THE USE OF WORDS FOR EFFECTIVE WRITTEN COMMUNICATION: PITS AND PATHS OF GRADUATE LEVEL STUDENTS

Ms. Hurria Maharvi[1], Waheeda Rehman[2] , Muhammad Ramzan[3*] , Zohaib Ahmed Tanoli[4], Hira Jalil Awan[5]

[1,2,3,4,5]M.phil English (Linguistics)

Abstract:

The present study is conducted to find out the difficulties which are faced by the students in their written communication. This study also aims at exploring the challenges of students in written communication such as grammatical errors, structural errors and pragmatic issues. Two questionnaires were used as a research tool. By using sampling techniques, data is collected from 45 participants of graduate level and 15 teachers from government schools of Bahawalpur City, Punjab, Pakistan. The Data is analyzed through SPSS (version 23) and it is presented in tabulated or pi-graph charts. The study concludes that students make errors due to lack of vocabulary items, mother tongue interference, inter language and intra language transfer. With the help of these aspects students will be able to create an effective writing work to communicate and transform their ideas very clearly, effectively and successfully so that it may be achieved the results.

Introduction:

Every word has meanings and each person has his/her own perception or connotations about the particular word. According to Pinker (1995) word "linguistics" is a compact form of meaning or any information which is associated with phonology, morphology, lexicography, semantics,

syntax, morphosyntax, text, grammar, etymology, metaphor, discourse, pragmatics and all the other worldly knowledge is included within a single word.

Communication phenomenon varies from person to person or place to place because every situation is different and context of communication also differs from each other. Moravcsik (2001) explains that it is not important to explore all the possible meanings of a word. By identifying the meanings of words, it is observed that the productivity and significance will be affected. Language and communication vary by the variety of words. Variation of words is one of the features of language. It changes the meaning in given context. According to Leech, Francis and Xu (1994) when the words are systematically arranged then their meanings are more effective which helps to understand main concept of the individuals.

Weick (1995) says that communication is the backbone of success in the system. Communication is the only way to interact with others. Interacting with people never has been an easy task. In older times there were not so many sources which were helpful in languages and communication. But with the passage of time the world has changed. The systems are growing up but the environment is falling down due to adaptation. They are not adapting the current situation to improve their society and success rate. Every administration has its own way to run the system but at present communication has become most significant tool in every aspect of life. The importance of communication has been well known in societies, but some are still unaware of its importance that how communication always helps us in sense making.

Communication is considered as the part of our identity, we use it every time to interact. Every person uses different ways, methods and skills to communicate. The central part of communication is the verbal communication; people know that this is a communication medium by listening and speaking, but they neglect the important part of it is non-verbal communication which includes the behavior of the person and his/her paralinguistic features. Every individual communicate for specific purpose; he/she may has to achieve someone's attention, praise someone, for official work and so on. With the help of communication every individual explores the world using his/her own personal experiences and knowledge to communicate in different ways. Communication does not associated with humans only but it is also used by animals as well. As every human has different style of communication same is in case of animals; they have adopted unique styles to interact among themselves. For example insect share information through pheromones, this is used to inform other members of the same species for certain situations (Moran, 2010).

Research Objectives

1. To evaluate the attitude of learners towards English language.
2. To investigate issues faced by students at graduate level while communicating (written communication) in English language.

Research,Questions:

1. What is the role of appropriate use of words in written communication?
2. What are the difficulties faced by students in written communication?

Literature,Review:

Pragmatics is basically a linguistics discipline which is used to infer contextual meanings. Adams (2002) has defined pragmatics as it is the use of language that how an individual conveys message. In other words pragmatics is an ability of language user to use language to level up with what he/she means and wants to convey. Selinker's (1972) explains that pragmatics is a scientific study to understand the acts and context to convey the intended meaning to other person effortlessly. Many researchers as McDaniel, Cairn & Hsu (1990); Austin & Searle (1992) have said that when a child learns native language he/she learns grammar rules, but he/she does not know how to utilize these rules of grammar effectively and appropriately according to the situational context..Faerch & Kasper (1983) and Lin (2009) have also explained that strategic competence is the ability how to use a strategy of communication to convey message in an effective manners. Canale and Swain (1980) have proposed three parts of communicative competence as (a) grammatical competence which involves the use of words and their rules; (b) sociolinguistic competence deals with correctness of the text or of speech; (c) strategic competence which deals with correct use of communicative strategies. Canale has restated later that discourse competence is also a part of communicative competence which deals with cohesion and coherence. Language is a way for humans to communicate through written or spoken form with the help of words in a well-organized structure. Chomsky (1957) has explained that language is set of unlimited sentences, in which every sentence is constructed in a way that they can have finite elements (Syntactic Structures 1957: 13). One of the important features of speech making is that it can be learned. According to Aristotle (344 BC), there are three methods through which speakers easily transmit ideas to its audience. These are (a) Through Logos (b) Through Pathos and (c) Through Ethos. With the help of these methods a speaker can transmit his/her message to others but which method should be use to convey message, it depends on environment around them. Because is also one of the main feature of good, comprehensible, organized and effective communication. Aristotle has presented a communication model in which he described about the importance of environment and its audience to whom speaker is going to talk. Because for any communication process audience and environment are as important as speaker and receiver are. Aristotle's model was established 2000 years ago, in which he demonstrated five major components which were helpful in transmitting a successful message to the listeners and readers.
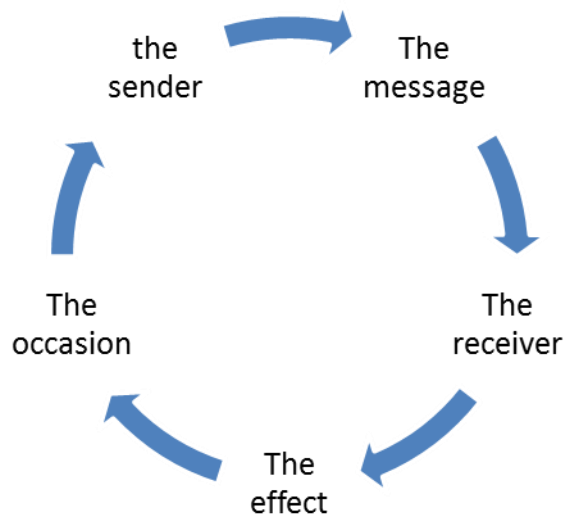
According to Aristotle there is no hard and fast rule to communicate or not but, important point to be remembered is that it's use of tools of communication in different circumstances for particular purposes. If a person is capable enough to use different tools easily then he/she can made   effective   communication   impact   upon   audience. Lasswell model is presented in 1948 and it shares the same elements for communication as Aristotle's model. In this model Lasswell demonstrates the work of channels which they do when a communication is going on. As compared to Aristotle he explains about public speaking; while Lasswell explained his model 2000 years later then Aristotle so far Lasswell is living in the society or era of technology in which communication is very easy and it has many varieties and variations. When talk about communication the speaker is the one who has responsibilities to achieve effective results. Every process of communication demonstrates that speaker is the one who should have power to guide anyone, or he has authority to construct any nation. Smircich and Morgan (1982) explain three aspects which should be present in a speaker.

    1.   He/she should be able to invade communicating situation.

    2.   Use appropriate interpretative tools for understanding of audience.

    3.   Use such language of discourse in which such symbols or forms used for whole message so it is easily understandable for the listener's. (Smircich & Morgan, 1982, p.269). Another theory of communication has been illustrated by Cutlip and Center (1952), which mainly focuses on the 'message'. This theory focuses on the formation or construction of the message. It should be well organized and understandable. A perfect or well-constructed message may be formed by using the seven C's of the author's theory. While describing the theory of C's major function of it is that it helps in effective communication by Cutlip and Center as they described in the book 'Effective Public Relations' (1952, p. 52), which helps in forming an effective   message.
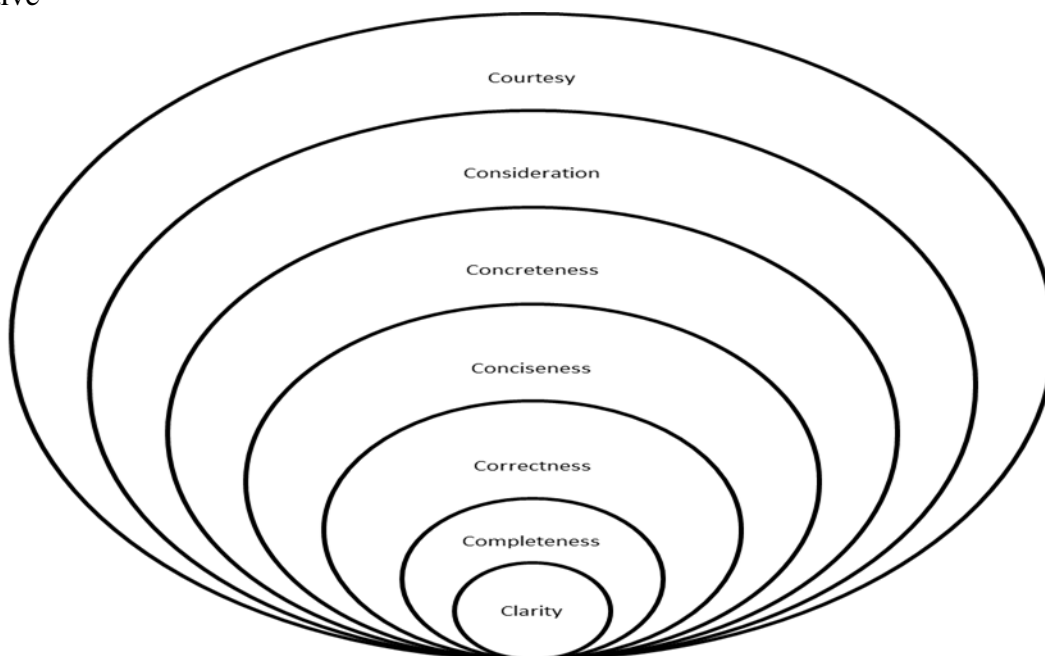
Charles Osgood (1954) presented a theory of communication which has similarities like double interaction. According to Charles Osgood's theory of communication process is considered as the energetic or vigorous because of continuous interaction between the sender and the receiver,

