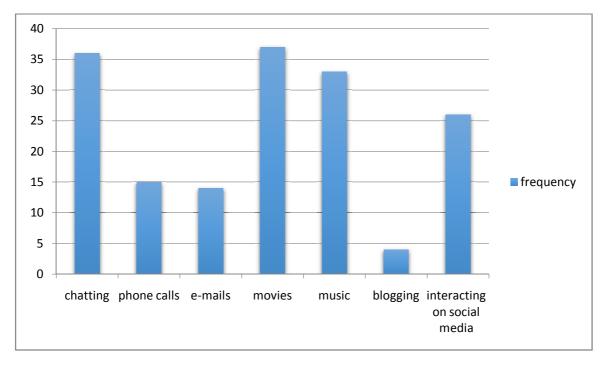


Figure 3.09: Purpose behind using English in daily life

Learners of English language can improve their command of the language by using it in their daily lives. As a result, it was preferred to disclose why the students utilize English. The answers of the learners are shown in the table below. According to the findings, the majority 22.4% watch movies in English. Furthermore, 21.8 %of the time is spent conversing. Music was chosen by 20% of them. In addition, 15.8% of people interact on social media. Phone calls received 9.1% of the vote, while e-mail received 8.5 %. However, according to the analysis, only 2.4 %of people blog.

	Number of responses	Percents
Shyness	10	21.3%
Fear of making mistakes	25	32.5%
Lack of motivation	13	16.9%
Anxiety	10	13.0%
Lack of knowledge about certain topic	14	18.2%
Boring topics suggested in- class	5	6.5%
Total	77	100%

Table3.10:Hindrances that impede English communication.

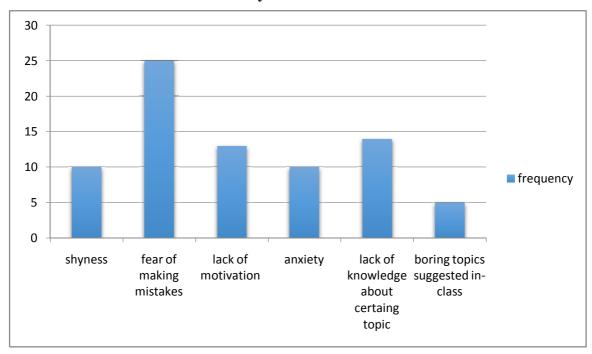


Figure 3.10: Hindrances that impede English communication.

Every language learner encounters challenges at some point, and overcoming them is a crucial part of the learning process. For this purpose, it was preferred to look into the reasons why English language learners find it challenging to communicate in English; the outcomes are shown in the table beneath. According to the figure above, the overwhelming majority of the respondents 32.5% find communication a challenging process due to their fear of making mistakes. Whereas, lack of knowledge about a certain topic covers 18.2% of the responses and 16.9% of them claim that the lack of motivation is one of the reasons. Furthermore, 21.3% of the students pick shyness as well as anxiety. However, only 6.5% find that the suggested topics in the class are boring.

	Number of responses	Percents
Poor grammar and syntax skills	19	21.8%
Plagiarism	6	6.9%
Generating ideas	7	8.0%
Developing ideas	22	25.3%
Poor vocabulary	20	23.0%
Word meaning	8	9.2%
Essay structure and conventions	5	5.7%
Total	87	100%

Table3.11: Challenges while working on a writing assignment.

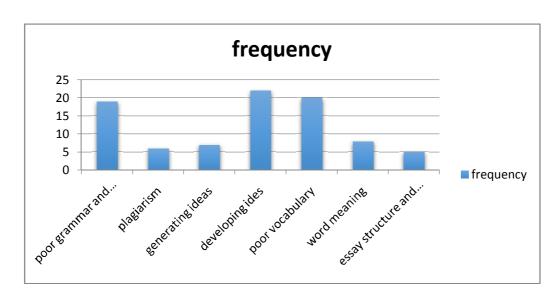


Figure 3.11: Challenges while working on a writing assignment.

Achieving a successful piece of writing comes with its own set of concerns which can make the job challenging. For this reason, the following question was asked to figure out the reasons students confront while working on writing assignments. The findings are in the table and the figure below. Developing ideas was the most acknowledged choice by the learners 25.3%. Moreover, 23% of respondents state that poor vocabulary and poor grammar and syntax skills it was chosen by 21.8% of learners. Word meaning and generating ideas, according to learners, represent 9.2% and 8% respectively. Additionally, plagiarism and essay structure were the least selected by the respondents for the percentages of 6.9% and 5.7%.

Question 13

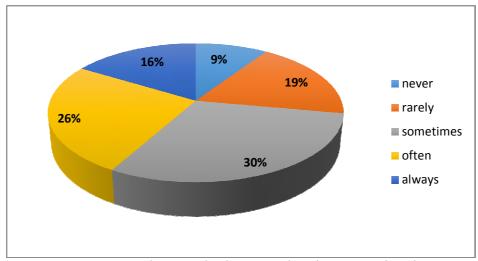
Strategies used to overcome communication breakdown

Having breakdowns while communication is normal, especially for language learners, and to overcome such barriers, learners need to be aware of the strategies he/she implement. As a result, students were invited to provide their perspectives on the strategies they usually utilize.

13.1: Approximation

	Frequency	Percent	Valid percent
Never	4	8.3%	9.3%
Rarely	8	16.7%	18.6%
Sometimes	13	27.1%	30.2%
Often	11	22.9%	25.6%
Always	7	14.6%	16.3%
Total	43	89.6%	100%
Missing	5	10.4%	
Total	48	100%	

Table3.12:Students' attitudes towards using approximation.



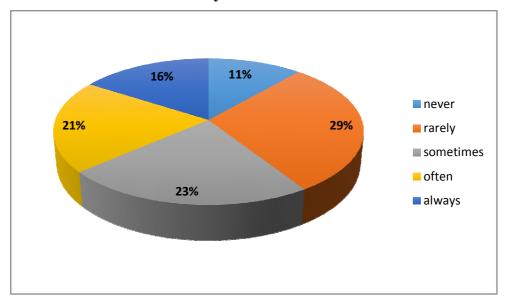
Graph3.12:Students' attitudes towards using approximation.

The approximation is a communication method that relies on the use of a distinct expression that may or may not accurately convey what you mean. Learners are asked to indicate their opinion on the approximation strategy, and the table displays the results. According to the graph, 30.2% of people employ the given method from time to time. The approximation is frequently used by 25.6%. And 18.6% said they only do it once in a while. However, 16.3% profess to utilize it all the time. The remaining 9.3% of respondents say that they never do so.

13.2: Word Coinage

	Frequency	Percent	Valid percent
Never	5	10.4%	11.4%
Rarely	13	27.1%	29.5%
Sometimes	10	20.8%	22.7%
Often	9	18.8%	20.5%
Always	7	14.6%	15.9%
Total	44	91.7%	100%
Missing	4	8.3%	
Total	48	100%	

Table3.13: Students' attitudes towards using word coinage.



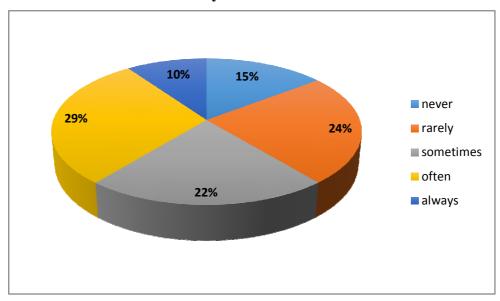
Graph3.13:Students' attitudes towards using word coinage.

When language learners are unable to extract the correct lexical items from their linguistic repertoire, one of the creativestrategies they utilized is word coinage. According to the results of this question, 29.5% of respondents rarely use the term "word coinage." Nonetheless, 22.7% admit to using it on occasion. Furthermore, 20.5% of the respondents employ the word coinage method frequently. However, 15.9% claim to always use the specified technique. The other 11.4% state that they will never do so.

13.3: Literal translation

	Frequency	Percent	Valid percent
Never	6	12.5%	14.6%
Rarely	10	20.8%	24.4%
Sometimes	9	18.8%	22.0%
Often	12	25.0%	29.3%
Always	4	8.3%	9.8%
Total	41	85.4%	100%
Missing	7	14.6%	
Total	48	100%	

Table3.14: Students' attitudes towards using literal translation.



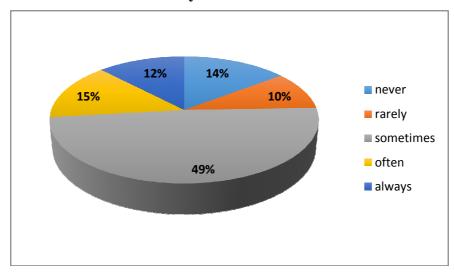
Graph3.14: Students' attitudes towards using literal translation.

Literal translation, often known as word-for-word translation, is an approach in which students translate each word. The table summarizes the respondents' responses regarding this technique. According to the findings, learners often 29.3% and rarely24.4% use literal translation as a strategy to prevent breakdowns. Additionally, 22% of the learners claimed to use it from time to time. And, 14.6% out of the overall noted to not at any time implement the translation strategy. Nevertheless, the other 9.8% admit to employing it all the time.

13.4: Message abandonment

	Frequency	Percent	Valid percent
Never	6	12.5%	14.6%
Rarely	4	8.3%	9.8%
Sometimes	20	41.7%	48.8%
Often	6	12.5%	14.6%
Always	5	10.4%	12.2%
Total	41	85.4%	100%
Missing	7	14.6%	
Total	48	100%	

Table3.15: Students' attitudes towards using message abandonment.



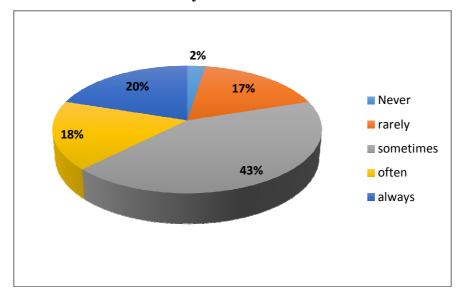
Graph3.15:Students' attitudes towards using message abandonment.

Message abandonment is when a message is left unfinished due to a linguistic barrier. The present chart and table illustrate that the majority of respondents 48.8% tend to abandon the message. While 14.6% often left the message unfinished, as well as the others14.6%never do so. Nonetheless, 12.2% reported utilizing it always. Furthermore, 9.8% admit rarely abandon a message.

13.5: Topic avoidance

	Frequency	Percent	Valid percent
Never	1	2.1%	2.5%
Rarely	7	14.6%	17.5%
Sometimes	17	35.4%	42.5%
Often	7	14.6%	17.5%
Always	8	16.7%	20.0%
Total	40	83.3%	100%
Missing	8	16.7%	
Total	48	100%	

Table3.16: Students' attitudes towards using topic avoidance.



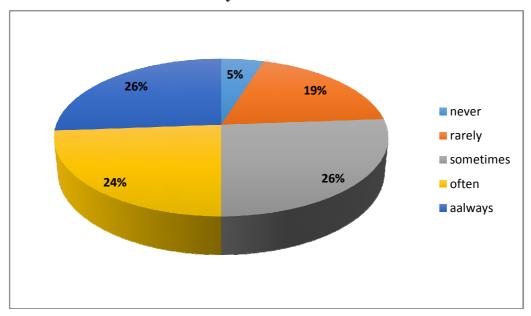
Graph3.16:Students' attitudes towards using topic avoidance.

Topic avoidance is a communication strategy in which learners strive to avoid discussing concepts that they find difficult to articulate. From the chart, it has been noticed that 42.5% of the answers prefer to implement the topic avoidance as a strategy from time to time. Whereas, 20% always do so. Moreover, topic avoidance is rarely used by 17.5% of the learners; with the same line the same percent 17.5% often utilize it. And, only 2.5% report never implementing such a strategy.

13.6: Appeal for assistance

	Frequency	Percent	Valid percent
Never	2	4.2%	4.8%
Rarely	8	16.7%	19.0%
Sometimes	11	22.9%	26.2%
Often	10	20.8%	23.8%
Always	11	22.9%	26.2%
Total	42	87.5%	100%
Missing	6	12.5%	
Total	48	100%	

Table3.17: Students' attitudes towards appeal for assistance.



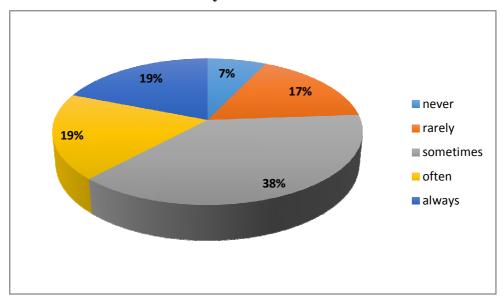
Graph3.17:Students' attitudes towards appeal for assistance.'

