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vocabulary”

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Introduction

Actuality. Writing is undoubtedly a complicated skill to master for L2 learners. The difficulty stems from the fact that generating and organizing ideas and then translating them into readable text are time-consuming and long-sought skills even for native speakers. According to Richards, the complex

skills which are used in writing require L2 learners to not only focus on planning and organizing skills in a higher level but also on spelling, punctuation, word choice skills in a lower level. This difficulty is especially aggravated when, language proficiency is weak. The lack of vocabulary knowledge makes writing a difficult task for L2 learners and vocabulary plays a crucial role in writing quality. In addition, vocabulary is commonly considered as one of the main factors required for L2 proficiency as well. It is central to language and crucially important for L2 students. Considering the vocabulary knowledge importance in SLA and foreign language learning, it would be worthy to define the kind of language knowledge that learners should have in knowing a word completely. Vocabulary knowledge consists of the spoken form of a word, the written form of a word, the grammatical function of a word, the collocational behavior of a word, the degree of frequency, the stylistic register constraints of a word, the conceptual meaning of a word, and the association of word with other related words. However, it is not easy to investigate all kinds of vocabulary knowledge simultaneously. In this research, the explicit vocabulary instruction effects on L2 learners' performance in writing and its effect on have been investigated. As Richards puts, vocabulary is of vital importance and a key part of language proficiency serving as a building block for learners' speaking, listening, reading, and writing skills. Therefore, students who encounter problems when they write in a second language do not have enough vocabulary knowledge. Despite having good account of grammatical rules, most Uzbek EFL learners face serious challenges in writing. The inefficiency seems to be, to some extent, due to the lack of vocabulary knowledge, especially productive vocabulary, and to a large extent, the inadequate emphasis placed on productive skills and the type of instruction they receive.

«Today we are passing through the way of innovational development aimed to totally innovate all the fields of society. It is not without reason, of course. Because who will win in the present time developing rapidly? The state which is relied on the new ideas and innovations will win»¹. Thus, it requires conducting the practical research and investigations, considering the different aspects of teaching.

The given dissertation has been fulfilled according to the requirements of the following laws and regularities as PD in 2012 on the enhancement of teaching the foreign languages by the first President of the republic of Uzbekistan, “On measures of the development of the Higher Education system” on 20 April, 2017 and other standards.

The degree of inquiry of the theme. Nunan, Oshima, White and Halliday investigated the issues related to teaching writing skills. Parkinson and Hammer cited on developing writing skills through literary texts by learning the vocabulary.

The aim of the research is to work out the strategies and techniques for teaching vocabulary to enhance writing skills of students.

The tasks of the research work are:

¹ Мирзиёев Ш.М. Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлисга Мурожаатномаси. [www.http://prezident.uz/uz/lists/view/137](http://prezident.uz/uz/lists/view/137)

- to find out the strategies of teaching vocabulary;
- to reveal the interrelations of vocabulary and writing;
- to investigate the vocabulary instruction effects on writing;
- to assess the value of explicit vocabulary instruction for the enhancement of EFL learners' writing;
- to elaborate the activities for vocabulary teaching in improving writing skills.

Methods used in the research are descriptive and content analyses method.

The object of study is vocabulary in enhancing writing skills.

The subject of the study is the activities and strategies for teaching vocabulary.

The novelty of the research are:

- the strategies of teaching vocabulary have been defined;
- the activities of teaching vocabulary in order to enhance writing skills have been elaborated;
- the explicit vocabulary instructions have been investigated.

The theoretical and practical value of the research work is that the materials of the research can be used in further investigations and be helpful in lectures on methodology of the English language as well as to teachers and students in their practical lessons in better understanding their style of learning and designing the lessons according to them. Furthermore, the materials of the diploma work are a good source in creating the manuals and textbooks for teaching at schools considering the learning styles.

Structure and volume of the qualification diploma work: The diploma work includes the introductory part, two chapters, conclusion, the bibliography and appendices. The total amount of the diploma work is 61pages.

Current focus on oral acquisition of L2 research emphasizes on the importance of learner interaction and negotiation. Therefore, the systematic instruction model presented here supports teacher directed interaction and negotiation based on vocabulary learning: - Seeing the word (visual or spelling representation), - Hearing the word (pronunciation articulated by teacher), - Understanding the vocabulary (denotation meaning and parts of speech, negotiation, explanation, and elaboration of meaning in connotation), - Saying the word (repetition), and - Using the word in context (writing).

The present research was trying to provide the information on teaching vocabulary in order to increase writing skills of students. The first chapter is dedicated to the theoretical and practical issues of writing skills, some approaches in teaching writing. The discourse forms are also essential in teaching writing. The issue of combining the issues of teaching writing with teaching vocabulary in the centre of our investigations in this research paper. Writing is a productive skill. Therefore, we need thorough and scrupulous methods of teaching writing long with vocabulary. The second chapter is devoted to teaching vocabulary, finding out the strategies and activities. The problems of teaching transition words and the vocabulary in the literary text in order to enhance writing skills have taken place in this chapter.

Moreover, the findings are hoped to magnify the advantage of explicit vocabulary instruction in comparison with other types of vocabulary instruction. Regarding ELT material developments, learning

experiences can be planned in a way that educators have the opportunity to take advantage of explicit vocabulary instruction in pedagogically sound ways for the purpose of linguistic development. The present research can provide a good basis for more research on the way we can help the L2 learners to improve their writing skills by using explicit vocabulary instruction. Moreover, it can pave the way to take the second step on working on applying different strategies to enhance learners' vocabulary knowledge. Principles relating to vocabulary development: valuing words is critical to student learning, wide reading and direct instruction are necessary components to vocabulary learning, and modeling word consciousness with a focus on language use encouraged students to pay attention to words. The literary text will give learners more opportunity to learn the vocabulary and teachers combine teaching vocabulary with teaching writing through compositions, essays, narrations and descriptions.

I.Developing writing skills

1.1.Approaches to teaching writing

Writing is an act of communication, it is considered as a skill that needs study and practice to be developed. The ability to write is not naturally acquired; it is usually learned as a set of practices in formal institutions, or other environments settings. Meanwhile, writing is an essential skill through which success can be attained in any academic contexts. Brooks says that: "*writing is much more than an orthography symbolisation of speech, it is more importantly a purposeful selection and organization of expression*" this means that writing is a group of organized expressions that form a whole, and convey specific meanings. Furthermore, Nunan (2003) defines it as a process of thinking to invent ideas, exploring and arranging them into statements and paragraphs, rather than a mere production of graphic symbols. The ability to write a second/foreign language is becoming widely recognized as a crucial skill for educational, occupational and personal reasons. One of the main goals of learning to write is to pursue careers that involve extensive writing. Moreover, at the university level, writing is used as a tool for learning. However, some EFL learners view it as a difficult activity, since it requires different abilities such as: mastering grammar, vocabulary, punctuation and higher level of productive language than speaking i.e. the written language needs to be more explicit, accurate, appropriate, and effective than the spoken discourse. Hence, the writer has to structure and integrate information into cohesive and coherent paragraphs. In addition to that, generate and organise ideas and translate them into a readable text. Thus,

sufficient knowledge about the language is required because: *the process of text generation, or encoding internal representations (ideas) into written text, may be disrupted by the need for lengthy searches for appropriate lexical and syntactic choices. Consequently, the written product may not match the writer's original intention.* Writers need to communicate their ideas clearly, and keep their readers in mind to enable them understand their compositions. In addition to that, they need to choose relevant words to make their writing as explicit as possible, and complete in itself, to convey the intended message (ibid). Nunan says that successful writing involves: - *Mastering the mechanics.* - *Mastering and obeying conventions of spelling and punctuation.* - *Using the grammatical system to convey one's intended message.* - *Organising content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures.* - *Polishing and revising one's initial efforts.* - *Selecting an appropriate style for one's audience.* Writing is then considered as a sort of communication between writers and readers. Thus, an ability to express and organize ideas, and a prior knowledge about the topic are required in any piece of writing. Students need to have the opportunity to define and pursue writing aims that are important to them. They need also to use writing as an instrument of thought and learning across the syllabus, as well as in the world beyond their university studies. Hartley divides written texts into a hierarchy of three overlapping levels: the first level is about **writing as a social process** since there is a close connection between texts production and writing purposes. The second one refers to **writing as a cognitive ability** since there is a close connection between the written product, and the reformulation of thoughts and ideas. The third and the last level is the process of **putting pen to paper** which is classified as the first and the highest level of writing processes. Meanwhile, Briton distinguishes between three kinds of writing: **transactional writing** which is used to inform, advice or persuade². The second kind is **expressive writing** which reflects writer's immediate thoughts and feelings. While the third kind is the **poetic writing**, here the language is used as an art form and exists for its own sake. The present study is concerned with the second category of Briton or what he called **expressive writing**. Students in this case will use the language to express their ideas and personal experiences, in order to strengthen their language performances through writing. Traditionally, writing was viewed as a tool for the practice and reinforcement of specific grammatical and lexical patterns. Focus was on accuracy and little attention was paid to content and self expression. Later, some researchers such as Qian argue that EFL students need not only to cope with mechanical problems of the language, but also with problems of fluency of expression, grammatical and lexical accuracy, as well as the appropriateness of the writing style.

² Briton, J. The Development of Writing Abilities. London: McMillan edition.1975

Traditional Approach. Within this approach, focus was on form of the language; syntax, grammar, mechanics and organization rather than content. Grammar is explicitly or implicitly presented to help learners understand and internalize the grammar rules. This approach is concerned with the teaching of basic sentence-level and some organizational skills. (ibid). Generally, models of writing are given to students and then they are asked to imitate these exemplars. Furthermore, little attention is paid to the rhetorical aspects of the text or its social contexts i.e. emphasis was on student's writing as final products, as well as grammatical and linguistic accuracy. **The Modern Approach.** In this approach writing is seen as a communicative act. It helps students understand genre constraints and develop audience awareness. In addition to that, focus is on meaning and content rather than form. Furthermore, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing i.e. the generation of ideas, and the writing of multiple drafts to present writings that communicate learners' ideas. Teachers give their students a responsibility and an ownership of their own learning, because learning to write is seen as a developmental process in which students choose their own genres, and write from their own experiences or observations. Badger and White state that "*the main advantages are that they (learners) understand the importance of the skills involved in writing, and recognize that what learners bring to the writing classroom contributes to the development of writing ability*". Less emphasis is paid on linguistic knowledge such as: grammar and text structure (ibid). **The Balanced Approach.** Raimes points out that all approaches to writing overlap, and teachers should not focus on one approach and exclude the other; they should be eclectic, drawing from all available methods. Students need to learn how to keep their audience in mind, through selecting a variety of words to convey their intended message. In addition to that, they need to learn how to develop their ideas using the different syntactical and grammatical rules.