Appeal for assistance is an approach in which learners seek assistance from others because they do not understand or have forgotten certain words, structures, or idioms. For this purpose, it has been noticed that 26.2% acknowledge appealing for assistance all the time. And the other 26.2% tend to use it from time to time. While,23.8% often ask for help. However, 19% rarely do so. Meanwhile, the remaining 4.8% revealed never implement it.

13.7: Use of non verbal communication

	Frequency	Percent	Valid percent
Never	3	6.3%	7.1%
Rarely	7	14.6%	16.7%
Sometimes	16	33.3%	38.1%
Often	8	16.7%	19.0%
Always	8	16.7%	19.0%
Total	42	87.5%	100%
Missing	6	12.5%	
Total	48	100%	

Table3.18: Students' attitudes towards using non-verbal communication.



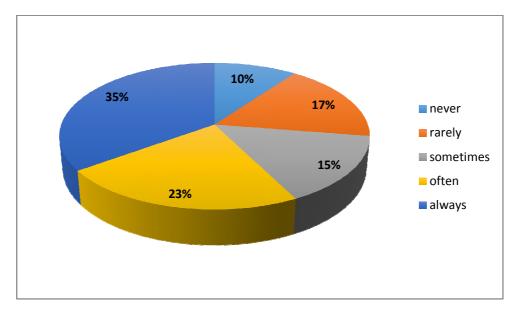
Graph3.18:Students' attitudes towards using non-verbal communication.

Body language, such as eye contact, facial expressions, gestures, and more, is used to convey information in nonverbal communication. To ensure whether English learners are fans of this strategy, the following table summarizes the answers. The graph demonstrates that 38.1% of the informants use body language from time to time. Accordingly, 19% admit to using body language all of the time. Also, 19%, on the other hand, do so often. Yet, it is rarely used by 16.7%. And, the remaining 7.1% state that they don't apply it.

13.8: Code switching

	Frequency	Percent	Valid percent
Never	4	8.3%	10.0%
Rarely	7	14.6%	17.5%
Sometimes	6	12.5%	15.0%
Often	9	18.8%	22.5%
Always	14	29.2%	35.0%
Total	40	83.3%	100%
Missing	8	16.7%	
Total	48	100%	

Table3.19: Students' attitudes towards using code switching.



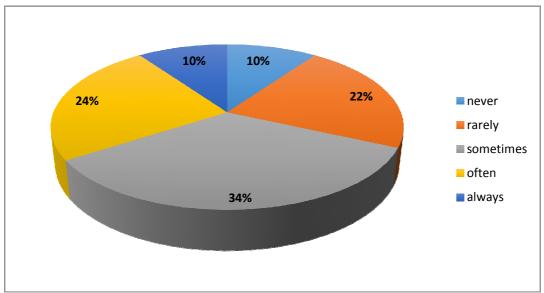
Graph3.19:Students' attitudes towards using code switching.

Code-switching occurs when a speaker transitions between two or more languages, dialects throughout a conversation. Participants are questioned if they employ this strategy or not. This question's analysis reveals that the majority of the learners use code-switching all the time 35%. Whereas, 22.5% often implement switching. And it is rarely used by 17.5%. Yet, 15% of the informants prefer code-switching from time to time. Moreover, only 10% refuse to use such a strategy.

13.9: Circumlocution

	Frequency	Percent	Valid percent
Never	4	8.3%	9.8%
Rarely	9	18.8%	22.0%
Sometimes	14	29.2%	34.1%
Often	10	20.8%	24.4%
Always	4	8.3%	9.8%
Total	41	85.4%	100%
Missing	7	14.6%	
Total	48	100%	

Table3.20: Students' attitudes towards using circumlocution.



Graph3.20: Students' attitudes towards using circumlocution.

Circumlocution strategies are the strategies in that you use a great number of words to express an idea when you don't know it in English. For this reason, students are asked if they admit to using circumlocution. The present chart depicts that the given strategy is sometimes used by 34.1% of learners. Accordingly, 24.4% implement circumlocution often. However, 22% of the respondents rarely do so. And, 9.8% prefer to use it all the time. On the other hand, the others 9.8% claim to never use it.

Question 14

Students were asked to respond to an open-ended question on how they would encourage students to develop productive vocabulary at both the speaking and writing levels if they were future teachers. Suggestions from students are chosen and divided into two categories: suggestions for students and suggestions for teachers.

14.1 At speaking level

14.1.1 Suggestions for students

The great majority of students recommend communication as the first step. They can communicate by having conversations with their friends and classmates outside and within the classroom. Besides being exposed to native speakers or chatting with them.

It is also possible to promote their vocabulary through entertainment such as watching movies, listening to music, or even broadcasting. Reading books or novels is another option. Apart from self-talk, one of the ideas was to overcome their fear of making mistakes.

14.1.2 Suggestions for teachers

Teachers were invited to devote at least 15mins at every session to speaking along with providing new terms. Additionally, motivate students to speak up and encourage them to do so.

14.2 At writing level

14.1.1 Suggestions for students

Reading is one of the solutions to achieve a good command of productive vocabulary students in addition to listening to audio books. And, writing their diaries.

14.1.2 Suggestions for teachers

Teachers are encouraged to assign homework to learners, such as writing a short article or summarizing short stories while also dictating.

3.1.2 Interview analysis

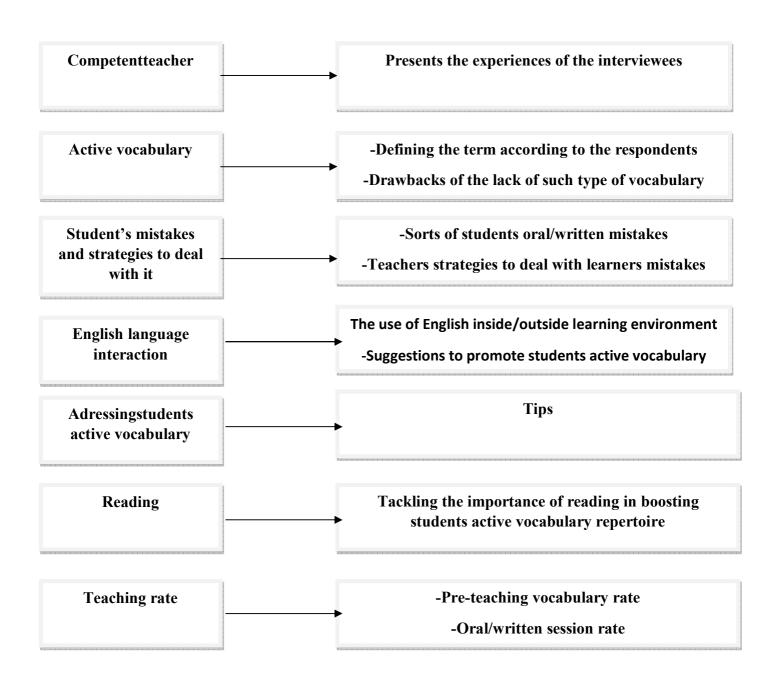


Figure 3.21: Final thematic map.

Years of experience	N.T	%
4	1	14.29%
6	1	14.29%
9	1	14.29%
10	3	42.85%
16	1	14.29%

Table3.21: teachers 'experience.

This table demonstrates the experience of an oral /written teacher in Saida University within the English department. It indicates that 57.14% have an acceptable experience in teaching speaking/writing, yet 3 out 7 vary from 4-9 years.

Theme1: Active Vocabulary

Respondents designate the term active vocabulary when it comes to the productive skills "writing, speaking" for instance, it is identified as the "**bread and butter of language** "and "**the main brick that builds language production** "according to (T1) and (T7) respectively.

The interviewees recognize the major role played by active vocabulary in the teaching-learning process, as illustrated by the theme of communication. The majority of respondents emphasize this point because it is a process that is based on interaction and the exchange of ideas. They clearly emphasized that in their responses as shown in the following excerpts: T7 states that "Students might have all the ideas of the world, they don't have the words with which they express those ideas, and they're unable to communicate" in brief, lack of words prevents communication.

Moreover, T1 claimed that "if you don't have enough vocabulary we cannot develop the ideas we want to develop", meaning that vocabulary promotes the implementation of ideas. Along with "We need some amount of vocabulary enough to be understood when communicating with others" that emphasizes the idea of vocabulary is the foundation of communication.

Keep in mind that the active vocabulary repertoire is viewed as a reflection of each student's level of English language mastery. However, the learner's productive skills (speaking and writing) suffer greatly as a result of a lack of vocabulary; in other words, the student will be unable to express himself/herself.

Theme2: sorts of student's mistakes and strategies to deal with it

2.1: Students' Mistakes

It is clear from the teachers' responses that the mistakes differ from one learner to the other and may occur at different levels; however, this does not prevent teachers from agreeing on several mistakes at both the speaking and writing levels.

2.1.1: At the speaking level

Teachers shed the light on several mistakes, that differ from one another, yet they argue on some of them including spelling, lack of vocabulary, grammar as T3 emphasizes by saying, "in the speaking grammar mainly grammar they don't know how to apply the rules ", in short, the ill use of the rules tend to impede or slow the learning process

2.1.2At writing level

On the other hand, T1 presented an example about the writing mistakes which is the cultural problem

"...intonation which is a cultural problem cultural mistake when they adopt the intonation of their mother tongue and they try to transfer it to target language which is a mistake which is negative transfer.."(T1)

Intonation is the primary component of linguistic prosody. It refers to the variation of pitch, yet Poor recommendations of intonation can lead to misunderstandings and even create a negative impression of a person.

2.2 dealing with students' mistakes

One of the most difficult challenges for teachers is correcting their students' errors/mistakes during the communication process. These difficulties can be represented by establishing the appropriate activities to correct the errors while bearing in mind the acceptable methods and approaches to improve the learner's language proficiency.

On the same train of reasoning, teachers make sure to use the right way to do so, as trying to avoid interrupting the student's speech to correct the mistake/error do not embarrass them in front of their classmates, as (T6)claims that "most of the time I do not correct my student while they're producing because it's something offending, they will feel

offended and feel to continue their task or activity. By the same token, T1 insists on the act of avoiding discouraging the students, yet by providing positive feedback saying "as positive talks saying yeah you writing is interesting but I would like you to pay more attention to this, that and this" then moving to the negative feedback that needs to be corrected such as "do we say had or haved" and finishing it with another positive feedback along with Encouraging group correction.

Theme3: English language Interaction

Every foreign language learner wishes to master the language he or she is learning; however, this goal cannot be realized unless certain conditions are met. four out of seven teachers believe that exposure to the target language environment and being a part of the English language community, where the process of the language is done deliberately as joining clubs "I invite my students to joined clubs where they may have oral conversation, debate on different topics". having a debate that boosts the learner's vocabulary repertoire and at the same time building their confidence to overcome psychological barriers such as anxiety, are important steps that can be taken to achieve such a goal. Furthermore, because learning cannot be done in an appropriate/successful manner if the learner is not motivated to take such a step t7 "the real learning happens when the students are enjoying the process", being responsible and motivating is the cornerstone of the process, aside from gaining proficiency, and there is no other way to do that except reading. As stated by T5, a lack of reading will undoubtedly impede the process of language development.

Theme4: Addressing Students' Active Vocabulary

Imperfection, like mortality, is an unavoidable fact of life. Students with acceptable levels of oral production may face various challenges when writing, which is a natural act; regrettably, the proportion of participants (five out of seven) made the argument that this issue can be resolved by thinking out of the box and supplying informal tasks. For instance, t1 pointed "specially not in formal way, because I don't believe in the teaching of vocabulary in a very structured way", along with T4 who acknowledges that "I suggest using flashcards in teaching vocabulary." Those activities differ and are dependent on the suitable teaching aid that serves the objective.

Theme5: Reading

Reading appears to be viewed as a technique that enlightens learners' paths by 71% of interviewees. They advised reading to increase one's active vocabulary and improve

one's communication skills. As T6 states" mean I just advice most of them to read and read is the key to all skills, is the key to critical thinking, is the key to comprehension and understanding, is the key to communication". And T5 pointed out that "I encourage the students to read because without reading one cannot reinforce and develop the language skills", into the bargain.

Reading enables the reader to use the language artistically, and the recommended habit also serves the analytical skills by being open to different aspects and angles of life as a result of brain cell development. Reading cannot be done at random; it is clear that the term pro-reading is the most frequently mentioned within teacher responses, which is presented as a step-by-step procedure for developing good reading habits.

Theme 6: Teaching Rate

6.1 pre-teaching terms:

All of the respondents agreed that, while active vocabulary is important when learning, the act of pre-teaching new terms may differ from one another. T1 and T6 indicate that it is more effective to deal in an informal manner, rather than with pen and paper as students used to do; additionally, it is preferable to introduce the new terms separately from the context, while keeping in mind that the new term must serve students' needs and be chosen appropriately following T7. Nonetheless, 14 % admitted that he/she does not provide or intend to pre-teach vocabulary, and three out of 7seven argued on teaching but not in a sequential manner, claiming that the process varies depending on the level of the students, time, and the topic.

6.2 writing /speaking teaching skills:

The seven respondents appeared to have, to some extent, the same vision because of the rate of teaching writing and speaking, in addition to shading the lights by providing different tasks that involve integrating the learner's receptive and productive skills.AsT7 "I would always go for a balanced approach where I go for like the four strengths ".

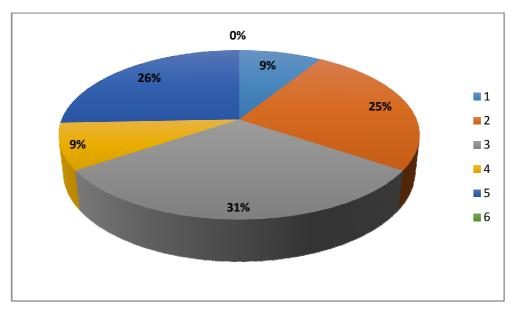
3.1.3 Test analysis

3.1.3.1 Ideas and content

Level	Frequency	Percentage
Level	rrequency	Tereentage

1	2	8.3%
2	6	24%
3	7	29.1%
4	2	8.3%
5	6	24%
6	1	4.1%
Total	24	100%

Table 3.22: Test results regarding ideas and content.



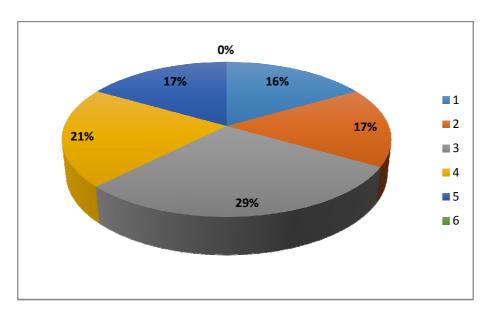
Graph 3.23: Test results regarding ideas and content.

The central piece of any written production is ideas. Students must maintain concentration while writing by selecting ideas or topics and remaining focused on them while adding facts and information to the essay. According to the findings, 32.3 % of pupils received grades between (1+2) on their papers. The compositions were distinguished by primary concepts and aims that were a little hazy, or development that was done only to a limited extent, no overarching theme or goal, and reading that required substantial reader interference. Furthermore, 37.4 % of learners scored between (3+4), and their writing was clear and focused, allowing the reader to understand the important points due to the support provided. Even though it retains the reader's interest throughout, it is frequently narrow or general. Furthermore, 28.1 % displays a level between (5+6), indicating that the pieces were highly clear, focused, and engaging, with great attention to audience specifics. In addition, considerable assistance has been provided through detailed explanations.

3.1.3.2 Organization

Level	Frequency	Percentage
1	4	16.6%
2	4	16.6%
3	7	29%
4	5	20.8%
5	4	16.6%
6	0	0
Total	24	100%

Table 3.23: Test results regarding organization.



Graph 3.24: Test results regarding organization.

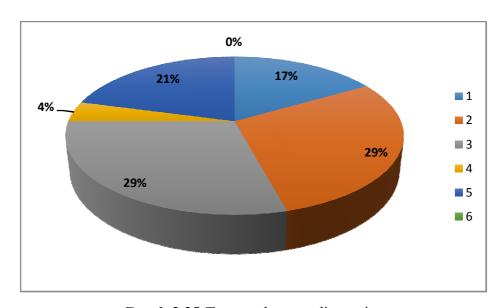
The organization of the written piece refers to how it is structured and presented. According to the graph and student tests, 33.2% of scores between (1+2), have no apparent organizational structure in the writing, indicating that they lack coherency and transition. And, the failure to provide an identifiable part of the essay. despite, some attempts at sequencing.

49.8% of paper scores (3+4) where the majority of students' writing has been attempted to be ordered and clear with a good sequencing of ideas. However, some details may not always place effectively beside the formulaic transition. Further, 16.6% of students rate between (5+6) and marked by the strong order and smoothness that enhance the ideas besides, allowing the reader to quickly move through the text.

3.1.3.3 Voice

Level	Frequency	Percentage
1	4	16.6%
2	7	29.1%
3	7	29.1%
4	1	4.16%
5	5	20.8%
6	0	0
Total	24	100%

Table3.24: Test results regarding voice.



Graph 3.25: Test results regarding voice

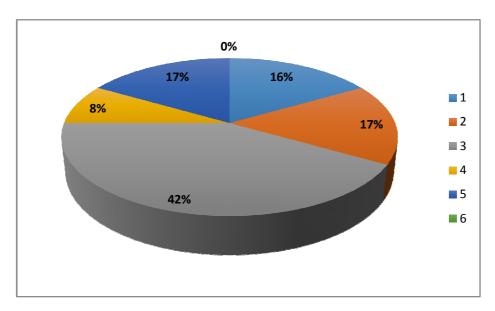
It is dubbed "voice" when a sense of the writer's personality emerges in the literary composition. According to question analysis, 45.7% of tests range between (1+2). The tests are noted by little sense of commitment. Nevertheless, the writing is largely flat or lifeless and shows no engagement or interaction between the reader and the writer. By the same token, 33.2% rate between (3+4) and characterized by the presence of the voice and the writers' awareness of the reader himself although it may seem unclear sometimes along with the writers' limited ability to shift to an objective voice. Furthermore, a 20.8% score level between (5+6) shows an acceptable tone for the topic, audience, and purpose.

3.1.3.4 Word choice

Level	Frequency	Percentage	
-------	-----------	------------	--

1	4	16.6%
2	4	16.6%
3	10	41.6%
4	2	8.33%
5	4	16.6%
6	0	0
Total	24	100%

Table3.25: Test results regarding word choice.



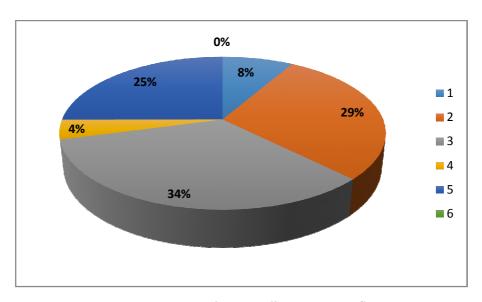
Graph 3.26: Test results regarding word choice.

In writing, word choice refers to the use of the right words to provide clarity, trigger thoughts, moods, likes, and dislikes, and paint a clear picture in the reader's mind. The analysis of the tests reveals that 33.2% score between (1+2) and is characterized by communicating the general kind of ideas. On the other hand, using repetitious or incorrect language, which reduces the impact and meaning and, has a severely limited vocabulary or many grammatical faults that the message is muddled. Additionally, 49.9% of students' papers show a level between (3+4). The papers are marked by conveying the intended message. Despite, the use of a common language that lacks interest, correctness, and variety. And, maybe inappropriate for the audience and purpose in some circumstances. Besides, 16.6% score between (5+6) where the learners employed a variety of words to express the intended message in a way that was engaging, precise, and natural for the audience and purpose

3.1.3.5 Sentence fluency

Le.vel	Frequency	Percentage
1	2	8.3%
2	7	29.1%
3	8	33.3%
4	1	4.16%
5	6	25%
6	0	0
Total	24	100%

Table3.26: Test results regarding sentence fluency.



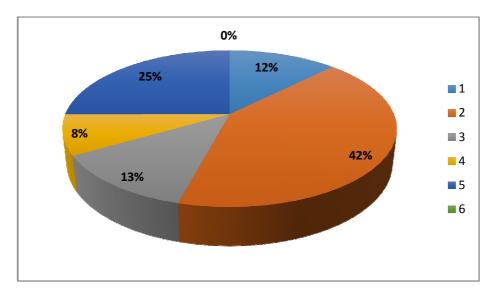
Graph 3.27: Test results regarding sentence fluency.

Sentence fluency is the quality the reader is looking for. It is hearing the rhythm and flow of written text. The learners' tests show that 37.4% achieve a level between (1+2), and their writing style is frequently rough or rambling, with clumsily built structures. Besides, being difficult to read aloud or follow. By the same token, 37.4% of pieces range between (3+4). The tests are characterized by having more fluid in nature as well as having acceptable control over sentence structure. On the other hand, relationships between phrases or sentences may be weaker. Due to unusual constructions, readers may be forced to slow down or reread. Further to this, 25% of respondents show a level between (5+6) and marked by a smooth rhythm and flow of Sentences, as well as a powerful and diversified structure.

3.1.3.6 Conventions

Level	Frequency	Percentage
1	3	12.5%
2	10	41.66%
3	3	12.5%
4	2	8.33%
5	6	25%
6	0	0
Total	24	100%

Table3.27: Test results regarding conventions.



Graph 3.28: Test results regarding conventions.

Writing conventions can be seen in the editing process. The following features are included: spelling, indentation, punctuation, grammar, capitalization, and paragraphing. The written pieces demonstrate that 34.1% present a level between (1+2), where those tests are characterized by a small control over conventions' standards. On the contrary, the reader is constantly sidetracked by several issues in use, spelling, capitalization, and punctuation, making the text difficult to understand. In addition, 20.8% of tests reveal a level between (3+4) shows an acceptable command of writing conventions although, some minor mistakes in spelling, and grammar that might be noticeable. Moreover, 25% of learners score between (5+6). The pieces are characterized by an exceptional mastery of common writing conventions. And a small need for editing into the bargain.

3.1.4 Vocabulary size test Analysis

Categor	1	2	3	4	5	6	7	8	9	10	11
y											+
Token	84.76	8.47	4.22	0.58	0.22	0.12	0.5	0.5	0.3	0.7	1.45
%											
Type	60.32	19.42	11.22	2.45	0.57	0.66	0.28	0.28	0.19	0.38	2.54
%											

Table 3.28: The findings of the text vocabulary analysis

The vocabulary size test was designed to assess students' tests and determine their English language productive vocabulary size. The table shows that 60.32% of third-year students' vocabulary falls into the first 1000-words category, while 19.42 % fell into the second 1000-words category, and 11.22% in the third 1000-words group. And 2.45% within the fourth 1000-words group. Whereas, 4.81% is distributed throughout the remaining levels, which range from 11th to the 29th 1000-words.

3.1.4.1 Spearman correlation:

5.1.4.1 Spearman correlation.							
			Six traits of writing	VST			
	Six traits of	Correlation	1.000	.372			
Spearman 's	writing	coefficients					
rho		Sig (2-tailed)		.073			
		N	24	24			
	VST	Correlation coefficients	.372	1.000			
		Sig (2-tailed)	.073				
		N	24	24			

Table 3.29: spearman's' correlation.

Spearman's rho is a non-parametric statistical test of correlation that can be used to estimate the relevance of a study. It is employed in research where the data is at least

ordinal, and the goal is to find a relationship. The table reveals that the correlation coefficient between the VST and the six traits of writing scores is 0.372. According to the statistics textbook, a coefficient between 0.3 to 0.49 is considered a moderate relation. Thus, the relation between the VST and the six traits of witting is a moderate positive relationship.

Furthermore, the ρ valuestated as sig in the table above shows whether the results happen by chance and there is not enough evidence for the relation or the evidence is relevant. So, there is a strong relationship between the variables. With the same line of thoughts, sig is 0.073, and it is more than α value stated by the SPSS, which is 0.05. In other words, despite the moderate positive relationship between the VST and six traits of writing, the correlation is weak.

3.2 Part two: Discussion of the results

3.2.1 Discussion of the students' questionnaire

The present study took place at the level of the English language department at Saida University to figure out ways to help participants promote their level of productive vocabulary as well as investigate the hindrances they encounter when dealing with this type of vocabulary.

The results of the students' questionnaire analysis revealed that the majority of English language learners are females 75% whereas males represent only 25% of the overall number, this shows that females are more interested in learning foreign languages than males do. Moreover, the majority of students (79.4%) are aged 18y.o. to 20 y.o. Meanwhile, 5.9% of the informants aged 21 y.o. On the other hand, the learners between 24 y.o. and 25 y.o., cover 14.7% of the study's population. Additionally, almost half of the learners 56.3% are familiar with the notion of productive vocabulary. Whereas, the other 43.8% responded negatively. This means that the participant might have been exposed to this notion during their university studies. By the same token, 75% of them believe that this type of vocabulary can boost their learning process as students. On the other hand, only 25% of the participants expressed unfamiliarity with the notion. In other words, third-year English students are well aware of the productive vocabulary significance. By the same token, Students claim that effective vocabulary can help them learn faster by improving their confidence first. It is also important for them to enhance their talents

because it increases their fluency while also broadening their repertoire. On the other hand, it aids comprehension and lets people communicate their thoughts and opinions.