1.2. Discourse forms in writing

Writing skills could be defined as the ability to communicate thoughts and ideas into structured patterns, in order to help readers understand what is meant by writing. Thus, EFL students need to be able to express themselves in coherent and organised sentences to form a meaningful whole. **Content and Form Levels** Writing includes both what is said (content) and how it is said (form). It embodies different cognitive features of the writer which are addressed to specific readers, not necessarily to share the same view points, but at least to convince or provide them an acceptable writing despite the distance between them³. Oshima and Hogue point out: *Whenever you write, consider your specific audience, that is, the people who will read what you have written. Knowing your audience will help you to communicate clearly and effectively. In academic writing, your audience is primarily your professors and instructors.* In this respect, Hedge states that 'less' skilled writers are those who tend to produce 'writer based' rather than 'reader based' prose i.e. they tend to focus on the topic at the expense of the reader. As a result, this later will face difficulties in comprehending the ideas and the arguments presented. At the content level,

³ Brooks N. Language and Language Learning. New York: Harcourt.1966

coherence should be achieved i.e. the relationships between ideas in the text that create a meaningful discourse. Moreover, it enables readers to move from one sentence to the other, without feeling that there are any missing points. In this respect, the writers' opinions, perspectives and reference to previously mentioned ideas that are newly introduced should be relevant. Furthermore, at the form level, more attention should be paid to cohesion. The term cohesion refers to the relations obtaining among the sentences and clauses of a text. Halliday and Hasan assert that the primary determinant of whether a set of sentences do or do not constitute a text depends on the cohesive relationships within and between the sentences. Cohesion is then, those lexical and grammatical elements in the text which can create connections between parts of it. Halliday notes that cohesion could not be discussed without mentioning 'text', 'texture' and 'tie'. Text is generally used in linguistics to refer to written or spoken stretches that form unified whole rather than isolated sentences. Halliday and Hasan propose that the language of the text should follow a linear sequence, in which each line of the text follows and links the previous one. This means that there are certain features that characterize a text and distinguish it from something that is not a text. A text has texture which makes any length of text meaningful and coherent i.e. it is the basis for text unity. In addition to that, for a text to have texture, it must include ties that link it together. The concept of ties then are those items which turn the separation of clauses, sentences and paragraphs into units of related prose, making the relationship between ideas and clarifying the meaning the writer is trying to communicate. The most commonly used typology of cohesive devices is provided by Halliday and Hasan⁴. This typology contains the following five cohesive devices: **reference, substitution, ellipsis, conjunction, and lexical cohesion.**

Reference One of the options that grammar of English offers creating surface links between sentences is **reference**. Halliday and Hassan state that there are some items that cannot be semantically interpreted without referring to some other items in the text. The most common linguistic elements as referring devices in a textual environment are pronouns. However, there are other linguistic elements used to fulfil the same function, such as: articles, demonstratives and comparatives.

Substitution and Ellipsis In **substitution**, an item is replaced by another item in order to avoid repetition, the sentence "did you come yesterday? Yes I did" is a good example of substitution. The word "did" is a substitution for "came yesterday". Items commonly used in substitution in English include: "do", "one" and "the same" (ibid).

Ellipsis on the other hand involves the omission of part of sentences on the assumption that an earlier sentence will make the meaning clear. e.g. my kids practice lot of sport. Both are incredibly energetic. In this example, "my kids" is omitted. **Conjunctions**. Another type of cohesion is **conjunction** which is used to show the relationship between clauses and paragraphs. Osisanwo identifies the following conjunctive types: **Coordinating**: and , but , because...etc / **continuative**: anyway , well...etc **compound adverbs**: furthermore, moreover....etc / **subordinating**: although, since...etc **Lexical Cohesion** The last

⁴ Halliday, M. Language as Social Semiotic. London: Edward Arnold. 1978

type identified by Halliday and Hasan is **lexical cohesion**. It is defined as cohesion that is created via the use of vocabulary and it is the central device that makes a text hang together. Lexical cohesion has two subclasses: **Reiteration** and **collocation**. Lexical reiteration consists of three categories: **repetition** of the same word (people, people), use of **synonym** (meal, food) and use of a **superordinate** (car, vehicle). Collocation on the other hand involves the association of lexical items that regularly co-occur, e.g. order/obey, joke/laugh, beach/waves/sand/swim....etc. Readers will encounter difficulties in comprehending the text and identifying its meanings, if it lacks these both levels (content and form) because they complement each other, and cannot be separated. Furthermore, Heaton suggests some additional writing skills that EFL learners need to develop:

- a) *Language Use*: the ability to write correct and appropriate sentences.
- b) *Mechanical Skills*: the ability to use the written language conventions such as: punctuation, spelling...etc
- c) *Treatment of Context*: the ability to discuss and develop thoughts and ideas by excluding all the inadequate information of the topic being discussed.
- d) *Stylistic Skills*: the manipulation of sentences, paragraphs and language in an effective manner.
- e) *Judgement Skills*: which mean the ability to select and organize information. The above writing skills allow students to communicate their ideas. EFL learners need to support their points with specific information, connect and arrange their ideas and thoughts, use appropriate words...etc, in order to respond to the interests and needs of the readers.

Writing Stages

Brumfit states that: “*it is generally held that learners should first master the language system in a mechanical way and only then hope to branch out on their own*”⁵. Thus, writing skills need a process which has four stages. Oshima and Hogue mention them as follows:

- i) *Pre-writing*: it is the first stage in the writing process. Two steps are taken into consideration, the first one is to choose and narrow the topic and the second one is to gather ideas; brainstorming.
- ii) *Planning (outlining)*: at this stage students need to organise their ideas (that were generated by brainstorming) into an outline.
- iii) *Writing and revising draft*: it is the stage of composing the draft, the writer needs different steps such as: writing the first rough draft, and proofreading.
- iv) *Writing the final copy to hand in*: it is the last and final stage in the writing process. Writers have to rework the written drafts into a final form and then polish them for presentation or publication. Furthermore, Oshima and Hogue point out that: *when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing,*

⁵ Brumfit, C.J. Communicative Methodology in Language Teaching. Cambridge: Cambridge university press. 1984

you read over what you have written and make changes and corrections. Therefore, writing is never a one step action; it is a process that has several steps. Thus, the different writing stages are expected to contribute in developing and strengthening students' thinking skills, because they engage them in processes such as: connecting, analyzing and evaluating ideas.

The Writing Framework Students should be equipped by some linguistic competence when writing, because they will find it difficult to express themselves in an appropriate manner when they are not linguistically competent. Moreover, since there is a close connection between language and its socio-cultural context, one cannot consider the act of writing in dissociation from its cultural conventions. Furthermore, Kaplan says that people from different linguistic and cultural backgrounds organize discourse differently as a reflection of their native language and culture or what is called contrastive rhetoric. The writer needs to be more explicit, through organizing and carefully formulating his/her ideas, to convince an unknown reader. That later needs to understand what has been written, without asking for clarification. In this respect, Hyland states that: *Successful writing has something to say. Before writing, we want to know why and for whom we are writing. This helps us making decisions about what to include, exclude and emphasise. It helps us shape our writing confidently.* Moreover, the diagram below presented by Raimes shows what students need to deal with when producing a piece of writing. It shows that there are various elements of writing that should be taken into account such as: word choice, syntax, content and others, in order to write clearly and effectively.

1.3. Vocabulary and writing

In order for learners to produce good writing texts they have to possess huge word power. There are different types of writing and each of which calls for certain type of lexical items. These types are: Text linguists recognize a number of text types. Hedge identifies six categories:

- Personal writing: This writing is for oneself and it includes various types of aide, memories, as well as diaries and journals.
- Study writing: This writing is for academic or educational purposes and includes all those tasks that students perform, either writing notes or summaries for themselves or writing essays, reports, reviews which are read and often assessed by teachers.
- Public writing which is writing as a member of the general public to organization or institutions. There are actually conventions to follow in this type of writing. It includes such activities as writing letters of inquiry, application complaint and form filling of various kinds. This type of writing is also described as functional writing.
- Creative writing which can include poems, stories, drama, all of what can be for oneself or shared with others. This type of writing is often practiced at primary and lower secondary education as it helps students to build self-esteem.

- Social writing: This writing establishes and maintains social relationships with family and friends. For example, personal letters, invitations, congratulations, condolences and personal e-mails.
- Institutional writing which is related to professional roles. For example, agendas, minutes, reports and memos. A great vocabulary is just one essential tool in a writer's toolbox, along with punctuation, grammar, and many others. Vocabulary can make your writing more powerful and more effective and help you say exactly what you mean. This indispensable tool will help you choose the best word for every job and avoid vague words that do not give your readers a good sense of your meaning. Building your vocabulary is one of the easiest ways to improve the power of your writing and make any writing task that much easier, as you will have several synonyms in your repertoire to pull from every time. Developing your vocabulary need not be difficult or painful. Here are 25 ways you can improve your writing vocabulary every day.

Use New Words

Use a word immediately after you learn it. Try to make a game out of using a new word as soon as you learn it. Every day, try to slip in a new word into the conversation, a journal entry, an assignment or an email to a friend. Do this as often as possible, and repeat the word to yourself.