Furthermore, as evidenced by the findings of the analysis, the majority of the respondents (89.6%) use English regularly often (answers varied between every day and almost every day), which is natural since they are English language learners. Whereas 8.3% do so just once a week and the rest (2.1%) admitted to never using English in their daily life.

The learners' productive vocabulary is presumed to be those words that they understand and can pronounce. Students can effectively employ these words in speech and writing where productive vocabulary can be considered an active word process since learners can use these words to describe their thoughts and feelings that others can understand (Webb, 2005). As a result, it was preferred to shed the light on both skills, speaking as well as writing. As for how frequently the learners practice those skills outside the learning environment, it turned out that half of the respondents 50% declare to practice their speaking abilities from time to time outside the classroom. Also, 20.8% of them do so all the time. Whereas, 22.9% claim often practicing their speaking abilities. Yet, 4.2% chose occasionally. And the rest 2.1% go for never practicing the ability outside the learning environment. On the other hand, moving to write ability, the analysis results that 16.7% and 33.3% of the answers state to work on their writing skills all the time as well as often doing so, respectively. Additionally, some learners 37.5% work on these skills from time to time. Whereas, 8.3% occasionally do so and the other 4.2% declare never doing such activity. This shows that to work on speaking, it is preferable for students to work on writing assignments, as supported by Guemide(2008), who maintains that writing is a key language skill that demands adequate awarenessabout a specific subject to analyze any facts. Furthermore, achieving a good command of language is also based on how you usually work on your English language. The analysis of this question reveals that 23.6% of the students work on their language by themselves without any need for the others. However, friends are maybe the safe choice for 21.3% of participants. And for teachers and foreign friends, they were chosen by 15.7% for each of them. Besides, 14.6% opted for classmates. And, only 9.1% chose family member as an answer. Thus, learners prefer to work on their vocabulary individually or with their friends due to their confidence and feeling comfortable while doing so. Meanwhile, family members help is not that common mainly due to the lack of proficiency.

For English language learners, using or being exposed to the English language is part of their lives. For this sake, it was suitable to investigate what purpose they used English for. 22.4% of them select movies. Additionally, 21.8% liked to use English for chatting, and20% for listening to music. Besides, 15.8% of respondents chose interacting on social media as their purpose of using English in their lives.9.8% of learners use English language in phone calls, and 8.5% use it while communicating by e-mails. As for blogging, only 2.4% of informant use English for that purpose. Consequently, it seems like using English for entertainment is the norm nowadays for language learners.

The learning process is full of hindrances that may impede or slow this process, especially for foreign language learners, and psychological barriers take the lead when it comes to speaking. Psychological factors, according to Oxford (1990), are critical in predicting whether a language learner will succeed or fail. According to the findings, 32.5% of the participants are afraid of making mistakes. As supported by Ur (1996), learners are frequently apprehensive about speaking in a foreign language in the classroom because they are frightened of making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech draws. However, 21.3% choose shyness as the reason that prevents them from communicating. Meanwhile, 18.2% of informants think that their lack of knowledge about a certain topic is the reason behind impeding their abstention from spoken interactions. Also, 16.9% of participants opted for the lack motivation as their main cause; Harmer (2001) proves this idea when he argues that motivation is a driving force that motivates people to undertake things to accomplish a goal. Whereas, 13% state being anxious. On the other hand, only 6.5% think that the topics suggested in the classroom are boring. Additionally, learners tend to confront challenges especially when dealing with the writing assignments. According to the analysis, the learners' most popular choice was developing ideas 25.3 %. Furthermore, 23% of respondents claim to have a limited vocabulary. Meanwhile, 21.8% cited low grammar and syntax skills as the main reasons. According to the participants, word meaning account for 9.2 % and 8% of the learners pick producing ideas as one of the challenges they face while writing. Furthermore, with 6.9% and 5.7 % of the answers, plagiarism and essay structure were the least popular topics among respondents.

Strategies to overcome communication breakdowns vary as the most used strategy by the learners is code-switching, 35% of respondents' state to use it all the time, moreover, 26.2% appeal for assistance while having an issue. Additionally, 20% avoid

topics that they find challenging to express, while 16.3% tend to apply approximation. Also, 15.9% go for making up new words. By the same token, 12.2% leave the message unfinished. Additionally, 19% prefer to use gestures where it even takes the role of linguistic signals in social interaction to represent concepts and emotions that are difficult to express verbally. These emotions-expressing postures and movements refer to how people communicate their feelings and intentions (Kuang, 2000). However, 9.8% of respondents select literal translation as well as circumlocution. Eventually, a set of suggestions was proposed by the learners to enhance the productive vocabulary level, namely, interacting with others, especially native speakers. Besides self-talking, as clarified by O'Malley et al. (2002), helps lowering anxiety through the use of mental skills that help one feel capable to complete the learning activity. It's also helpful for learners to increase their vocabulary by engaging in activities like watching movies, listening to music, or even broadcasting. Furthermore, in addition to listening to audio-books, reading is one of the ways to develop a strong grasp of productive vocabulary as well as keeping diaries. Teachers are advised to give students assignments, such as writing a brief article or summarizing short stories along with dictating.

3.2.2 Discussion of the teachers' interview

The interview sheds the light on the link between active vocabulary repertoire and the writing performance among third-year students within the English department. The participants' answers were critical in addressing the primary concerns of the study.

The first part of the interview focused on teachers' previous experience teaching oral and written communication. According to the information provided, their experience ranges from 4 to 16 years.

The interviewees' answers revealed that active vocabulary is considered the cornerstone of language, by the same token this type of vocabulary impacts the writing level, where the words used in the oral as well as writing communication, can be understood and pronounced by the learner themselves are examples of productive vocabulary (Webb,2005). Additionally, As foreign language learners, university students tend to make different mistakes while communicating. The mistakes may result from an unconscious slip where the learner is well aware of the rule but the wrong answer comes out. These sorts of student mistakes are done at two levels, speaking and writing. Yet,

Weireech(1991)points out that errors are considered as a device used by learners for the sake of learning including teachers' strategies to deal with the mistakes and that may vary based on the type of the mistake itself as well approach or strategy followed by the teacher.

Moreover, interaction is considered one of the significant factors that help language learners appropriately acquire a foreign language. Additionally, Students usually tend to use the English language within the learning environment as well as the outside environment. Thus, the act of using the language in the student's life tends to develop their proficiency level, along with building their confidence and coming over the psychological barriers in the first place, which may impede the learning process. Ultimately, reading is one of the ingredients that helps in building healthy learning foreign language process and feeding their brains with the appropriate language skills, Krashen(1993) acknowledges that the correct spelling and the right performance in grammar tests besides acceptable vocabulary repertoire are considered as one of the characteristics of readers furthermore, sir Richards consider that the reading process does as well as what the exercise does to the human body.

The act of pre-teaching is not welcomed by most teachers, according to some, this act may be viewed as a time-consuming process, or depend on the level of the students. In other words, providing new terms to first-year students is seen as a welcome or even necessary act rather than the second-year students, who are seen as well-prepared learners. On the contrary, learning a foreign language is based on acquiring new terms, which has nothing to do with neither the level nor the age of the learner. Thus, the more you build your vocabulary repertoire the more you develop your proficiency level. The interview was addressed to the teachers of oral and written modules, which is resulted that the majority of them tend to share the same rate of providing tasks since they belong to the same university, nevertheless, some of the teachers do prefer adding their print on the activities to make it more curate and supportive to their educational objective.

3.2.3 Discussion of learners' test:

In this study, third-year English students were asked to choose one of two given topics and write an argumentative essay defending the chosen position. Learner's tests were evaluated according to the six traits criteria of writing, where the six criteria (ideas, organization, voice, word choice, sentence fluency, and convention) were taken into consideration.

First, Tests analysis revealed that the majority of students 37.3% have an acceptable skill when it comes to developing ideas since they score between (3+4). The ability to develop one's ideas and thoughts is based on the amount of vocabulary he/she has. Wilkines (1972) stated that very little can be conveyed without grammar, and nothing can be conveyed without vocabulary. In other words, students have an acceptable vocabulary repertoire to help them enhance and develop their ideas. On the other hand, 32.3% of tests shows level between (1+2) that require extensive inferences by the reader due to extremely limited or simply unclear amount of ideas as well as minimal development of the content provided by the writer. As supported by teachers (see the interview script), limited vocabulary is responsible for the hindrances learners meet while dealing with ideas. And, only 28% were well aware of providing in-depth explanations along with a good presentation of credible details due to the good repertoire of vocabulary.

Moreover, when it comes to a well-structured piece of writing, organization is a demanding trait. The results show that 49.8% of learners score acceptable levels between (3+4), their writing varies between a clear, coherent, and the non-effective placements of ideas along with the misuse or the overuse of transitions. However, 33.2% of learners show a level between (1+2). This is back to students' belief that organization is all about setting up an introduction then a body and finally a conclusion. Yet, neglecting the more significant steps that make the paper well organized is the ability of learners to keep the details and facts sequencing with the proper use of transitions. Barring in mind that Writing is more than merely representing speech; it is also a process that requires productive thought as supported by Brown (2001). And, there are several types of essays that need to be covered for the students to make sure he/she is aware of the proper steps, which is resulted in only 16.6% whom their grades (5+6).

By the same token, to have an art piece of writing the reader needs to feel the soul of the writer while reading his/her works. According to the analysis, 45.7% of learners' paper score between (1+2), which reveals that the majority of students have no idea how to implement or describe their point of view properly. Most papers score no hint or a small hint of reader behind words which leads to the non-interaction between the reader and writer himself. Besides, feeling the sense of "writing to be read" in 33.2% of pieces between (3+4). For instance using the expression "I think that ..." or "I believe that..." and then the voice disappears, this results from a lack of practice. Whereas, only 20.8% of their papers show a level between (5+6) where the reader can feel the strong presence of the writer behind his/her words.

Further to this, picking up the suitable words to deliver your message is one of the significant steps that the writer needs to achieve a good command of the piece of writing. 49.9% of test score grades between (3+4). The learners apply ordinary language where the words and phrases are regular it rarely captures the reader's interest. According to teachers (see the interviews' script) reading is the only activity that promotes the learners' level and enhances their critical thinking. Thus, the suitable choice of words. At times, 33.2% of writings were between (1+2). To put it differently, the words were so limited that impede communication. Emerging choices based on Monotonous, repetitive, and occasionally inappropriate words were scored, back to the limited amount of words that lead the learners to repeat only the regular words and formulaic transitions into the bargain. Nevertheless, only, 16.6% of learners' paper score (5+6). Those students achieve a strong choice of words, which is to say that the piece is characterized by vivid expressions that energize the writing

Likewise, sentence fluency is the most enjoyable aspect of writing, thus the inner music that words create. Where 37.4% of learners achieve a level between (3+4). Those learners show that their papers are generally under control yet, lack diversity in length and structure, because the majority of them tend to deal with commonly used simple patterns and several sentences start in the same way. on the contrary,37.4% reveal levels between (1+2) and show frequently choppy sentences, as well as frequent run-on sentences and a couple of sentence fragments that may impede the reading. Such as "...being nervous, it a way to be a bad personne". This results from the lack of practice along with neglecting such rulers when it comes to structure and grammar. As stated by one of the learners. Furthermore, 25% of pieces are between (5+6) and are marked as easy and enjoyable to read because of the Broad range of lengths and structures, Easy flow, and rhythm. In other words, practice makes perfect

Additionally, the editing process of the paper under the name convention is where everything is taken into account including capitalization, punctuation; spelling. By the same token, 54.1% of test results between (1+2). Learners do have a pre-knowledge about the convention while writing. However, the majority of them do not respect it, believing that it cannot affect the level of the written piece. Although Truss (2003) believes that Punctuation is both a sign and a cause of clear thought some students misuse it. Additionally, 20.8% of papers vary between (3+4), this reveals that learners show control over most conventions even though they might include minor mistakes but do not impede readability. Such as, forgetting the "s" when it comes to verbs with he/she/it. Along with

childs instead of children. That is to say that some students are well aware of the rulers yet, some words slip out. Finally, only 25% score (5+6) which shows the control that is obvious back to the minor mistakes they made along with their awareness about the conventions' significance.

3.2.4 Discussion of VST

The analysis of the VST reveals that the majority of learners' test scores place them within the first 1000-words category where 60.32 % of typesrepresent 84.76% of their tokens. To clarify that, in the following sentence, "a good perfume is a perfume that you like", there are 9 tokens yet only7 types. Thus, it can be concluded that the majority of students tend to repeat the basic words when it comes to written assignments. As supported by the majority of teachers (see interview appendices) reading is one of the recommended solutions. In other words, learning vocabulary from a book is considerably easier than memorizing words from a dictionary. This is because you are learning the terms in context. Because the words make sense in the context of what you read, they are easier to recall afterward. It can be done through, pre-reading questions or storytelling, in addition to summarizing. Furthermore, 19.42% fell in the second 1000-words category. According to the interviewed teachers, fourout sevenof themdo not teachnew vocabulary while teaching or intend to do so. On the other hand, 11.22% of studentsfellunder the third 1000-words category, and it is an insufficient level for third-year EFL students who have been regularly exposed to English language and written expression lessons for the past three years. This might be related to the lack of elaborate and sophisticated styles to express them, thus, making a poor use of the vocabulary they possess. In the same vein, almost 2.45% of VST results are within the fourth 1000-words group, and it is due to the lack ofpractice the writing skills during the learning process.

3.3 Part three: Recommendations and general implications

After reading about past studies, choosing tools, and evaluating data using a variety of research approaches, the researcher attempted to provide a variety of recommendations to policymakers, teachers, and students in order to find ways to help kids overcome their writing deficiencies.

3.3.1 for teachers

Teachers are invited to:

- ➤ Raise students' awareness about the significance of practicing productive skills. It can be done by connecting what has been learned back to learners' lives.
- ➤ Praise the learners' work. Saying "good job" or "great" is not that effective. Yet, saying" *appreciate* your effort today" is more appreciated by the learner. Carol Dweck (2007) stated that the wrong kind of praise creates self-defeating behavior. The right kind motivates students to learn, thus, make sure your learners know you value their writing.
- ➤ Increase learning through understandable input by including an intentional element. Continue with the summarizing process, which is accomplished by 1) reading/listening to content from native speakers. 2) Writing words on the board as they are heard, and 3) encouraging students to write about the material using the new words.
- Ensure that 95% to 98 % of the running words are familiar to the learners.
- ➤ Provide a nearly equal balance of the four abilities, i.e. meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2007); effective language command cannot be attained without the integration of the four skills.
- ➤ Use analysis, monitoring, and assessment to assist in meeting the language and communication requirements of learners. Examine your students' work using the six writing characteristics and, Teach them strategic communication skills to compensate for product knowledge gaps. By practicing guessing from context, dictionary use, word part analysis, and word card learning
- ➤ The time-on-task principle states that the more time you devote to a task, the better you are likely to be at it. To change the speed of the lecture, provide brief writing activities in class regularly.
- Nation and Wang (1999) calculated that second language learners needed to read at least one graded book every two weeks to achieve significant vocabulary gain. Assist

students in learning language objects and patterns such as sounds, spelling, vocabulary, grammar, and discourse.

- ➤ Incorporate some fluency activities into the oral session, using the 4/3/2 technique, in which the same talk is repeated in decreasing time frames (four minutes, three minutes, two minutes), has shown increases in fluency during the task, but also surprisingly increases in grammatical accuracy and grammatical complexity (Arevart& Nation, 1991; Nation, 1989)
- ➤ Use The metalinguistic (reflective) function focuses on purposeful learning because greed contributes significantly to learners' language ability. Guide students through the writing process, provide writing feedback, and teach language skills.
- > Teaching more about the nature of language, such as its history, derivation, and practical implications can be beneficial to advanced-level learning.
- > Strike a balance between the language used within and outside the learning environment to assist learners in becoming acquainted with both scenarios. This can be accomplished through educational activities, such as reporting some incidents when learners are in contact with the outside environment.
- When creating an educational activity, make sure to help students develop personalized goals that will help them enhance their productive skills rather than setting goals and subjects that are out of their reach

3. Conclusion

The purpose of this chapter was to examine data to establish the reasons behindthe difficulties faced by the students in writing assignments, as well as the impact of productive vocabulary on their performance. As a result, every tool was designed to tackle a certain aspect of the problems upon which this study is premised. A questionnaire, an interview, and an in-class test were all employed to achieve the needed answers. Each tool has a certain purpose. The findings indicate that active vocabulary has an effect on learners' writing performance, but it is not significant. These data support some of the preliminary hypotheses. Furthermore, the researcher discovered that learners face some issues while dealing with writing assignments, and the causes for students' difficulties in writing may be traced back tolimitedvocabulary repertoire, conventions errors, spelling, and generatingand developing ideas. These data support some of the previously mentioned theories. The final findings prompt the researcher to make pre-suggested recommendations to teachers.

Having a good grasp of the English language tends to be associated with being able to use it productively. The fact that translates into several difficulties and challenges for learners of English as a foreign language. The productive side of language heavily involves as active vocabulary, which is the number of words that an individual employs to express him or herself while writing or reading, which must be included to improve competency in both spoken and written language.

To confirm or disprove the hypotheses, this study studied the impact of active vocabulary on writing performance as well as the reasons behind students' writing challenges. This research paper is divided into three sections. The first chapter is a review of previous literature. The first chapter is divided into three sections: the first focuses on vocabulary in general, with the researcher shedding light on its definition, types, and various aspects of vocabulary knowledge, as well as the process of learning it and the various strategies for doing so, and finally the importance of the vocabulary. In addition to the six writing criteria qualities, the second section discusses the definition of writing talent, stages of the writing process, and the significance of the stated skill. Finally, the final segment discussed the connection between vocabulary and writing abilities. The second chapter, on the other hand, deals with the study's practical component. This chapter describes the research design, the target population, the study's objective, and the methods and processes used in this study. It also discusses some of the obstacles and challenges that this study encountered The final and third chapter is about data analysis and discussion. It is separated into three sections, the first of which is devoted to data analysis for each tool. The second section discusses the results of data analysis methodologies and responds to research questions. Finally, the conclusion section contains the researcher's recommendations and broad implications for addressing the unexplored topic in this study effort.

The current study is centered on two key research questions: 1) the impact of learners' active vocabulary on their writing performance, and 2) the problems encountered by EFL learners while dealing with writing tasks. Furthermore, the researcher postulated through the provided research questions that 1) productive vocabulary does produce changes in the quality of learners' writing skills, and 2) EFL learners confront many challenges connected to grammar, spelling, punctuation, and so on.

The researcher has chosen to answer the research questions and test the validity of the research hypotheses by selecting a mixed-methods research approach. Moreover, the

research population consists of third-year EFL students. Interviews with EFL teachers with experience teaching written and spoken expressions were employed as research instruments in this study. The interviews consist of open-ended questions designed to elicit detailed information regarding the research study. Furthermore, a questionnaire was created for EFL students to shed light on their productive vocabulary level, the obstacles they encountered while writing and speaking, and the solutions they used to overcome such issues. Furthermore, in-class tests are designed to assess students' active vocabulary levels as well as the difficulties they face when completing writing assignments.

Through the analysis of the data gathered from the research tools, it is revealed that EFL learners face some challenges when it comes to producing a piece of writing. The mistakes vary from one student to another. However, the majority of students have trouble generating and developing their ideas, along with the poor vocabulary repertoire they have spelling issues as well. Moreover, the challenges are also related to the structure of the writing pieces. Moreover, tests' results reveal that the majority of students' essays lacked organization, whereas the ideas lack logical oredring and development. Also, the language was so underdeveloped that communication was hampered. Moreover, the writing pieces were characterized by monotonous, repetitive, and occasionally inappropriate words, leading the learners to repeat just the regular words and formulaic transitions. Furthermore, the vast majority of students have no understanding of how to properly implement or articulate their point of view. Most articles receive no or only a minor suggestion from the reader behind the words, resulting in no interaction between the reader and the writer himself. Additionally, the analysis revealed that there is a moderate relationship between learners' active vocabulary and their writing performance. Nevertheless, the correlation is not that significance.

As a result, on the first hand, the current studys' goal is to address the following research questions: How does a learner's productive vocabulary level affect their writing abilities? And, the challenges that EFL students face while dealing with productive vocabulary. On the second hand, The following hypotheses were offered to that end: Changes in the quality of learners' writing skills are caused by productive vocabulary. Along with stating that EFL students confront a variety of challenges in terms of grammar, spelling, punctuation, and so on. That is to say, and based on the findings both hypothesis are confirmed. Further to this, EFL language learners' do confront some challenges while dealing with writing assignments, especially on the level of grammar, structure, vocabulary

and ideas. With the same line of thoughts, the second hypothesis it is confirmed by stating the presence of the relation between the active vocabulary and the writing skills. However, the correlation is not that significance .Over decades, writing was and still is the skill that improves the learners' language proficiency. Mastering such a productive skill speed the pace of learning a foreign language. In the same vein, future researchers are welcome to seek more suitable solutions to ensure a good command of language by boosting the productive skills of the learners. Moreover, integrating the four skills equally.

The current study was limited by a number of issues. Saida University modified the groups' system due to the Covid-19 pandemic. Since the research study was initially intended at second-year English students, the researcher had issues with their availability. As a result, the study was shifted to third-year EFL students in order to gain time. Furthermore, due to a lack of awareness of the importance of the questionnaire in the construction of a successful research study, some students refuse to answer some critical questions. Second, the interviews were influenced by the groups' system. Some interviews were performed through email due to a lack of availability of professors in the English department.

Third, students' written works from the previous academic year (2020-2021) were used because teachers were supposed to give an essay lesson in the second semester. To save time, the researcher was forced to use duplicates of the previous year's tests. Similarly, the researcher was required to edit some spelling errors because the VST cannot process or measure words with spelling errors; otherwise, the results will be inaccurate.

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Appendix 01: Students' questionnaire

Dear participants,
I sincerely invite you to participate in this survey by filling in the following questionnaire tobetter understand "the difficulties encountered by EFL learners in dealing with the active vocabulary".
The purpose from our questionnaire is to find out ways to help our learners promote their
Level in productive vocabulary.
The completion will take approximately 10-15minutes. Your anonymity will be protected and your response will not be identified with your
Personality, so please do not write your name on the paper. There is no right or wrong
Answer.
Thank you for your precious cooperation.
The Researcher.
Part one: Student's profile.
1. Gender:
Male.
Female.
2. Age:
3. Are you familiar with the notion of productive vocabulary?
Yes.
No.
4. Do you think that productive vocabulary can boost your learning process as student?
Yes.
No.
5. if yes, would you explain how it does so?

<u>Part two:</u> student's active vocabulary level.

6.How f	requently do you use	English in your daily li	fe?	
	Every day.			
	Almost every day.			
	Once a week.			
	Once a month.			
	Never in a month.			
		ectice speaking abilities	s outside of the classroon	n in order to
improve	e oral discussion?			
Always	often	ometimes	occasionally	never
8. How o	often do you practice	writing skills to boost	your language proficienc	у?
Always	often	sometimes	occasionally	never
9. Who	do you normally worl	k on your productive v	ocabulary with?	
	Individually.			
	Classmates.			
	Teacher.			
	Family members.			
	Friends.			
	Foreign friends.			
10. For v	what purpose do you	use English in your da	ily life?(select all that app	oly)
	Chatting.			
	Phone calls.			
	E-mails			
	Movies.			
	Music.			
	Blogging.			
	Interacting on social	media.		
	Other(specify please)	:		

that apply)

<u>Part three</u>: The difficulties encountered by EFL students while dealing with productive vocabulary and strategies used to overcome it.

11. What are the obstacles that impede you from communicating in English? (Select all

en workir	ng on a w	riting assignn	nent? (Se	elect			
Word meaning.							
ommunica	ition brea	akdowns (tick	the suita	able			
frequency							
always	often	sometimes rarel		never			
	ommunica	ommunication brea	ommunication breakdowns (tick	pen working on a writing assignment? (See			

Word coinage: making up new words <u>e.g</u> .					
Co rona v irus d iseasefor covid.					
Literal translation: <u>e.g</u> . 'Hold your horse' for 'مسك خيولك'					
Message abandonment: Leaving a message undone due to language barriers					
Topic avoidance: Avoid subjects and notions that you find challenging to convey.					
Appeal for assistance: <u>e. g</u> . What is this? Or How do you call that in English?					
Use of non verbal communication: <u>e.g.</u> Body movement, Gestures, Eye contact. facial expression					
Code switching: <u>e.g.</u> Are we eating chez ta soeurdemain? (English + French)					
Circumlocution: e.g. "the vehicle that I use to drive to work in the mornings" is a circumlocution for "my car."					
14. as future teachers, what do you suggest to level?	to promot	e studen	t's productive	e vocabul	ary
in speaking					
					•••••
in writing					

Appendix 02: Teachers' interview

- *1-* How many years have you been teaching?
- 2- According to you, how important active vocabulary is in learning English?
- 3- How does vocabulary level affect speaking and writing performance?
- **4-** Do you provide your learners with written and oral tasks? How often you do so?
- 5- What are the common mistakes your students make while speaking and writing?
- **6-** Do you pre-teach any vocab then ask your learners to employ it in written and spoken tasks?
- 7- How can you motivate your students to use the English language outside the learning environment?
 - **8-** Does writing /speaking reflect the level of students? Please collaborate more.
- **9-** How do you behave toward the mistakes your students make at speaking / writing? Example
- 10- How do you address your student's active vocabulary level especially for those who are good at writing and bad at speaking and vice versa?
- 11- What do you suggest for your students to promote their active vocabulary level inside and outside the classroom?