Read Every Day Once you're out of school, word drills and assigned reading become things of the past. While these were tools for building your vocabulary repertoire while you were young, it doesn't mean you should abandon reading. Try to read a well-written and edited essay, magazine article, book or news article

every day. Nonfiction and technical books will quickly teach you new ways to think and speak with words you may be unfamiliar with, but any type of reading will help you along.

Learn Roots Learn the roots of words. Most words in the English language are built from a common root, prefix, and suffix, usually with an origin in the Greek or Latin language. Once you learn a root, you'll begin to understand more words that use the same root. For example, -duc- (Latin root word) means _____ to _____ lead or to make, such as in the words produce or deduce.

Use a Thesaurus Keep a thesaurus handy. As you write, keep a thesaurus handy and use it when you find yourself using a word too often, or using a word that you know doesn't quite convey the right meaning. This will help you better express yourself, and you'll also learn a new word in the process.

Develop practical vocabulary

This means you should start by learning words that express what's important to you for the task at hand. A good example of this is learning trade language or words you use often in a hobby or vocation. Rather than immediately turning to cliches or jargon that's tossed around, look for clearer words to express to peers what you're writing about.

Micro-strategies and macro-strategies

The present study shows that there is no absolute advantage in using a strategy that not all strategies have the same effect on all learners, and that choice of strategies is related to factors like attitude. There is thus

some advantage in approaching the question of strategies with an open mind, and making systematic comparison between the strategies used by good learners and those used by poor learners. As far as I know, the question of whether good and poor learners can be distinguished by their use of vocabulary learning strategies has not been asked before. It is possible to approach this question on two different levels. Firstly, one can study general approaches to learning, what Scholfield calls “macro- strategies”. Alternatively, one can look at the more detailed, specific learner behaviors or “micro-strategies”. For example, at the macro-strategy level, most good learners engage in what might be called “practice”. However, some learners use specific micro-strategies in their practice which do not appear in the behavior of their learners; for instance, some learners test themselves systematically as part of their practice, while others do not. Most of the relevant study has concentrated on the holistic macro-strategy level, rather than the atomistic micro-strategy level, and this has led to the similarities between good learners being inflated. Statements like “the good learners practice” are not really helpful. What we need are more specific findings which tell us what the learners actually do when they practice. This information would help us to deal with the differences between good and poor learners more adequately and help us to establish the effectiveness of particular micro-strategies. The study reported in this paper had the following objectives:

- a. To explain the role of vocabulary learning strategies in a foreign language acquisition.
- b. To identify the types of micro-strategies used by a group of learners of English, and to assess how frequently these strategies were used.
- c. To discover whether there were any differences in the strategies used by good and poor learners.

- **Micro-Strategies:** - Ask classmates - guessing - ask teacher - overlook - ask for L2 paraphrase - ask for L1 equivalent - ask for example of use - group work - dictionary. –

- **Dictionary use:** - monolingual dictionary - bilingual dictionary - look up meaning – look up derivation - look up word class - look for example of use.

- **Memorization:** - write and repeat aloud - repeat aloud - write, repeat and L2 synonyms - write, repeat and L1 equivalent.

- **Practice:** - using new word in real situation - using new word in imaginary situation - ask for test - ask others to verify knowledge - use written sources to verify knowledge - self – test.

- **Preferred source of information:** asking somebody - group work - dictionary.

- **Note – taking:** - taking notes at all notes in margin - vocabulary book - ordering new words sequentially - organizing words by meaning - spelling information - L1equivalent - L2 synonym - word derivation grammatical information.

The results of the above analysis show that at the macro-strategy level, there is little to distinguish between good and poor learners. In particular, three macro-strategies appear to be common to all learners:

- A. Using sources to find out about difficult words.
- B. Memorization.
- C. Note-taking.

The main difference between learners lies in the choice of specific micro-strategies within these broad categories, and the presence or absence of the macro-strategy of practice.

The second interesting and unexpected point to arise from this analysis is the importance of the group-work strategy. Co-operation is basically a micro-strategy used by poor learners when they are faced with a difficult task.

Key word method

It is one of the most influential strategies of vocabulary learning⁶. "It is a two-step mnemonic technique for learning foreign vocabulary items and their English equivalents"⁷. In this method, learners must find a part of the word which is similar for them in the sound, shape, or meaning to something in their mind or language, and use it as a keyword. Then, they must imagine a picture in their mind which relates both the word and the keyword together. For example, *Transient* when used as an adjective, transient describes something that exists for a short period of time then is gone. Transient is pronounced "tran see ent". A brief definition of transient is "short-lived, ephemeral". To create a strong mental link for this definition, we can encode the sounds of word "transient" and its meaning as mental images.

We do this by thinking of images to represent the phonetic sounds of the word and definition. To me, the word transient sounds very much like "train sees ant (Retrieved from memory-improvementtips.com). It is believed that when this link is provided, the word will be retained for a long time.

VOCABULARY FLASH CARDS

Nation and Webb consider learning vocabulary from flash needs highest level of involvement. Based on Lockhart and Craik's level of processing, if an activity has the highest level of involvement and deeper processing is needed, the outcome of that activity is retained and learned better. Holding the level of involvement, language learners must learn to use and to create their own flash cards if they want to be successful in retaining vocabularies for a longer period of time. Nation in his comprehensive seminal book, namely, *Learning Vocabulary in Another language*, guides how to create and teach vocabulary items with flash cards.

GUESSING FROM THE CONTEXT

Incidental vocabulary learning is one of the methods of teaching vocabulary that if it is done with intentional or instructed vocabulary learning, it will have very positive results. Guessing from the context is the most famous strategy of incidental vocabulary learning. Helping students on how to guess from the context and using clues in the text can not only increase their speed in reading but also helps them to learn vocabularies in association with the related contexts.

WORD PARTS

Learning word parts like affixes, prefixes, infixes, circum-fixes, and roots of the words is an important strategy that learners can use to guess the meaning of the words fast. Scholars like Nation and Schmitt believe that teaching word parts to students is essential. Students who learn the word parts can analyze the unknown words and not only guess the meaning faster but also

⁶ Nation, I.S.P. 'Translation and the Teaching of Meaning: Some Techniques' ELT JOURNAL, 1978, Vol.34

⁷ Atkinson

increase their speed in reading or whatever task they are doing that contains new vocabulary items for them. Thus, it is strongly recommended that teachers teach word parts to students to help them expand their vocabulary knowledge base quickly.

REPETITION

The last important strategy that is mostly teacher-oriented is repetition. The scholars mostly believe that there must be at least seven times of exposure to take place for every word to be learned efficiently. Nation believes that Pimsleur's model of repetition is very applicable for vocabulary learning. Based on Pimsleur's graduated-interval recall, intervals must be 5 seconds, 25 seconds, 2 minutes, 10 minutes, 1 hour, 5 hours, 1 day, 5 days, 25 days, 4 months, and 2 years. Teachers must aware students of this spaced repetition schedule to help them in their vocabulary retention. Moreover, Nation (2001), in his book, has also provided different methods of repetition that can take place in classroom in details.

SELECTING VOCABULARY

Understanding the nature of vocabulary is important to the process of selecting appropriate instructional strategies that enable students to master the vocabulary they need to learn to read and to read to learn. Vocabulary consists of function words and content words. Function words are common words, such as are, that, and to. Content words include nouns, verbs, adjectives, and adverbs, like flower, eat, beautiful, and sadly. Further, content words are comprised of both concrete and abstract words. Concrete words, such as automobile, can be taught using an object or showing a picture. Abstract words, like harmony, are more easily taught using examples and non-examples. Finally, words may be considered to belong to either general vocabulary or technical vocabulary. General vocabulary refers to words, such as giant, that are not directly associated with a particular content area, while technical vocabulary, like mitosis, and is associated with a specific content area, subject, or topic. The first step in planning for vocabulary instruction is to identify the words students will learn. Suggestions to guide you in this decision-making process are enumerated below.

- Select words that are common or generally useful for students to know. Select words that students will encounter frequently, and that therefore, represent common knowledge .
- Avoid assigning words that students rarely encounter⁸.
- Choose terms that are strategic to academic success and are not typically acquired independently.
- Identify words that are essential for understanding a reading selection. Ask, “If readers did not know the meaning of this word, would they still be able to understand the passage?” If the answer is „Yes“, the word is probably not essential to understanding the selection’s major concepts or ideas”
- Pick textbook vocabulary that addresses key concepts or ideas. Each chapter of a subject area text may include a list of 15-20 vocabulary words. Often, only four or five of these terms address critical concepts of the chapter.

SELECTING GOALS FOR VOCABULARY INSTRUCTION

⁸ Ellis, R. Factors in the incidental acquisition of vocabulary from oral input: a review essay. *Applied Language Learning*, 1994 5(1), 1-32

The second step in planning for vocabulary instruction is to determine the depth to which students will be required to understand each term you have selected. Some words warrant only a minimum level of knowledge, that is, a level of understanding that calls upon students to associate a new word with a definition, synonym, or context. However, if comprehension of the term is required, the teacher must select instructional strategies that enable students to categorize words, complete sentences, or generate multiple meanings for words. Finally, when academic demands require a deep level of understanding of terms, it is important that students be able to create original sentences using the words, make connections between new and prior knowledge, and apply word meanings across contexts. It is helpful to keep in mind several general principles that facilitate acquisition of new vocabulary.

–Teach new words in the context of a meaningful subject-matter lesson and facilitate student discussion that requires students to use the new word ⁹.

–Ensure that students hear the correct pronunciation of the word and practice saying it aloud. Hearing the syllable structure and stress pattern of the word facilitates its storage in memory .

–each word parts – root words, base words, prefixes, and suffixes that students will encounter frequently.

–Teach words in related clusters to help students understand how words are related and interrelated.

– Identify examples/applications and nonexamples/nonapplications related to the meaning of the new word.

–Help students connect new vocabulary to something with which they are already familiar.

–Create opportunities for students to paraphrase the definition of a new term so that they can identify the main idea associated with the term and recognize specific bits of information that clarify its broader, more general core idea.

–Offer students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.