Appendix 03:Teacher 1 script.

1/16 years.

2/you know ah...vocabulary is quiet important because ah..i think it's the main break that

builds the yeah, yes ...the language production, we cannot produce language either orally

or in written form without having certain vocabulary background.

3/aaaahhhh.. yes, to, for writing to a large extent, I mean if you don't have enough

vocabulary we cannot develop the ideas we want to develop aaaaaahh, for speaking it's a

different story aaahhhh..But that it doesn't mean aaahh we don't need any vocabulary no

we need some amount of vocabulary enough to be understood when communicate with

others ok.

4/if we are within the oral expression task or within oral expression session it's very often,

I mean each session there is a task to be dealt with and this of course involves the use of

vocabulary, ahhh for the written one, sometimes my students are supposed to prepare their

performances, their ideas writing but I don't focus on their vocabulary okey, the piece of

writing is just a means to the oral performance that's all.

5/ah of, while speaking mainly problems of pronunciation, intonation which is a cultural

problem cultural mistake when they adopt the intonation of their mother tongue and they

try to transfer it to target language which is a mistake which is negative transfer ah

problems of you know pronunciation as I said phonetics, ah grammar problems and I

mention the double marking speaking and writing they overuse grammatical rules .like

when they say I didn't went to the school ,they write it and they say it also so this is the

types of mistakes plus the ill-use of proposition, conjunction ...ect, so mainly grammar

problems plus i.i.i. kind of umm ummm wrong vocabulary, I mean they ,they use words

thinking that the meaning is this like I giving examples we call them in French "les faux

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amies" umm false friends like when students umm ...when they take the verb to devise, when they take the meaning of the verb devise and say that it is to devise something into 2 parts like in French we say "devise" but in English it is not to divide you see to devise is to invent to create to come up with something new, to divide is to divide into pieces or parts so this is the kind of mistakes they ahh they use.

6/not not really specially not in formal way ,because I don't believe in the teaching of vocabulary in a very structured way like giving your learners a list of vocabulary and telling them to memorize the words then apply them or use them in a speech activity or writing no that doesn't work but maybe indirectly in kind of warming up I introduce one words or 2 just to get the learners familiar with the topic we're going to deal with in the classroom ,not as an end itself , the word knowing the word it's not the end itself as finale objective it's the communicative activity which is ummm being targeted .

7/ by inviting them to be as autonomous as they can , being exposed to authentic language sources when I say authentic I mean native speaking sources , books writing in English , experts from magazines ,newspapers umm yes articles what is important is the exposure to the target language because I don't believe in the formal way of learning taking the pen and the sheet of paper ,memorizing and doing exercises not the way we learn a foreign language , we learn foreign language through exposure the exposure involves the oral medium and also the written one when you read books you are exposed to language and do unconsciously develop writing skills ,when you listen to native speaking sources you are exposed to this and you are sub consciously developing your speaking and even listening to be exposed to target language.

8/ummmm , writing quality you mean ,listen the competency of learners cannot be assessed from one single parameter like writing, speaking, reading or listening , some students are very good at speaking but they're not so at writing or vice versa or reading and listening ,so I can't tell you that yes it's through listening or through their speaking ummmm speaking abilities that I can say which level they belong to ,but on the other hand

we can say that the speaking skill reflect to a large extent a person's mastery of the oral language because if I ,if someone tells me I master Spanish so immediately and the very first question I may ask ,how do we say this in Spanish , you see so the fact that that person's going to provide me with the correct answer or the expression of that foreign language understand that this person masters that kind of language ,okey.

9/2 different stories, feedback as far as speaking is concern is quite different from the one in the writing context, speaking is a quite delicate skill umm why, because in speaking student are susceptible to some affective factors like anxiety ,shyness umm..ect ,specially the fear of being evaluated by their teacher and also by their peers umm, sometimes we have problem of mocking at someone making a mistake if if the teacher doesn't intervene which is fine for me umm unfortunately we have someone who's going to laugh at that person making that mistake so that is why I said speaking dealing with mistakes in speaking is quite different in speaking lessons I try to a deal with those mistakes delicately the sense that I'm not showing who made the mistakes and how we should say it I provide the correct form at the end or informal way how informal I'm not going to interrupt the student say we don't say this yet if I interrupt the student I mean next time he's not going to take risk answer or to participate but I do it differently at the very end of the session I can discuss someone's problem without saying who made what okey and then invite my learners to provide the correct forms, for writing it is another story, for writing I use my red pen ah yes, it's for the sake of students, so I just you know pinpoint the problems, offer the correct answers not necessary the correct form, but just drive the intention of learner to mistakes, saying it's problem of grammar, fluency, vocabulary, sometimes you mean this and I write this, but the most importantly is the comment, the remark I'm going to mention on the answer sheet should not be offending be discouraging the student, ah, I have to use some ah you know positive talks saying yeah you writing is interesting, the content is very interesting that effect you awareness of the issues, but I would like you to pay more attention to this ,that and this for example ,I advise you to read this ,mean a book , give a title, anything help your learner umm assimilate, okay.

10/ as I said , it's number one making them aware of the problems they have but tdelicately , when it comes to speaking ,ummm I can provide them with no list of vocabulary , with material ,teaching material , dealing with the vocabulary in question ,oky.it may be a video

, an audio track ,a book lit ,document , anything ,but this is it , we need to raise their attention ,noticing activities , providing noticing activities ,where the learner is going to notice the gaps , their gaps as far as vocabulary is concerned, ahh in writing maybe ,there would be some practice in writing ,but not again with a formal structured list of vocabulary no, to read a short novel or novella, and then summarize it ,or tell it differently or a lot of things can be used , you can use even video , video tracks that engage , but what is important in all this story , is the choice and the selection of the teaching material you want to address to your learner ,they should be very engaging topics , if they're not interesting , trust me you're not going to ,to learn.

11/I said it and I'm going to re-trait it ,exposure to the target language , I invite my learners to learn the foreign language ,following acquisition process, it's like when ,when acquired our mother tongue , we didn't take copy book, pencil ,a dictionary ,no we've been exposed to our parents speech , so this what I invite my learners to do be exposed to the target language as much as you can, receive language , listen to ,read and then try to practice , do it for pleasure not for the sake of learning ,this is it

Appendix 04: Teacher2 script.

1/ I have been teaching for four years.

2/ Either speech or discourses in English are basically a flow of words and expressions

linked by grammatical rules. When it comes to learning English, it's necessary to learn the

maximum of its lexis because the lack of vocabulary affects tremendously the productive

skills (speaking and writing); in other words, the learner will be unable to express

himself/ herself.

3/ The limited vocabulary level hinders the learner capacity in expressing his/ her thoughts

adequately as it creates a kind of gap between the speaker/listener or the writer/reader just

because the message conveyed in incomplete.

4/ Since I'm an Oral expression teacher, every session I insist on doing classroom activities

in which my students can talk and interact freely.

5/ Well, the main weaknesses that I generally notice in the learners' speech are the

limitation of the vocabulary (some students can't utter many sentences in row due to the

lack of words) and the grammatical mistakes especially the ones related with tenses.

6/ Actually, I don't relish the idea of pre-teaching vocabulary to 2nd year student. If they

were 1st year, I would apply this kind of tasks. However, 2nd year students, they should

rely on their own effort inside or outside the classroom to enrich their vocabulary.

7/ I advised them to practice chatting with native speakers if possible or with friends who

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are competent in English. I also suggested on them to talk to themselves or in front of a mirror (in case they don't find a partner to converse with).

8/ Briefly, listening and speaking are the essential productive skills in English. They prove the learner's linguistic competences; when the learner becomes a good speaker and writer in English, it can be said that he/she masters the language.

9/ When my students start talking, I listen carefully to each. Then, I take notes. Later on, I comment on their mistakes..I correct their common pronunciation mistakes, their grammatical mistakes also. I explain some notions to them..I provide them with new words during explanation to acquire new vocabulary.

10/ Well, every learner in normally aware of his/her weaknesses. Concerning Oral expression, I already mentioned the techniques and for writing they'd better to practice writing paragraphs, essays and they choose written topic by themselves.

11/ I suggest that they should follow the

Teacher's instructions and fulfill the activities inside the classroom. Concerning outside the classroom, I already answered this question in the previous answers in order not to repeat myself.

Appendix 05: Teacher3script.

1/ yes ,in fact I teaching from , I've been teaching sorry since 2012 , so it's 10 years so far.

2/I think that it has a very important role in making student write and interact correctly,

umm not correctly but appropriately.

3/I think that student speak or express themselves and write at the same time using the

vocabulary they know the words they have already learnt okay, so they try to apply what

they already learnt on the speaking and writing activities.

4/yes all the time, since it's only through writing that you are going to evaluate your

students and let's say know whether they master the language or not.

5/the mistakes are, it means that it differ mistakes differ from one student to another and

has relation with mastery of language mainly linguistic competence some of them they

have poor command of the language for example, in the speaking grammar mainly

grammar they don't know how to applied the rules they have learnt mainly in university

since they have a module of grammar their first year, and in terms of writing they

committee mistakes mainly on spelling, grammar in syntax at the level of sentence

structure, um at the level of the form or the mechanics of the language, mainly they don't

apply what they have learnt in punctuation in capitalization and in syntax in the structure

of language.

6/ yeah, yes of course mainly in speaking in oral expression we for example sometimes i

gave them or I used to give them a tasks on vocabulary of specific let's say area and I ask

them to apply what they have learnt in oral discussion.

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7/so, as I have already explained to you I invite my students to joined clubs where they may have oral conversation, debate on different topics, in addition to have chat in social media mainly with native speakers that may I believe through these activities they can improve themselves yeah and learn a new vocabulary.

8/of course yes because as you have already said the writing and the speaking are the productive skills that that tells us lot about that reflect that represent what the students are reading or listening to, so 2 productive skills that can be preceded by 2 receptive skills which are reading and, so they are I mean automatically the outcomes of what they receive either in reading or listening.

9/uum, in speaking I try to be , not to interrupt my students all the time I make them , I just let them express themselves in order to , not to let say , their confidence ,while expressing themselves , but in writing no , very severe because in writing it is a final product they have time in order to edit their works and correct their mistakes they have receive long years of study in terms of grammar and written expression , so they have time , so let's say I'm not flexible in writing rather than in speaking.

10/so I try to , those who are good at speaking and bad at writing I give them some pieces of advice concerning to read a lot ,I advice them to read a lot because by reading they're going to ameliorate their writing ,because let's say by having this habit ,knowing the place of for example the full stop, the sentence structure so they're going to construct let's say an idea about how to write correctly ,so I invite them to read a lot .bad at speaking and good at writing ,so this people I invite them to um insert themselves to immerse themselves in a native environment that will help them to integrate themselves in a native life , so this is the only means to ameliorate their speaking and I invite them also to join groups of conversation , some students they're not bad but they are only afraid or ashamed.

11/inside the classroom they have to umm to apply what they have learnt this is the only

suggestion and this is the only way, the sol way to promote their language, but outside they have several means by reading, by listening, by joining groups, learning groups, but in the classroom let's say the minimum I mean of the heart of the issue is applying what they learnt and to be let's say serious aware and to be responsible to their learning, and this is what we need exactly the only mean that we need and that our students needs to do ,okay.

Appendix 06: Teacher4script.

1/I have been teaching for 10 years

2/Active vocabulary enables students to master English language. It also develops their

communicative skills. So, they can use the language in an effective way.

3/If students have poor vocabulary; they cannot express their message completely. In fact,

learners who have a large vocabulary can express their ideas and thoughts easily in both

writing and speaking

4/Yes. Twice a week.

5/Subject verb agreement, punctuation, capitalization and also spelling mistakes.

6/Yes, I do but not usually

7/We can motivate students by encouraging them to read short stories or even short articles

about their favorite topics, watching videos and speaking with each other in English inside

and outside the university.

8/Yes, of course. However, there are some special cases. Not all students who are good at

writing can express their ideas and messages in speaking. For instance, those who lack self

confidence or suffer social phobia, cannot speak freely.

9/Since making mistakes is an integral part of language acquisition, I never underestimate

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my students. It is good to correct the mistakes but the most important thing is to push them to work hard and improve their level.

10/I often encourage learners who find difficulty in speaking to practice this skill. For instance, if a student writes a good essay or even a paragraph, I ask him or her to read it in front of the whole class. This can boost his or her self confidence. For those who are good at speaking and bad at writing, I always advise them to read and write as much as possible.

11/I suggest using flashcards in teaching vocabulary. They are visual aids. So, the teacher can make the students more active during the teaching learning process. Concerning speaking, learners can practice this skill in front of the mirror (considering the mirror as a person and then holding a conversation with it).

Appendix 07: Teacher5script.

1/I've been teaching for 9 years.

2/It is very important.

3/Writing and speaking skills require vocabulary. A student who outperforms in writing and speaking implies that s/he has a rich repertoire, and therefore, flawless productions.

4/Yes, always.

5/They commit mistakes at the levels of pronunciation, grammar, spelling mistakes, lack of vocabulary.

6/Yes, sometimes.

7/I always ask them to read to enrich their repertoire.

8/Of course, yes, a student who knows how to communicate his/her thoughts means s/he has a good level. Students are evaluated according to their written and spoken performances.

9/I always correct the students implicitly; in writing, I highlight the mistakes and ask the learner to correct it and in speaking, I provide the correct form of the sentence of the vocabulary.

10/For those who are not good at speaking and good at writing, I urge them to practice speaking.

11/I encourage the students to read, because without reading one cannot reinforce and develop the language skills.

Appendix 08: Teacher6script.

1/well, at the university or, yeah it would be 10 years this December.

2/ I guess it is very important I mean students or learners need to be umm fluent and with huge luggage when speaking and when communicating with people either in written form or the oral form both, they need the vocabulary luggage in order to be performent.

3/there was kind of me answering both questions in one answer but I do not mind extending my answer to ..ummm..like when you communicate with people you need to be convincing sometimes ,you may used some vocabulary which is I mean the basics , the basics for greeting , for dealing with the people at first time, I mean dealing with real conversation you need some high level of vocabulary collected oh collection sorry..in order to be convincing and to realize a good communication.

4/yeah, for 2nd year, I've been teaching 2nd level for several years and we always do we infuse I mean all skills in one session, <u>for example if I give them a task it will be kind of they have to read a text and then produce either in oral form or written form, depending on the nature of the text so we practically do this I mean each session.</u>

5/ummm there are several I mean problems, when speaking I would be the pronunciation problem they do not know how to pronounce words because they even I mean either just adopt kind of collecting vocabulary in a random way without doing the reading form vocabulary collection, because it's difference when you collect vocabulary I mean from for example dictionaries and this is what students do as a strategy to develop their vocabulary but I guess it's quiet not helpful that much but when they do it from reading context it would be much helpful because they got what we call the linguistic structure of the sentence within a new vocabulary and at the same time when they write the spelling problem and this is the lack of reading here in both ways.

6/I guess for second yeah it's umm it's not that needed because they should done this at first year, because the 2nd year they need to develop their communication and their critical thinking I means there is no need for them to introduce vocabulary separately from the context ,so we just introduce text and ask them to do the reading and at the same time work on the comprehension so it's much developed.

7/um before last year I've been teaching 2nd year and it was kind of successful activity that I have introduce to my student it was project I mean conducting a project they were investigating some issues and some topics outside the university and some of them were just dealing with people on the internet while others in the society and they just had much I mean entertaining time and at the same time what we call linguistic building structure.

8/ sure, sure I mean you may notice good student from the way he speaks out his ideas either orally or in written form I mean they have the kind of using some vocabulary and at the same time employing this vocabulary in the right way I mean who lack vocabulary cannot I mean express what they think in correct way.

9/okay, most of the time I do not correct my student while they're producing because it's something offending, they will feel offended and feel blocked in order to continue their task or activity but what I do most is by the end of the session I mean when they're dealing with the activity I sometimes just take notes names of students for example if it is grammar I just put G in the front of the name just to uu point where the lack is I by the end of the session I just make sure that this student have understood that they need to correct some of the mistakes but at the same time I can feel that the student do not care much about the mistakes I mean they just care much how to communicate with others and it's good thing I mean since you have just observed how natives do speak with a lot of mistakes and it's okay, I mean the most important thing is to pass the message of the communication.

10/um, I guess games are good what we call conversational games, conversational games I'll give you an example, conversational games are very efficient at this level and make a kind of differentiating between students who are good at writing and good at speaking and

when you split I mean students into groups and you just ask them to chose a good student in writing, speaking, a manager, a mistake corrector and so on and they just select themselves and they just keep working in this group as while the task is for example to look for, they working for example a character okey,let just say you are asked to guess what character they're talking about for example a movie star and they just keep giving some hints but without clarifying the thing they try to scramble the ideas for you but at the same time with the vocabulary they're using is very efficient for those who are trying to guess, when others I mean they will not find out what the word is about they just go straight and check with the dictionary or using their phones, and it's a good thing I mean they make them work and at the same time you may notice that they have been correcting their work before I mean the end of time I mean it's amazing how they are efficient I mean games, conversational games.

11/well, one is the pro reading, reading and reading mean I just advice most of the them to read and read is the key to all skills, is the key to critical thinking, is the key to comprehension and understanding, is the key to communication, successful communication I mean there's no other means but to read in order to develop vocabulary and then they will be able to produce.

Appendix 09: Teacher7script.

1/in general, or at university, 4years, wait second 6, because I taught like 2 as part time teacher and 4 as permanent teacher

2/it's the bread and butter of the language I mean without active vocabulary the student is unable to express themselves they can only understand and that's what we call passive bilinguals and it's like in Algeria we have a lot of passive bilinguals people who can understand French but they cannot speak it because they're passive or receptive vocabulary repertoire is decent but when they want to speak they have no active vocabulary so the absence of active vocabulary means the absence of self expression basically.

3/once again these are the building bricks of the language they can know all the grammar that they want student can have all ,not only the students any speaker of the language they can have all the ideas of the world , but if they don't have the words with which they express those ideas ,they're unable to communicate.

4/it depends on the subject that I teach ,okay, when I was at high school I would always go for a balanced approach where I go for like the four strengths ,where basically will give the opportunity to express themselves both orally and written form but they're module that I taught where they only enable me one thing or another it's like when I taught written expression they weren't that much time for speaking, so all the expressions was written one ,oral expression is the complete opposite there are other lectures like cognitive psychology where basically I'm the only one speaking ,so they have no opportunity to speak ,because it was a lecture so it depends , it depends on the syllabus , it depends on the subject , on the student , on the time on the number of the students because even in oral expression thought I give them or I try to give them opportunities to express themselves some students are , just don't have the basic knowledge to participate, sometimes the number was so big I couldn't cover all of them ,and if I try to do so I wouldn't be able to

give each and every one of them the time they need in order to completely express themselves so there's a lot of variables that would effect.

5/yeah, once again it depends, the mistakes come in different levels, you have mistakes, grammatical mistakes they're unable to form correct sentences, there are vocabulary mistakes; they do not possess the vocabulary repertoire that would enable them to express themselves properly so they either misuse the word, or use a noun instead of verb or tends to translate directly, so they come up with new words basically or they use French, so it depends, so there are also those who have pragmatic, more pragmatic mistakes, like they are unable to organize or properly develop their ideas, and we have those who they don't read so they don't even have ideas, so the mistakes vary from one individual to the other, but if I classify them I'd say that grammatical mistakes and the lack of vocabulary are the main once, right after them the lack of ideas because even for those who have decent level of English sometimes, because of the lack of reading, they don't have ideas.

6/ when I was teaching oral expression ,written expression I did so , written expression I used to join approach where we discuss and analyze a text ,so students not only are exposed to their vocabulary but also to the structure of the text and the specificities of the ... john so yeah it's some kind of pre-teaching vocabulary, oral expression the same thing , sometimes they see videos , or they see the discussion of their friends , umm and when I'm being that this words are very essential to express themselves and that topic ,and I think they don't know them , yes I will go on and pre-teach those words or vocabulary.

7/ some people said that we can motivate students , I'm against that idea, you cannot motivate someone ,because they're 2 types of motivation intrinsic and extrinsic , I can give all the incentives in this world for you to do something , yes you will do it , maybe once ,twice but the real learning happens when the students are really enjoying the process when they are internally motivated when they are working for personal goal , that case nothing could stop them and they would go the extra mile and they would make that extra effort in order to get where they want which is mastering the language ,but external incentive and we see with marks , if you do this you've got +1 , if you do that you've going to got+1,

yeah, so we turned education from learning to getting marks, so yes they say that how you motivate your students, yes I give those who try harder, I try to give them extra marks, but I know like deep inside I now that only those who are internally motivated are those who going to succeed, yeah.

8/yeah, because it's kind of demonstration of language, demonstration of their ideas, of how they communicate thing, of how they express themselves, of what basically they know, yeah it's the best demonstration I think, because we give students test, can give them exams, and they can gets like the highest mark, but when it comes to the real world their language's not that good because, especially at high school and secondary school, we teach for the test, we teach in order to prepare students to pass a test, they don't teach them to speak the language, but if you give someone an essay question and ask them to develop it or getting to them or interaction, whether to discuss something, especially something that they're interested in, because it would be unfair to ask them about something they don't know, so yeah these is the real manifestation of language, and I think this is why the language, why Allah create the language at first place, to communicate and this is the only way to manifest language yeah

9/yeah, feedback ,I prefer indirect feedback like ,first of all try to focus on the mistake you have like repeated the most , because , well first of all you would correct the student's copy now let's talk about written expression, yes you would highlighted all the mistakes that they did , after that there is a kind of group correction where you focus on the mistakes that have been repeated the most , in that case , and in oral expression it's better to use indirect feedback where you don't like stop the student like stop there we don't say that , let them finish and then say it again ,say it correctly and make sure they're paying attention to that point, especially when we talk about oral expression ,because stopping students when they're speaking or highlight their mistakes in front of everyone , only increase their anxiety ,for the written expression ,they're the only one who see their paper, but still when you do group correction ,do not say that this mistakes belong to A or X, no you just try to fix it like

10/for those who have like good written vocabulary and bad spoken productive vocabulary it's better to ask them to take some notes down before speaking that would help them ,the vice versa , reading ,those who lack the needed vocabulary to write ,there's no other better solution than reading , and the more their exposed to , the more likely they're able to learn

words, when reading, it's not a random reading and it's not a forced reading, they need first of all and this is like rule number one and this is what crashen keeps trying to highlight that people going to read things that they enjoy it, yeah if you don't enjoy it you won't learn, yeah no one like to do something they're forced to do it, go back to motivation so if they are enjoying it that type of reading they will do it voluntarily and they will do it more often and so they are more likely to learn, the other thing is that they need to create at their level, because there is what we called graded readers this are books that comes at different level and it would help students to do a test of vocabulary level, so they can choose the graded readers 'level that suits them, yeah, so graded readers are good solution

11/there is no output without input, okay and there is one particular activity or let's say strategy, I tend to use with learners that I taught at ,I would find a book that is interesting at their level ,ask them to read it and then write a summary , so there is an input and there is written output and then I discuss that summary with them ,what is the story? What are the main points? So they rely on what they have written in order to speak, after while they can skip one or the other so they can move from reading to speaking , or from speaking to writing without the need of them to be interrelated ,so I think that's a good strategy to develop learner's vocabulary.

Appendix 10: test 1 sample.

Write an extended essay about one of the following topics:

Topic one: Are reading eBooks better/worse than reading paper books?

Reading has been always a very necessary sequierement for us to enrich our minds and gather more knowledge. Ofinions about this subject differ, there are feeth who declare that reading a books is much better than reading paper books. For them, this way enable us to read what ever and what reading a books is one of the figures of the development that we are living in and doing so will make us habiticate to it well, this may be true but I strongly believe that reading paper books remains the best.

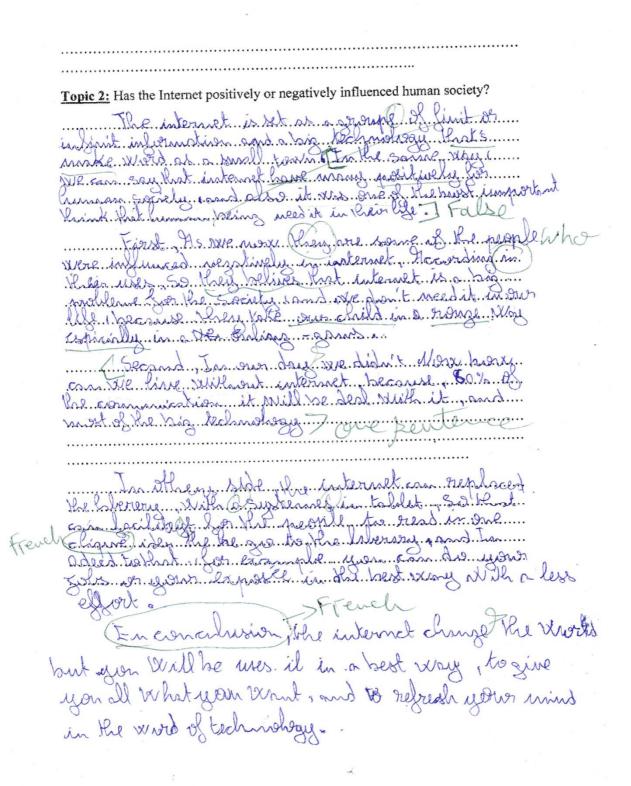
multiple lever fits for us sind it is always available, his can read from our phones at any time ut want, he can find all Kinds of Looks that may be not exclusing in the lebraries. This way makes no save our money to do other important things with it instead of buying a book. Howover, he can easily read without Wondering about how to hold the book and where to put it in case of reading outside.