Creative Writing

Muthusamy et Al define creativity as doing something new, either in terms of ideas, technique of writing or both of them. Furthermore, Beard classifies it according to different areas:

- a) – **Lexical Creativity:** means that learners can use different words in new contexts.
- b) - **Phonological Creativity:** in which learners can use the same sound but in different meaning.
- c) - **Semantic Creativity:** using pun (playing with words and their meaning) will help learners develop their creative writing.
- d) - **Grammatical creativity:** to create an impact on the reader, students might be given a chance to experience some deviating forms of language use, through imitating some writing models for instance.
- e)- **Metaphor:** using metaphor and other figures of speech will help learners develop their creative thinking. Thus, literary texts can help students develop creativity in the writing classroom. Khatib says in

⁹ Ellis R. Factors in the incidental acquisition of vocabulary from oral input: a review essay. *Applied Language Learning*, 1994 5(1), 1-32

this respect: *Literature shows a good ground for writing practice having the learners complete a poem or a short story in cloze form is very encouraging. Also we can have the students write the end of a story in their own words or narrate a story from the point of view of another character in a short story, novella or a novel. Other similar creative activities can be developed for writing practice.* Literary texts expose learners to expert writing, and help them develop their writing abilities. In addition to that, they help students come up with their own insights, as well as think and write in a more imaginative way.

	Creative writing	Technical writing
Content	imaginative, metaphoric or symbolic	factual, straight-forward
Audience	General	specific
Purpose	entertain, provoke, captivate	inform, instruct, persuade
Style	informal, artistic, figurative	formal, standard, academic
Tone	Subjective	Objective
Vocabulary	general, evocative	specialized
Organization	arbitrary, artistic	sequential, systematic

Furthermore, to encourage creativity, Edwards and Springate suggest that:

I- Students need enough time to explore their ideas and thoughts. Moreover, teachers should not interrupt their students' learning, but make it interesting and engaging.

II- Creating a writing classroom environment, in which risk taking is encouraged, as well as providing learners with different materials and resources. Narramore points out that teachers should have creative thinking in providing learners with creative instructions.

II. Teaching vocabulary in developing writing skills

2.1. Techniques for teaching vocabulary

Most of the researches on second language acquisition as a general process pay little attention to vocabulary learning¹⁰. This is not just a recent phenomenon. O'Dell commented that major books written about syllabus and language teaching theory lack vocabulary and lexis throughout the 1970s and 1980s. Its omission may have an even longer history¹¹. Wilkins' writing, at the beginning of the 1970s, dates the omission of writing back to the development of structural linguistics. Therefore, the role of vocabulary in language learning process, testing, and teaching has been marginalized over the last fifty years or so. Milton mentioned three reasons for this. One is a product of the structural and other approaches to language teaching that have become highly pervasive in language teaching. Outside the arena of specialist vocabulary studies there seems to be a long-standing idea that words are just words, and that learning words is unsystematic¹². Vocabulary is unchallenging as a pedagogical or an academic issue, as a consequence. As the second reason, he referred to teachers' belief about vocabulary, that it is possible to become highly proficient in a foreign language, and even a sophisticated user, with only very limited vocabulary resources. The third reason is the widely held belief that time taken for explicit vocabulary teaching is wasted because 'few words "learned" or "taught" by direct instruction' are retained, and 'most L2 vocabulary is learned incidentally and mostly from oral input'. Considering the aforementioned research, he stated that "the best way to deal with vocabulary, therefore, is not to teach it at all because learners will soak it

¹⁰ Mitchell R., Myles, F. *Second language learning theories*. London: Hodder Arnold.2004

¹¹ O'Dell, F. Incorporating vocabulary into the syllabus. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: description, acquisition and pedagogy*. Cambridge: Cambridge University Press.1977.–P.258-278

¹² Milton, J. *Measuring vocabulary in another language*. Bristol: Multilingual Matters.2009

up as though by osmosis from the language which surrounds them inside or outside class”¹³. The evidence shows that the vocabulary learned from really incidental language encounter is usually trivial. It also shows that successful learners acquire large number of vocabulary from explicitly are taught words in the classroom. Seeing and using vocabulary in activities, through songs and in real contexts complete their learning. A lexical knowledge definition is necessary for vocabulary acquisition research. This definition contains what is going to be investigated and which measurement instruments are going to be used. For example, when we use lexical knowledge by which we mean the ability to use words in well-written sentences or discourse, then we can’t test the ability to recognize the meanings of selected items on a multiple-choice test to measure lexical knowledge. There isn’t any universal agreement on the lexical knowledge nature. A word is either “known” or “unknown” for a native language speaker (NS) and its knowledge is associated with the ability to relate form and meaning to each other. By using Yes/no questions to see whether the words are known or unknown as a measurement instrument we follow a binary approach to the knowledge of the words. Considering the elusive concept of vocabulary, Kaivanpanah and Zandi stated that the first difficulty related to vocabulary is defining word knowledge. Laufer and Goldstein refer to earlier definitions of lexical knowledge by Nation, Richards and Ringborn who describe lexical knowledge as the interrelated sub-knowledge sum: spoken and written form knowledge, morphological knowledge, collocational and grammatical knowledge, connotative and associational knowledge and social knowledge or other limitations in words usages. As Qian and Schedl argued, it is clearly believed that L2 vocabulary researchers do not consider vocabulary knowledge as having a single dimension any more. Instead, it is generally believed that vocabulary knowledge is a multidimensional construct. Therefore, there are many types of knowledge involved in ability to use a word properly and effectively in a foreign language. In the same way that it should be clear what a word is to make estimates of vocabulary size and knowledge, it should be clear what vocabulary knowledge is. The choice of definition is likely to greatly affect the size of any estimate¹⁴. The next issue refers to function and content words. Words like articles, prepositions, pronouns, conjunctions, auxiliaries, etc. are considered as function words and are seen as belonging more to the grammar of the language than to its vocabulary. Unlike content words-nouns, ‘full verbs, adjectives and adverbs—they have little if any meaning in isolation and serve more to provide links within sentences, modify the meaning of content words and so on. Another problem is that content words come in a variety of forms. For example, wait, waits, waited, waiting. They are regarded as different forms of the same word. Grammatically speaking, what is involved is adding inflectional endings to a base form, without changing the meaning or the word class of the base. Lemma in vocabulary studies is defined as the base and inflected forms of a word altogether. When in a study researchers count words types number of a written or spoken text, one of the first steps is normally to lemmatize the tokens, so that inflected forms are counted as instances of the

¹³ Milton, J. *Measuring vocabulary in another language*. Bristol: Multilingual Matters.2009

¹⁴Milton, J. *Measuring vocabulary in another language*. Bristol: Multilingual Matters.2009

same lemma as the base form. However, base words not only take inflectional endings but also have many different derivations creating a different word class (parts of speech) and new meaning. We consider such a set of word forms which share a common meaning as a word family. Distinguishing word forms and word families is particularly important in measuring of vocabulary size. One reason for the widely varying estimates of how many words a native speaker knows is that some researchers are counting word forms while others focus on word families¹⁵. The next complicated matter related to “word” is homographs. These are single word forms that have at least two meanings that are so different that they obviously belong to different word families. One commonly cited example is the noun bank, which has two major meanings: an institution which provides financial services, and the sloping ground beside a river.

Vocabulary plays a crucial role in English language acquisition. Acquiring a deep and rich vocabulary knowledge-base can help the students to convey their message more efficiently. However, learning vocabulary is not an easy job. New words run fast out of mind if they are stored without any use. Practitioners and applied linguists have always been trying to not only emphasize the importance of vocabulary learning but also propose a way for efficient learning of new vocabulary items. Recently, learning strategies have been considered as influential tools for accelerating learning, especially language learning. Oxford mentions the critical role of language learning strategies and defines them as behaviors, actions, and techniques that students apply to ameliorate their progress in producing and comprehending L2. Learning the strategies makes learning faster and better. Reckoning the issue, researchers like Gu and Schmitt applied their knowledge of language learning strategies into vocabulary learning and they provided a sub category of language learning strategies called “Vocabulary Learning Strategies” (VLS). Language learners must learn VLS for better learning of vocabularies because this knowledge improves their process of acquisition. Making students aware of vocabulary learning strategies can be an influential method for teaching vocabularies. Many researchers emphasized the importance of vocabulary learning strategy use from different perspectives. For example, Oxford suggests that language learners must be encouraged to use strategies in their process of learning. She adds that knowing vocabulary learning strategies makes learners autonomous and helps them in taking responsibility of their own learning. Benson also believes that explicit teaching of vocabulary learning strategies grows the level of independency in EFL/ESL learners. Nation believes that knowing and using vocabulary learning strategies is the most important way for learning language. Schmitt and Schmitt put that vocabulary learning strategies knowledge is very important. The knowledge of vocabulary learning strategies must be in educational programs and syllabuses. Holding the importance of strategies of learning for language learning and the importance of learning enriching vocabulary items and enriching vocabulary knowledge base, it is tried in this article to introduce most important vocabulary learning strategies that have been found as the most effective ones. Foreign language acquisition research has recently come under strong criticism from a number of sources for the little attention it has paid to lexical acquisition. Much of the work that has been carried out has

¹⁵ Read, J. *Assessing vocabulary*. Cambridge: CUP. <http://dx.doi.org/10.1017/CBO9780511732942.2000>

been concerned with lexical errors, but we are now beginning to realize that this data is very limited, and does not provide answers to some of the more important questions we might want to ask about vocabulary acquisition. There are plenty of studies in the literature which demonstrate that cognitive factors and affective factors influence success in learning a foreign language, and the general methodology for investigating questions of this sort is well-established. Typically, researchers have either investigated a small number of variables using correlation methods, or they have made use of factor analysis techniques to summarize the relationships between a large number of variables. A particularly fruitful way of approaching these issues is to look at the strategies used by learners, and the effects these strategies have on success. Bialystok and Frolich, for instance, have shown that strategy use and attitude are related to success in language learning and we can infer from this that effective use of learning strategies is one of the factors that distinguish between good and poor learners. Unfortunately most of the studies have concentrated on identifying the strategies used for good learners.

From the results obtained in this chapter, it was noticed that students often forget the meanings of words and misuse them in their writing essays. They do not have enough knowledge of words to apply their meanings into their own writing. Learners often have problems in deciding what words will most precisely and clearly express their ideas, and what words will support their purpose for writing. As a result, their essays suffer from incorrect usage and incoherent paragraphs. Students need to find words that communicate their meaning, because the reader has no opportunity to ask for clarification. Blachowicz and Fisher say that students who read widely have expansive vocabularies. In this respect, Obando and Donso say that the use of literary texts as an authentic material will provide learners with an adequate range of vocabulary along with common expressions used in the target language. In addition to that, they will help learners discover the various experiences of the native speakers. Thus, teaching vocabulary through context will help students to look for their uses and meanings within sentences and paragraphs. Furthermore, introducing students with literary texts, and giving them the choice of writing personal essays or writing summaries will increase their word usage. Thus, they may perform properly on their written assignments. Moreover, when presenting new vocabularies through the use of literary texts, EFL teachers need to take into consideration their students' level of proficiency in the target language, as well as their needs and interest. In this respect, Solange explains that: *We must take into account that a lexical item is most likely to be learned when a learner feels a personal need to know it, or when there is a need to express something to accomplish the learner's own purposes, therefore, it means that the decision to incorporate a word in one's productive vocabulary is entirely personal and varies according to each student's motivation and need.* This means that EFL teachers need to select lexical items that best suit their learners' needs and interests. Therefore, students will use the acquired vocabularies in their own writing.

Group Work Writing. Students can work in groups after reading literary texts. This will help them to get some inspiring ideas to start writing. In addition to that, they will exchange perspectives and opinions, as well as brainstorming ideas from the insights gained from reading the literary work. Students

are expected to write their first drafts that would be revised by the teacher or by peers. Hence, develop the communicative aspects of the written form of the language. Moreover, the inaccurate attempts in terms of organization, grammar and lexis would be corrected after the process of drafting and redrafting. Providing learners with group work activities will encourage their independence from the teacher and enhance their self confidence in English writing. Students will get in contact with different models of writing. In addition to that, they will have the possibility to see how organization, syntax and language are used. Moreover, Vandrich states that learners will be familiar with how sentences and paragraphs can be put together. Furthermore, students will be actively engaged in learning the language in group works. Moreover, the teacher works as a coach or a facilitator through providing his/her learners with pieces of advice and suggestions during their writing process. Williams says that teachers need to: *Intervene regularly in the learning process, immediately correcting those things students do wrong and praising those things they do right, giving reinforcement when it is most useful and most beneficial.* By doing so, learners will have the opportunity to learn actively, discover meaning and develop understanding¹⁶.

Using New Technologies. Nowadays, using new technologies is associated with innovative teaching, but one should not forget that the use of electronic materials is not sufficient. Rather, teachers need to carefully tailor their use to suit their learners' needs. Reading a short story, watching a film of the story coupled with classroom discussions or brainstorming sessions, and later writing an interpretation or an appreciation about the literary work, will help learners develop both the linguistic and the cultural awareness of the target language. Mellouk states some advantages concerning the use of computers in the writing classroom:

- *Students produce neat texts [...].*
- *They produce to a certain extent more error free texts.*
- *They take more initiative, spend more time on assignments and more time on task, thus they are more involved with assignments.*
- *They are eager to experiment and take risks.*
- *[...] they show more enthusiasm and more positive attitudes.*

The above advantages show that updated teaching techniques can be used by EFL teachers, in order to help and motivate their students in learning the target language. Moreover, Teasely and Wilder confirm that learners who gain experience in listening, speaking and writing through interaction with films, begin to radically improve their reading and writing proficiency. Furthermore, the purpose from teaching the language through films adapted from literature is to help students to communicate in the written form of the language.

Nowadays, Uzbekistan went to make rapid strides in all spheres. Changes are quick and inevitable. The need to teach in general and teach to English Language effectively in particular is the

¹⁶ **Williams, J.D.** *Preparing to Teach Writing, Research, Theory and Practice. Third Edition.* New Jersey: Lawrence Erlbaum Associates, Publishers. 2003

challenge before all the teachers in Uzbekistan. Today, it has become mandatory for the academicians to rethink and revamp their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary teaching methods and techniques need desirable and radical changes in a view of the demanding job market in the globalized world. Vocabulary of a language is just like bricks for constructing a building. Like bricks, they are vital for the building of a language. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching learning activities. Thornbury opines: *"If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with word"*. This speaks volumes about the significance of vocabulary in learning, developing and enriching English. Even, Wilkins rightly says, *"Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed"*¹⁷. Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. John Drink Water rightly says that words are the bricks, the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools. Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way. In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy argues: *'No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way'*¹⁸. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. It should be considered as an internal part of learning a foreign language since it leads the way to communication. Nation and Waring, aptly mentioned, *"Such as writing and reading, vocabulary knowledge is one of the components of language skills"*¹⁹. Harmer clearly states, *"if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh"*. If one wants to use language effectively, he/she must have good stock of vocabulary. Language is made up of words. According to Throat et.al, *'Words are the building block of language'*. Nagy appropriately remarks, *"Vocabulary knowledge is*

¹⁷ Wilkins, D. A. *Linguistics and language teaching*. Retrieved from <http://www.mlh.co.jp/med/essential/studypages.1972>

¹⁸ McCarthy, M. VOCABULARY, Oxford University Press, Oxford.1988

¹⁹ Nation, I.S.P. 'Translation and the Teaching of Meaning: Some Techniques' ELT JOURNAL, 1978, Vol.34

fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean". Teaching vocabulary well is a key aspect of developing engaged and successful readers. *"There is a great divide between what we know about vocabulary instruction and what we (often, still) do.* Traditional vocabulary instruction for many teachers involves having students look words up in the dictionary, write definitions, and use words in sentences. Word lists, teacher explanation, discussion, memorization, vocabulary books, and quizzes often are used in an effort to help students learn new words. But these methods ignore what research and theory tell us about word learning and sound vocabulary instruction. Vocabulary is a principle contributor to comprehension, fluency, and achievement.

What need to be taught? Nowadays methodologists and linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. Carter – McCarthy rightly points out, *"Knowing a word involves knowing its spoken and written context of use; its patterns with words of related meaning as well as with its collocation partners; its syntactic, pragmatic and discourse patterns;.* It means knowing it actively and productively as well as receptively.

Richards list the different things teaching need to know about a word before we can say that they have taught it. These include: 1. The meaning(s) of the word 2. Its spoken and written forms 3. What "word parts" it has (e.g., any prefix, suffix, and "root" form) 4. Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in). 5. Its collocations. 6. Its register. 7. What associations it has (e.g., words that are similar or opposite in meaning) 8. What connotations it has 9. Its frequency.²⁰

There are different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in L2 environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words enhance children and adult students' vocabulary. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorist and researcher in the field. Accordingly, there are numerous types of approaches, techniques, exercises and practice to teach vocabulary. Nation properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge.

By showing actual objects and showing models. It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom. Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous. It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary. For example, the words like tiger, brain, elephant, aeroplane etc. can be shown to the learner.

²⁰Richards,J.C. Curriculum Development In Language Teaching. Cambridge: Cambridge University Press.2001

Using demonstrations and showing pictures. Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions. Charts, pictures and maps can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries. For instance, using a picture of a 'fish', words related to the fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. can be taught. Zebrowska rightly says, *'Learners remember better the material that has been presented by means of visual aids'*. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

Teaching words in the context. Most people agree that vocabulary ought to be taught in context. Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary. Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl stated, *"Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."*

Etymology. Every word has its origin and its story of how it gets its current meanings. Because of its physical and meaningful origin, the etymology of a word is often found much easier to be comprehended than the bare linguistic symbol and its present semantic meanings. So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, and or surf on the internet to find its origin. The interesting stories behind a word's birth can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students' comprehension of new words.

By drawing pictures. It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches

will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary. Comparative words and prepositions can be made clear by simple sketches. Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Drawings can be used to explain the meaning of things, actions, qualities, and relations.

Associated vocabulary. If one topic consists of number of words, it is easy to teach these entire words altogether. For example, it is easier to teach words like orange, banana, grapes, lemon, pineapple, mango, and watermelon together in the context of 'fruits' than to teach anyone of these words in isolation. Examples of lexical fields: Parts of the Face as: (a) parts of the face forehead brow temples nose nostrils bridge/tip of the nose septum mouth lips eyes eyebrows eyelids eyelashes chin cheeks jaw jowls.

Using morphological analysis of words. Morphology is the study of words in different terms, showing how words are broken down into smaller units, and how such units are recognized. That is to say, by using the analysis of morphemes of words, we can find out the meaning of words, even some of unfamiliar English words. It is estimated that there are over 600,000 English words concerned with the roots and affixes. But the roots and affixes are limited in numbers and simple in meaning. And the most commonly used roots and affixes are only 600-800 in number. By using the analysis of roots, affixes and word structure, we can teach thousands of English words. For example: "hand/handle/handful/handicap/handsome/beforehand..."

Dictionary. It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Gonzalez found that dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary. Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning of a word Allen perceives, 'Dictionaries are passport to independence and see them as one of the student - centered learning activities'²¹. The following are some current recommended English - English dictionaries: 1.Oxford Advanced Learners Dictionary, 2.Longman Dictionary of Contemporary English, 3. Cambridge International Dictionary of English, 4.Oxford Picture Dictionary.

Collocation. It's a widely accepted idea that collocations are very important part of knowledge and they are essential to non-native speakers of English in order to speak or write fluently. Nattinger in Carter and Mac McCarthy, "It teaches students expectations about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something" The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about *heavy rain* but not *heavy sun*, or we say that we *make* or *come to a decision*, but we don't *do a decision*. So, *heavy rain* and *make a decision* are often referred to as collocations and we say that *heavy* collocates with *rain*. Collocations include: [1]Verb + Noun (e.g. *break a code, lift a blockade*) [2]Verb + Adverb (e.g. *affect deeply, appreciate sincerely*) [3]Noun + Verb (e.g. *water freezes, clock ticks*) [4]Adjective + Noun (e.g. *strong tea, best wishes*) [5] Adverb + Adjective (e.g. *deeply*

²¹ Allen, V.F. TECHNIQUES IN VOCABULARY TEACHING, Oxford University Press, New York.1993

absorbed,

closely

related).