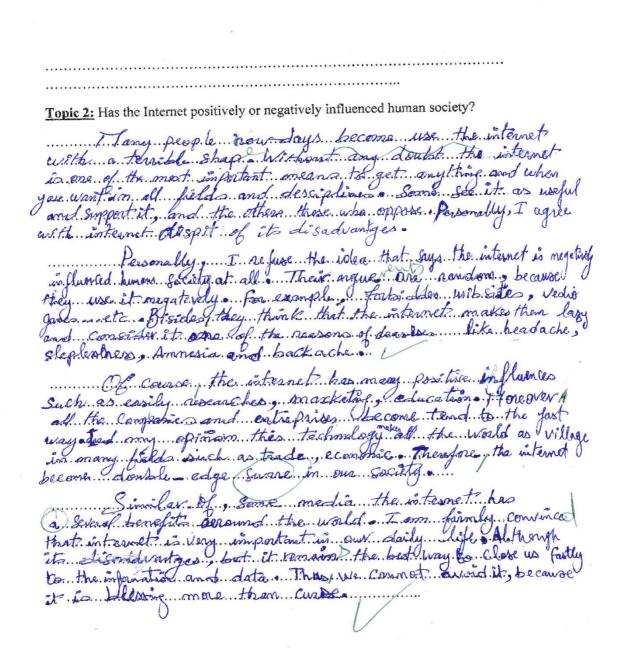
related to this subject should be enlighted first of all reading paper books to better thous the enline reading in terms of being some thing that we can touch which really makes in feel that we are reading. So come, in his raries all books are available and by going there, we will get the chance to meet and communicate with other people and exchange.

In addition, the can see that the majority of test to Lasan't have access to the strengt as so, some of them alon't have access to the Enternet as to they can't need a books, but lobraries exist every where and we all are able to go here and read . Finally, reading a books has many dangers on our health, which reading poper books doesn't have such as: vision loss, neck oches, head a cles, and many other serious diseases.

Appendix 11: test 2 sample.

Write an extended essay about one of the following topics:
<u>Topic one:</u> Are reading eBooks better/worse than reading paper books?
the degital the question of chooks to paper books is in constant debate Falore at the over pentance
paper books in serving and deleveing reformation to the
paper books in telling and detelling ufthe the
Special still abother better thou Printed boths for many
List, ebooks one efter cheaper thou paper books There are been books for free.
, there are been developed to free
Second, ebeth one nature friends, they Dequire.
MO MOS TO CLESTE ONOM
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ane delice to assu asound with you other mean!
Finally charles are one of the boot technology.
phaces for many Lock loves.
You have nest prespected the norms of an
argumentative text.
76





Appendix 14: test 5 sample.

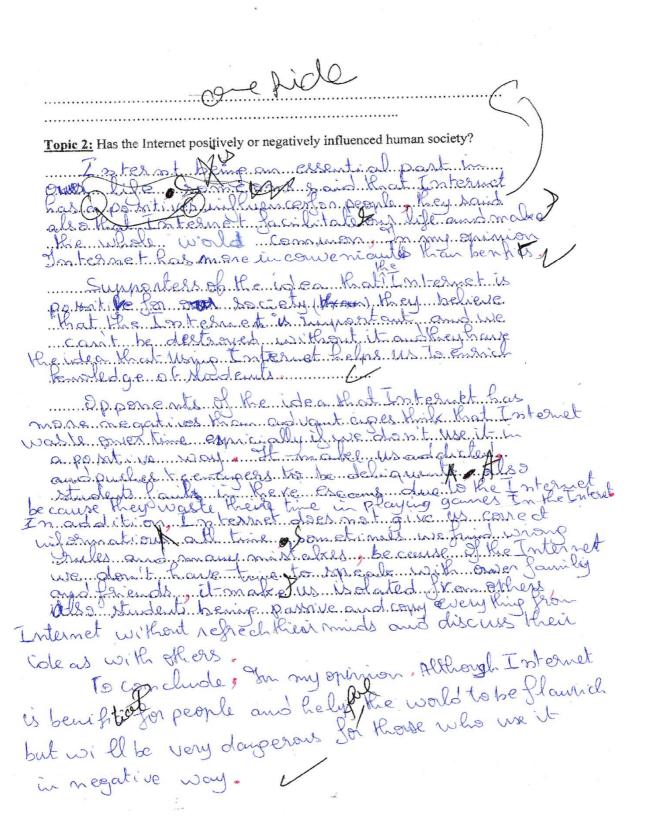
Topic 2: Has the Internet positively or negatively influenced human society?
Internet i Re most important social communication
in our day &, it makes The world a smallest town
and make it Better. Our pentere

According to some express internet has negative influenced of . Ruman society, it contains he Buggest point in an life
Hy stand point is I hart The internet very usuporbout for the learness and researchers, we just say that it is a Rowel world. Ronestly, you can she's any Thing yours you have all The information we can also sell and Buy just from The internet, you can make your own Bussis from The internet, sommunicate with the persons from other Countries, discord The worlds.
we can also sell and Buy oust Iron The internal you can make
nour own Bussnis from the wheret, Communicate wither.
Dersons from other Countries, discover The woulds.
Threall two must protect our children, and thren how. we use it for The good Things and use it yest for Jew Rouss
Not twenty four hours.

Appendix 15: test 6 sample.

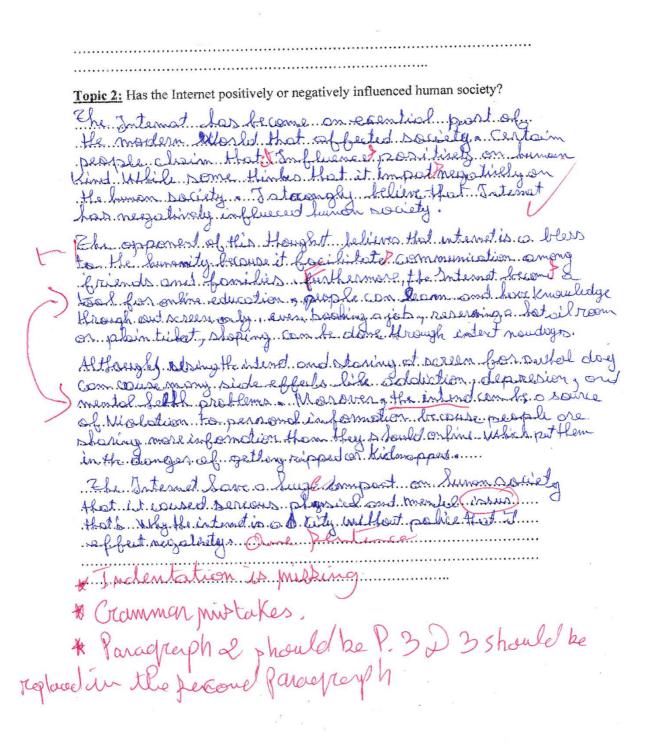
Write an extended essay about one of the following topics:

Topic one: Are reading eBooks better/worse than reading paper books? ... Boarding books is a great habit that can make human consoluc, ... educative and intelectral . Some people belives that reading paper books is the best while others belives that for better expertere on reading . ebooks give the perfect choice. whether ebooks on paper books have a lot advantages persendy , I profen reaches an my phone be couse I bring I mike me even where ... Nothing equivalent abook where you can toucht, and enter. the snood of imagesnary, o touch it smell it and feed it off is the perfect way to feel like you are reading. Also, am important. being to of paper books is their they are heat they for eyes. Move, (amother and). He ability of remneberry what the reader is reading is move than slooks because, he can touch and small the. ... Ebooks are so useful , because, you can buy ben from Some which is realy helpful in the pandamic and you do not mast you time to go to the hibraryes. Also, they are chaper them paper books. More own, when you travel you do not have the protdem of where you we going to put you books because . Pay one on one little thing which is your phone on Kindle, so it is . really beloful in space.... In conclusion, Meading books, it can amazing expenience. that can teach us a lot of things for better life So, to make it better I prefer heading ebooks that one avoilable in any time and in every where



Topic 2: Has the Internet positively or negatively influenced human society? A study states that 91% of people use internet all around the World. Internet has become a Common tool that everyone use it and consider it as a part of his life. Some people selectivat the Internet influenced negatively human rapinety a some people affirm that yutend has a great and positive influence in our racieties. In my opinion, I claim that Sutemet has a mumerous benefits in all domains. Opponents of this idea state that the use of Internet this a serious mistake and should be negolated as room as possible for several reasons, To beginnit is a waste of time and he ally which makes a warrying problems michas (headaches, eye'rs problem ...) beadsystaming at many for a long time make the person anti-rocial, large and improductivity, especially for kids, to clarify: oberity and antison and felling lost. modeling Interest influence greatly our rocceties in many fields and disciplines for the text, it speads knowledges the work especially in poor countries by transmitting their voice to the INISC of which helped them is lightly as reported from the Rocale holding attidant teacher. To build up schools, hospitals. Besides, helping students, teachers, and researchers another studies, manuely in or the averent situation, where to covid 19 We learn Honogh Moddle, doing Tents, and chatting with teachers Second, through Tutemet different apps like Google Facebook, youtube, first laying in your couch with a small clic, you can learn, chat, entertain, play, speake with other people abroad your country. Fruthermore, Internet can be tool for living, like you commable Videoson youtube for example, and gain money without efforts. megative affects in roccety but it still an imminent rool that we cannot live withoutity for fact, it becomes The air forces, and an obligatory part in our lives we com societies, by it We can reach our dreams, that were received impossible for the Ancient people, therby, we've to use it the rightway to gain the rightnesults.

Appendix 17: test 8 sample.



Appendix 18: six traits of writing rubic.



Six Traits Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content ≥ main theme ≥ supporting details	Exceptionally clear, focused, engaging with relevant, strong supporting detail	Clear, focused, interesting ideas with appropriate detail	Evident main idea with some support which may be general or limited	Main idea may be cloudy because supporting detail is too general or even off-topic	Purpose and main idea may be unclear and cluttered by irrelevant detail	Lacks central idea; development is minimal or non-existent
Organization structure introduction conclusion	Effectively organized in logical and creative manner Creative and engaging intro and conclusion	Strong order and structure Inviting intro and satisfying closure	Organization is appropriate, but conventional Attempt at introduction and conclusion	Attempts at organization; may be a "list" of events Beginning and ending not developed	Lack of structure; disorganized and hard to follow Missing or weak intro and conclusion	Lack of coherence; confusing No identifiable introduction or conclusion
Voice ≥ personality ≥ sense of audience	Expressive, engaging, sincere Strong sense of audience Shows emotion: humour, honesty, suspense or life	Appropriate to audience and purpose Writer behind the words comes through	Evident commitment to topic Inconsistent or dull personality	Voice may be inappropriate or non-existent Writing may seem mechanical	Writing tends to be flat or stiff Little or no hint of writer behind words	Writing is lifeless No hint of the writer
Word Choice ≥ precision ≥ effectiveness ≥ imagery	Precise, carefully chosen Strong, fresh, vivid images	Descriptive, broad range of words Word choice energizes writing	Language is functional and appropriate Descriptions may be overdone at times	Words may be correct but mundane No attempt at deliberate choice	Monotonous, often repetitious, sometimes inappropriate	Limited range of words Some vocabulary misused
Sentence Fluency ≈ rhythm, flow ∝ variety	High degree of craftsmanship Effective variation in sentence patterns	Easy flow and rhythm Good variety in length and structure	Generally in control Lack variety in length and structure	Some awkward constructions Many similar patterns and beginnings	Often choppy Monotonous sentence patterns Frequent runon sentences	Difficult to follow or read aloud Disjointed, confusing, rambling
Conventions ≥ age appropriate, spelling, caps, punctuation, grammar	Exceptionally strong control of standard conventions of writing	Strong control of conventions; errors are few and minor	Control of most writing conventions; occasional errors with high risks	Limited control of conventions; frequent errors do not interfere with understanding	Frequent significant errors may impede readability	Numerous errors distract the reader and make the text difficult to read

Adapted for Regina Public Schools from Vicki Spandel, Creating Writers. Regina, SK Canada