Synonyms. A synonym may be used to help the student to understand the different shades of meaning, if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Adjectives often have several synonyms, and phrasal verbs will usually have a non-phrasal verb equivalent. Use caution that you do not imply that all the words have exactly the same meaning, since different words often are used for different connotations or to imply different meanings. The same procedure can be used to elicit synonyms. The teacher needs to highlight the fact that "true" synonyms are relatively rare and the answers will often be "near" synonyms. The students could make crosswords, word snakes or other puzzles for each other using these synonyms. Students were asked to bring daily five new words which were not familiar to them from the text-book. At the end of each lesson they were asked to tell the word, its spelling and its meaning in English. They were banned to see the notebook where these words were written. If they were not able to give the correct word its spelling and meaning, they were asked to bring new ten words next day. Such an exercise was fruitful for the learner.

Antonyms. The students were asked to make lists of opposite words. Two groups were made; one group gave one word while the other group asked to give an opposite word to it. For example, sharp/blunt, rude/polite, flexible/rigid, generous/mean etc. One group gave word 'sharp' and the other group gave opposite word for it as 'blunt'. Marks were written on the board. They found it very interesting and memorized more words in order to win the contest. Thus, by play way method they can learn new words.

Words often confused: The long list of often-confused words was made in the class and students were asked to use them in sentences from the brackets. Teacher should provide the meaning of such words, if necessary. For examples: adopt: adapt, beside: besides, principal: principle etc.

Homonyms

Homophones are words of the same language that are pronounced alike even if they differ in spelling, meaning, or origin, such as "pair" and "pear". Homophones may also be spelled alike, as in "bear" (the animal) and "bear" (to carry). But this list consists only of homophones that are not spelled alike ant/aunt eye/I ate/eight fare/fair bear/bare sea/see son/sun stationary/stationery steal/steel threw/through throne/thrown be/bee blew/blue by/bye/buy beach/beechnut cell/sell cent/scent/sent census/senses cereal/serial die/dye

Word Map. Students work in small groups to learn connections among words by brainstorming and organizing words according to a map that they design or a blank one that is provided by the teacher. An example might be a key-concept word in the center of the page with rays connecting related words. For example, when asked to give words they thought of when they heard the word "faithfulness", low-intermediate ESL students generated sixteen words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words.

Synonym _____

Antonym _____

In my own words: _____

Use in the Sentence _____

Etymology _____

Thesaurus _____

Other Features _____

Idioms. Teaching idioms by topic can make easier for students to remember. An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it. Idioms are fun to work with because they are part of everyday vocabulary. Students enjoy working with figurative meanings. They also enjoy finding out about the origins of idiomatic expressions, some of which are very old. An idiom is an expression that cannot be fully understood by the meanings of the individual words that are contained within it. The meaning of the whole idiom has little, often nothing, to do with the meanings of the words taken one by one. Point out to students that idioms are often used in writing or speech to make expression more colorful and that some of the most colorful English idioms make use of animals or animal comparisons.

Phrasal verbs. Teachers should include phrasal verbs in their classroom language as much as possible – and draw attention to these from time to time. There are many phrasal verbs in the English language and they are used in normal, everybody speech and writing. Phrasal verbs mean words consisting of a verb and a particle (preposition or adverb). The meaning of a phrasal verb is different from the meaning of each word if it was considered separately. Common classroom expressions incorporating phrasal verbs are: *sit down, put your hand up, turn your papers over, write this down, cover the page up, look it up, hurry up* and *calm down!* ex. The scientists carried out an experiment. vs. I carried out some chairs in the garden.

Phrasal verbs with the verb “look”

look about/around - Examine

look after - Be responsible for

look ahead -Think about events in the future

look back - Return in one’s thoughts

look for - Try to find

look on -To be a spectator

look out - Take care, beware

look up - Try to find, especially in a work of reference

look up to - Regard with respect

Crossword puzzle. Crossword puzzles offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a “Word Puzzle,” which is also called a “Word Cross”, asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.

Word formation. Teacher should encourage students to enrich and expand their vocabulary. There are different ways to expand the vocabulary of the students. By studying the morphology, we know that it not only concerns with the morphemes of words, but also the word-formation. In English classes, teachers should help students to get to know the processes of word-formation. Morphological rules reveal the relations between words and provide the means in formation of new words. That is to say, these rules determine how morphemes are combined to form words. Nowadays, teachers in liceums have paid much more attention to the teaching of the morphological rules of English word formation in their classes. But still we have a lot of work to do. The expansion of vocabulary in modern English depends chiefly on word-formation. According to Pyles and Algeo, words produced through affixation constitute 30% to 40% of the total number of new words; compounding yields 28% to 30% of all the new words; words that come from shortening including clipping and acronym, amounting to 8% to 10%, together with 1% to 5% of words born out of blending and other means. So by analyzing the processes of English word formation, we can infer word-meanings and learn more new English words.

Reading the word. Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners. Sound can be an easy way to illustrate words that describe sounds, such as whistle, scratching, and tinkling. You can make the sounds yourself, or bring in tapes or CDs for students to listen to and write down the words that they hear. The situation can be made easy and interesting, if the teacher of English selects the vocabulary, grades the vocabulary and uses different techniques in the classroom. Teachers should focus on vocabulary, as it is the most essential aspect in any language and means of communication. We cannot express our feelings without words. Wallace states, *‘Not being able to find the word you need to express yourself is the most frustrating experience in speaking another language’*.

Series, scales, systems. The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series. If you have several gradable words to introduce at the same, you can introduce them together on a scale. For instance, you can use frequency, such as always-often-occasionally or emotions in this way, with cheerful-happy-joyous-ecstatic.” 4. Determine a time limit by which teammates must guess the word being acted out. Assign points for each word guessed correctly by the teams. 5. Continue until all members of each team have had an opportunity to illustrate a word.

Quick Draw

1. Put words that describe visual concepts on cards. 2. Divide the class into teams. Ask a member of each team, in turn, to draw a card. 3. Have the student see how quickly team-mates can convey the essence of a word on the board – without words – by illustrating it. 4. Continues until all members of each team have had an opportunity to illustrate a word.

Concentration

Student pairs can play this game after studying the vocabulary in a lesson or unit. 1. Pairs of students spread out word cards and matching definition cards face down in random order in front of them on a flat desk, table, or floor. 2. Students take turns flipping over pairs of cards to try to find matching words and definitions. Each time a student finds a matching pair of cards; he or she removes them from the playing area and keeps them. 3. The student who has acquired the most cards after all cards have been removed from the playing surface wins.

Jeopardy

This game can be played with the whole class after studying the vocabulary in a unit of study. 1. Create cards that contain the definitions of key vocabulary students have studied. 2. Determine categories for these definitions. 3. Choose five definition cards per category. Assign point values to definitions according to their level of difficulty. Write the appropriate point value on the back of each definition card. 4. Organize the category labels and definitions (face down) into a Jeopardy game board on the blackboard. 5. Divide the class into two teams. 6. In turn, have the members of each team call out a category and card (by point value). Read the definition written on the card selected. If the student who selected the card can provide the word for the definition read, his team receives the assigned number of points. 7. The team with the most points wins the game.

Class-wide Peer Tutoring

1. Divide the class into two “balanced” teams. Assign tutoring pairs within each team. 2. Prepare flashcards with vocabulary terms on one side and their definitions on the other side. (Instead of flashcards the students may use class notes taken in two-column form, with words on the left side and definitions on the right side of the page.) 3. Students take turns being the tutor and tutee during tutoring time; the teacher supervises the interactions, making note of difficult vocabulary. 4. Tutees earn points by giving correct definitions to words called out to them by their tutors. If the correct response is given initially, a predetermined number of points are awarded. If the tutee corrects an erroneous answer independently, he is awarded points as well, albeit fewer points than he would have earned if his first answer had been correct. The teacher may award bonus points for on-task tutoring and responding behaviors. Rewards are provided for points earned during tutoring sessions. Teachers may, for example, factor points into student homework grades.

Same Word, Different Subject

1. Explain to students that each school subject consists of technical vocabulary words and specialized words. Technical words are those that usually have only one meaning and are discussed in only one subject. For example: English – verb, gerund biology – mitosis mathematics and rhombus. 2. Tell

students that specialized vocabulary words are those that are used in different subjects and usually have different meanings in each subject. For example, the word division could be used differently in history, mathematics, and science classes.

3. Have students identify and discuss other specialized vocabulary words. Create a class list that can be added to regularly as new words are encountered and discussed.

Vocabulary Self-Collection Strategy

1. Ask students to identify two words they believe everyone should learn that are related to specific topics the group is studying. 2. Have students write their words on the board. 3. Ask students to present their words to the group by defining them, explaining why the group should learn them, and telling where the words were found.

4. Moderate a discussion through which the class reduces the list to a predetermined number of most important words by eliminating words already known by many. The final list becomes the focus of vocabulary activities for the next few days.

Scavenger Hunt

1. Give students a list of essential vocabulary they must know for a unit they are studying.
2. Organize students into small groups – usually three or four students per group.
3. Provide student groups with time to search for the new words using reference books, newspapers, magazines, websites, and other appropriate resources at school and at home. Instruct students to collect examples of the words, copy sentences that use the words, collect or draw pictures of the words, and build models or examples of the words. Assign point values for each of these methods of illustrating the vocabulary words, for example: 8 points for building a model representing the word, 5 points for finding a newspaper/magazine article that uses the word and 2 points for finding a book about the word or illustration that describes the word. You may also wish to award bonus points for groups that find a representation for all vocabulary words on the list.

4. Allow groups to meet each day for a few minutes to plan a strategy for gathering the representations of their words and assess how they are progressing in their collection efforts. Tell groups to keep their progress and findings secret; they are competing with the other groups for points.

5. Create posters on which vocabulary words are written (one word per poster). On the day that the items/examples are due, give groups a few minutes to organize their objects in piles by the words written on the posters. Show each word poster and have students, group by group, share what they have brought to represent that word. Briefly record their ideas on each word poster. Post these posters on the wall.

6. Next, have groups sort their items by type. For example, put books about the topics in one pile, pictures in another pile, and models in yet another pile.

7. As the unit is taught, students can refer to the posters to review these essential vocabulary words. The teacher may also ask students to use the list of scavenger hunt words to write a summary of the unit.

Pinwheel

1. Divide the class into groups of 6, 8, or 10. Each group forms an outer and an inner circle. Innercircle students face out; outer-circle students face in, in such a way that each member of the inner circle is

facing a partner in the outer circle. The outer circle partner faces his inner-circle partner as well.

2. Each inner-circle student is given a different vocabulary word and its corresponding definition. The inner-circle students quiz their partners on the meaning of their vocabulary words. Inner-circle partners may offer assistance, as needed.
3. After each dyad has completed reviewing its assigned word and its corresponding definition, the outside students are cued by the teacher to “pinwheel” or move one position to the right. Now, each student has a new partner, and the outside students have new vocabulary words to review. This process continues until each outside student has worked with each inside student.
4. Call, “Inside out and outside in.” Students switch roles and the process is repeated.

The Chain Game

This game may be played by groups of eight students after the class has studied the vocabulary in a specific lesson or unit of study. It provides much repetition of words and their definitions.

1. Draw eight links on the blackboard or overhead projector to create a chain, and write a vocabulary word in each link.
2. Select the first player in each group. This student chooses any word in the chain, reads the chosen word, and defines it.
3. Select the second player in each group. This student determines the direction of play on the chain by choosing a word to the right or the left of the word selected by the first player in the chain. The second player in each group reads and defines the word selected by the first player, then reads the word he or she has chosen and defines it.
4. Select successive players. Each of these players reads and defines previously selected words in the order in which his or her predecessors chose them, then reads and defines the next word in the chain. When the teacher selects the students, the difficulty of the task can be controlled for students who have memory deficits. Some students with memory difficulties prefer to have their turn early in the game. Some at-risk students prefer to take a turn later in the game, and take pride in repeating definition after definition, which they have learned because of the intensity of the repetition.

Vocabulary Charades

1. Put words that describe visual concepts on cards. (Examples: *hurricane*, *motivate*).
2. Divide the class into teams.
3. Ask a member of each team, in turn, to draw a card and “act it out.”
4. Determine a time limit by which teammates must guess the word being acted out. Assign points for each word guessed correctly by the teams.
5. Continue until all members of each team have had an opportunity to illustrate a word.

2.2. Transitional words in writing essays

Different steps should be taken into consideration before start writing. Researchers such as Williams summarise them as follows:

Generating Ideas

Before asking students to write on any topic, teachers may help their learners develop and organize their ideas and thoughts, since inappropriate organization can make the writing text disconnected, unclear and difficult for the reader to comprehend. Three different techniques can be used to help learners organize and develop their ideas. These techniques are: Brainstorming, Clustering and Free Writing.

Brainstorming

Students are asked to list all ideas that have a relationship with the topic being discussed. They do not have to worry about the usefulness and the correctness of their ideas. However, not all the ideas will be included in the final product i.e. some ideas will be deleted, while others will be modified.

Clustering

Ideas are put down on the paper. Then, students are asked to write the main topic in a circle in the middle of the page. Whereas, related ideas are placed in other circles or bubbles around the main topic, and connected by a line or an arrow.

This strategy stimulates the flow of ideas and help learners explore and arrange their thoughts (ibid).

Free Writing Students are asked to write down their ideas as quickly as they can without ceasing, within a set time limit. They can move to another idea if they couldn't complete the previous one. Organization of ideas and correction of grammar, spelling...etc come later²².

Planning the Writing Essays. Students need to take into consideration several criteria before start writing, such as: the audience, the objective from the topic being discussed, as well as how the text should be organized²³. The following questions are adapted from Nordquist. They will help learners think about their audience, when writing their essays: Who is the audience for the present writing essay? Why will they read this piece of writing? How much background information do I need to convey to my audience? What type of tone and style do they expect me to use? How are these factors going to shape my writing?

Drafting After generating and planning ideas, students need to start writing a first draft that would depict the shape of the text. Therefore, two factors should be taken into account, time and flexibility i.e. students need to organize their time, and be flexible in directing their written essays. Moreover, students can start by writing the topic sentence, and then develop supporting details i.e. all ideas can be put down on the draft to improve the composition.

Pausing and reading Students need to take pauses to read what did they write, and verify how their essays are following the plan already designed. They may review this later, and make changes in it if needed.

Revising. When revising their drafts, students can make some changes; exclude the inappropriate ideas and modify the others. Thus, they need to keep in mind their readers, to enable them understand the intended meaning. During revision, students should focus on content and organization, and not on grammar, spelling or punctuation. This allows them verify the unity between their sentences and paragraphs as a whole.

²² Elbow P. *Everyone Can Write*: New York: Oxford University Press.2000

²³WilliamsJ.D.*Preparing to Teach Writing, Research, Theory and Practice. Third Edition.* New Jersey: Lawrence Erlbaum Associates, Publishers.2003

Editing and Publishing In this stage, students should deal with the surface features of their writing essays i.e. punctuation, capitalization, spelling, word choice...etc. Teachers can provide their learners with some practices through peer editing activities; they may ask their students to edit each other's essay, in order to learn from their mistakes. Furthermore, after editing the papers, teachers can ask their students to read them aloud²⁴.

Cohesion and Coherence. To teach the cohesive devices, Zamel suggests a number of different writing activities which help students use and understand the semantic, and the grammatical restrictions that govern their use. Zamel proposes a sentence combining and completion exercises, organization of scrambled sentences, or the addition of any different cohesive devices. Providing learners with such activities will help them write in an ordered way, and use links in an appropriate manner (ibid). Furthermore, providing students with excerpts from literary texts will be a motivational source for pedagogic activities, because they engage them intellectually and linguistically. They will be aware that for a text to be cohesive, it must be held together by some lexical and grammatical devices. EFL learners need to learn how to use the different types of cohesive ties in order to employ them in a clear way, and ensure the coherence of their writing essays at the same time²⁵. In addition to that, they need to know that a text is coherent if the sentences within paragraphs and the paragraphs themselves are presented in a clear and a logical order.

Organization of Ideas. Organization refers to the logical arrangement of sentences and paragraphs, in order to coherently express ideas for the reader. Before start writing, students should decide first on how to present information. In addition to that, they need to state the main idea in the topic sentence, to tell the reader what the paragraph is about. Then, it should be supported by different examples and details that have a single focus. Moreover, students need to pay attention to unity of ideas, to help the reader move smoothly from one idea to the other. In addition to that, transitions should be used to ensure the arrangements of thoughts, the relationship between parts of the writing, and the relationship between parts to the whole. The table bellow will show the different transitional words and phrases that would help learners in their writing essays.

ORGANIZING PRINCIPLE TRANSITIONAL WORDS OR PHRASES

Order of Importance first, second, third, in addition, moreover, furthermore, more importantly

Chronological then, before, as, since, later, during, when, until, while, first, second, third, next, after

Spatial beside, around, beyond, under, next to, above, behind, near, along, below;

Cause and Effect therefore, so, consequently, because, as a result;

Comparison likewise, similarly, just as, like;

Contrast on the other hand, unlike, rather, however, but, on the contrary; **Introduce an Example** for example, in other words, in fact, for instance, that is, specifically;

Show Addition and, again, in addition, moreover, also, furthermore;

²⁴Williams,J.D.Preparing to Teach Writing, Research, Theory and Practice. Third Edition. New Jersey: Lawrence Erlbaum Associates, Publishers.2003

²⁵ Mellok, M. An Analysis of Students Writing Deficits, Hindrances and Challenges of an EFL Case Study. Unpublished Doctorate Thesis in Applied Linguistics and TEFL. Sidi Bel Abbès.2008

Show Emphasis indeed, in fact, certainly;

Acknowledge another Point of View Though, despite, although.

These cohesive devices help create a good piece of writing. That is why teaching the special words in writing essays or some other types of writing promote students' knowledge and enhance their writing skills.

2.3.Improving writing skills through teaching vocabulary in the literary texts

Chitavelu et Al assert that literary texts could be used as a resource for language learning. They move on to assert that when reading a literary text, students will be familiar with the authentic use of the language and the different linguistic and communicative functions of that language. Texts used in the writing classroom should be flexible in order to cater for learners' needs, interests and abilities. Teachers then, need to carefully select literary texts to help their students learn more effectively. After selecting a relevant literary text, EFL teachers need to select different writing activities to enhance students' writing skills and stimulate their motivation and interest. In this respect, Duff and Maley state that: *Literary texts are thus used as a resource –one among many different types of texts- which provide stimulating language activities. The advantages of using literary texts for language activities are that they offer a wide range of styles and registers; they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion; and they focus on genuinely interesting and motivating topics to explore in the classroom*²⁶. This means that the language of literary texts provides learners with the necessary language skills. Moreover, it helps students develop an understanding of the English language. Hismanoglu proposes a variety of writing activities that use literary texts as a springboard for enhancing students' writing abilities. For instance students can rewrite a third person passage into first person point of view, paraphrasing or rewriting prose fiction into dialogue or vice versa (ibid). Adding and changing the work are both writing tasks proposed by Hismanoglu. The first task is concerned with adding or complementing a literary text by imaginative episodes. Meanwhile, the second is about rewriting the whole or part of the literary text from the point of view of different characters for instance. Furthermore, Holden says that a variety of exercises should be used to improve learners' language skills such as: making progression from the sentence level, to paragraph to the whole essay, letter writing, dialogue construction, story-telling, description...etc. Teachers may control some of these activities more than the others, while some of them should be conducted in group works rather than individual works (ibid). In addition to that, Sholes states that providing learners with writing activities in which they write the same way they read, will not only improve their abilities to write in a variety of discourse forms, but also it will develop their abilities to read and interpret texts. Moreover, for many students, the EFL classroom is the one place to practise language. Therefore, providing them with activities that nurture their motivation and interest will help them develop their writing abilities. To meet this objective, teachers need first to provide their learners with meaningful activities, and second give

²⁶ Lazar G. *Literature and Language Teaching, a Guide for Language Teachers and Trainers*. Cambridge: Cambridge University Press. 1933

them an opportunity to express their ideas and thoughts stimulated by the reading tasks. Thus, to connect what students read with what they write, teachers need to select specific themes that involve consideration of learners' proficiency level in English, as well as their interest and motivation. Choosing the literary text teachers should use the different activities and strategies for teaching vocabulary and then, give the writing tasks for students. I have selected the range of activities for teaching vocabulary in the previous paragraph, thus, they all can be implemented in teaching the words from the texts. Below, I put some literary texts and activities.

The Story of an Hour By Kate Chopin cited in Wagner (2002: 114-116).

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death. It was her sister Josephine who told her, in broken sentences: veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message. She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her. There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul. She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves. There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window. She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams. She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought. There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air. Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will—as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch

of her body. She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely, and she opened and spread her arms out to them in welcome. There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination. and yet she had loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being! “Free! Body and soul free!” she kept whispering. Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. “Louise, open the door! I beg, open the door—you will make yourself ill. What are you doing Louise? For heaven’s sake open the door.” “Go away. I am not making myself ill.” No; she was drinking in a very elixir of life through that open window. Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long. She arose at length and opened the door to her sister’s importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister’s waist, and together they descended the stairs. Richards stood waiting for them at the bottom. Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine’s piercing cry: at Richards’ quick motion to screen him from the view of his wife. But Richards was too late. When the doctors came they said she had died of heart disease—of joy that kills.

EFL teachers can ask their students general questions related to the content, to build background knowledge of the topic being discussed as well as connect, extend and elaborate their ideas. This will provide learners with the opportunity to learn actively, to negotiate with each other, to discover meaning, and to develop and share understanding of the content of the literary work. The following tasks are adopted from Wagner’s suggested activities, about writing in response to literature. The objective from the following exercises is to help learners extend their ideas, and write coherent and organised essays.

The present activity will help students develop their descriptive writing.

Use the following statements to describe the main character in the story?

- Louis was young, with a fair, calm face, whose lines bespoke repression and even a certain strength.

- She sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

- The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

The present task will help learners acquire some new vocabularies that will help them in their writing essays. First, students are divided into small groups and then they are given words' lists taken from the literary text. Later students are asked to employ the learned words in appropriate sentences. Dictionaries can be used as a tool for words' learning.

1	Sob
2	Bespoke
3	Subtle
4	Implore
5	Shudder
6	Implore

Find the meaning of the above words, and use them in sentences of your own.

Task 2.

Murder in Mesopotamia by Agatha Christie cited in Hamdi. Mr. Colman had started in to Hassanieh in the morning, driving himself in the lorry with the letters in a knapsack. He also had one or two commissions to do for the expedition. It was pay-day for the men, and he would have to go to the bank and bring out the money in coins of small denominations. All this was a long business and he did not expect to be back until the afternoon. I rather suspected he might be lurching with Sheila Reilly. Work on the dig was usually not very busy on the afternoon of pay-day as at three- thirty the paying-out began. The little boy, Abdullah, whose business it was to wash the pots, was established as usual in the centre of the courtyard, and again, as usual, kept up his queer nasal chant. Dr. Leidner and Mr. Emmot were going to put in some work on the pottery until Mr. Coleman returned, and Mr. Carey went up the dig. Mrs. Leidner (Louis) went to her room to rest. I settled her as usual and then went to my own room, taking a book with me as i did not feel sleepy. It was about a quarter to one, and a couple of hours passed quite pleasantly... When i put the book down at last and looked at my watch i was quite surprised to find it was twenty minutes to three! I got up, straightened mu uniform, and came out into the courtyard. Abdullah was still scrubbing and still singing, and David Emmot was standing by him sorting the scrubbed pots, putting the ones that were broken into boxes to await manding. I strolled towards them just as Dr. Leinder came down the staircase from the roof. "Not a bad afternoon", he said cheerfully. "I have made a bit of a clearance up there. Louis will be pleased. She's complained lately that there's not room to walk about. I'll go and tell her the good news". He went over to his wife's door, tapped on it and went in. It must, i suppose, have been about a minute and a half later that he came out again. I happened

to be looking at the door when he did. It was like a nightmare. He had gone in a brisk, cheerful man. He came out like a drunken one... reeling a little on his feet, and with a queer dazed expression on his face. "Nurse..." he called in a queer, hoarse voice. "Nurse..." I saw at once something was wrong and i ran across to him. He looked awful... his face was all grey and twitching, and i saw he might collapse any minute. "My wife..." he said. "my wife... Oh, my God" I pushed past him into the room. Then i caught my breath. Mrs. Leidner was lying in a dreadful huddle heap by the bed. I bent over her. She was quite dead... must have been dead an hour at least. The cause of death was perfectly plain... a terrific blow on the front of her head just over the right temple. She must have got up from the bed and been struck down where she stood. I didn't handle her more than i could help. I glanced round the room to see if there was anything that might give a clue, but nothing seemed out of place or disturbed. The windows were closed and fastened, and there was no place where the murderer could have hidden. Obviously he had been and gone long ago. I went out, locking the door behind me.

Hamdi proposes a variety of activities that could be used with short stories and novels. The following tasks are adapted from Hamidi's writing activities that could be used with EFL students in the writing classroom.

Task One: After reading the literary text, students are asked to improvise predictions about events that will occur next. Teachers can prompt their learners with some questions if necessary. This kind of activities may help learners develop their creative thinking, therefore, improve their creative writing abilities. Teachers may ask the following question: Using the information given by the author, improvise an end of the story?

Task Two: Write a letter to the author, expressing your views on the literary text and explaining your feelings toward the characters of the story?

Task Three: The following activity will help learners organise their ideas and thoughts and make a link between the different components of language such as: grammar, vocabulary, mechanics and content. Using your own words as far as possible, summarize the passage in about one hundred words?

Task Four: In order to teach new vocabularies, teachers may ask students to make associations among key words found in the literary text, or guess the meaning of words from a context. Dictionaries can be used for words' learning. Look up to the following words: *collapse, brisk, queer, huddle*. Then use them in sentences of your own? The above writing tasks are some of many activities that could be used in the writing classroom, in order to make learners familiar with the different writing forms of the language. Teachers can be creative when designing appropriate activities that suit their learners' needs, and can lead their students to be creative too by making them produce their own works. Teachers need to act as facilitators and guides to make these activities successful through raising their learners' motivation, and making them active participants rather than passive observers. Furthermore, EFL teachers need to be innovative in using the various kinds of teaching techniques which accompany the materials, so that the students will be active and encouraged to learn the language and write about it.

Conclusion

In this paper, the most important vocabulary learning strategies were enlisted. These strategies are found to be the most influential vocabulary learning strategies. Language teachers are recommended to consider teaching at least these five strategies because without vocabularies no one can convey meaning. This paper has shown that in the process of learning new words the main distinguishing feature is that “good” learners typically use the macro-strategy of practice, while “poor” learners do not. This analysis has also proved that patterns of vocabulary learning strategies deserve further detailed investigation. We can say that there is a role of vocabulary learning strategies is great in the process of foreign language acquisition.

EFL teachers want their learners be able to express and communicate their ideas in a clear manner, since writing occupies a centre stage. Moreover, it is widely argued that reading and writing mutually develop each other. Thus, teachers need to expose their learners to a meaningful, interesting and relevant language learning materials in order to help them develop their writing performances. Furthermore, the ability to write a second/foreign language is becoming widely recognized as a crucial skill for educational, occupational and personal reasons. However, some EFL learners face certain difficulties in communicating their ideas, and expressing themselves in a coherent and an organised

manner. Therefore, readers will encounter difficulties in comprehending the text and identifying its meanings. The objective of the present research work is to enhance students' writing abilities through the vocabulary of English literary texts. In addition to that, it tries to help EFL learners explore, express and communicate their ideas into structured patterns, since writing is considered as a challenge for them to pursue their EFL studies. Thus, assigning learners to write after reading a short story helped them improve some language abilities in their writing essays. Moreover, EFL teachers asserted that if literary texts are carefully selected, students will be attracted by the act of reading, hence, develop their writing skills. Therefore, teachers should select the appropriate materials according to the level of their students and work out the activities for teaching vocabulary from the literary texts and then, put the writing tasks.

Of course, vocabulary is not an optional or unimportant part of a foreign language. The key component of language is words and there is no language without them. Recent language learning theory suggests that reducing the volumes of vocabulary acquired by learners may actually harm the development of other aspects of language. Richards showed that vocabulary is language proficiency key component and much of the basis for how well learners speak, listen, read, and write is provided by words. A key factor in every day oral and written communication and academic success is learners' vocabulary size which also has serious implications. This research conducted on a limited set of target vocabulary was going to answer some elementary questions in L2 recognition and productive vocabulary research. These questions were related to learners' vocabulary knowledge in a particular context, the distinction between learners' recognition and productive vocabulary in writing and a particular topic, the immediate and long-term effects of explicit instruction on learners' vocabulary use in writing. This research proved that word comprehension does not automatically predict productive use of the word, besides learners are able to expand their controlled active vocabulary as well as use newly learned words. Moreover, writing and vocabulary knowledge enjoy a mutual relationship. That is saying, while writing is an excellent opportunity for enhancing and consolidating vocabulary, at the same time much research has shown that vocabulary is one of the most essential features of writing. Studies have consistently demonstrated that a lack of vocabulary is what makes writing in a foreign language most difficult, and vocabulary proficiency is perhaps the best indicator of overall writing quality.

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