which is one of the major parts of communication for being effective and fair. He further explains three different tasks which are being carried out by each participant involving in the communication   process.
The first participant have to compose a message which is being transferred to other member and he have to decode it in the light of situation and circumstances. The next step is to interpret the encoded message according to the speaker's intention. Last step of communication is that the receiver had to respond according to the encoded message, and he should transmit the encoded response to the first participant; therefore he has to decode the encoded response and interpret it in the light of situation. This process is considered as the open ended process because other participants are responding to the speaker and this process may be continued actively and regularly. In 1996, Watzlawick a great scientist of communication became famous in middle European region due to his communication theory. In his theory he presents five different prototypes to explain the relationship between people, characteristics and communication. The important feature of his theory is to illustrate the relationship between the communicating participants. Sarwar, M. B. (2010-11) states that the scope of English language in Pakistan has become the part of our lives because due the English Language world has specifically become our family. In whole world many countries facing many problems like energy crisis, industrial issues and one of the main problems is language barrier in all over the world. So English is expanding its speakers day by day and trying to bridge over the gap. It is achieving a place of international reputation. We solve our problems commonly due to language communication and make it easily understandable all around. He further stated that English language is the richest language among all other languages of world. Because it has lot of stock of vocabulary and expressions, while most of the work are produced or translated into English language. According to Bajwa (2010-11) Pakistan is the best example to show the importance of second language and need of second language in it. In Pakistan Urdu is official language so lack of English language concentration is observed in this country. English language is the most influential language among all languages in world. With the passage of time in Pakistan English language will be developing in future due to the various purposes. It is official language in Pakistan and it is used in every government institute for spoken purpose along with Urdu. It is enjoying the prestigious status and reputation in the world as well as in Pakistan. At present English language is growing rapidly in educational institutes of Pakistan. In Pakistan the importance of English language is in better situation as compared to the previous years. English language is the language of science, technology and education. In Pakistan its scope is also growing due to certain reasons that it will become the language of future. It is also considered as the language of commerce, mathematics, medicine, science, herbal medicine, technology and law..
The main problem with students in writing is that they think English in their native language. As the native language of Pakistani student is Urdu so they think in it. The influence of first language also becomes one of the main difficulties of students in writing. Gomaa (2010) states that learner's mother tongue affects the second language learning so errors making phenomenon is very common in SLA domain due to L1 influence. So students make mistakes in writing. Negari (2011) states that writing in second language is difficult for students. Myles (2002) describes that there are various social and cognitive factors that affect the writing of students. These are known as motivation and attitude which affects students writing skills. Schmitt (2000) has said that students need 2000 words to manage their conversation, 3000 word

families for authenticate texts and they need 10000 words to comprehend their academic texts. A word has some parts which creates problems for students. Learners should have the proper knowledge how to use a noun, verb, adjective and adverb in a sentence. Ellis and Beaton (1993) and Atkinson (1975), have explained that while learning new words noun is considered as the most simplest part to learn which is being followed by others (verb, adjective and adverbs). Mackey (1965) has stated that to learn noun words easier then concrete nouns. Schmitt and Zimmerman (2002) explained that only few students knows about the parts of speech and can make their communication comprehensible, , meaningful, understandable and effective. Ouma (2005) says that writing in second language is another problem due lack of vocabulary which effects written communication of the students. Rabab'ah (2003) explains that limited vocabulary can not help individuals to write in second language effectively. Vocabulary is the main part of communication in reading, writing, and thinking and in learning. Vocabulary learning process starts with the birth of a child and it continues throughout the age. It starts from home and makes its way through education and other situations. Anglin (1993), Biemiller (2005, 2006), Biemiller & Slonim (2001) have highlighted that children acquire almost 860 English root words and their meanings every year. Students continue their study, the growth of vocabulary increases eventually. Nagy and Anderson (1984) have said that from school texts students become familiar with approximately 88500 word families. For the improvement of second language learners, there should have concrete knowledge of vocabulary. If they have basic knowledge of vocabulary then they can generate ideas and communicate effectively. When learners have accomplished enough knowledge then they will be able to improve their skills like speaking, listening, reading and writing. Students do not know about other words which effect their communication, eventually a lexical lapse will break the communication. Green and Meara (1995); James (1996) have said for second language learners that lack of enough vocabulary stock is the biggest problem for them.

Research Methodology:

The present study is conducted under quantitative research approach in which the data is presented in numeric form and analysis has been done with the use of statistics. As the name indicates quantitative research deals with the quantity of data. The present study deals with questionnaire research design. Questionnaire design is a way to carefully plan items in advance so that your results can come out objectively and valid. A survey is conducted to collect data of questionnaires. Participants of The Government Sadiq College Women University Bahawalpur were involved in this survey. Sample was selected by taking female students of graduate level from The Government Sadiq College Women University. Questionnaires were generated to collect data. It is the easier method as compared to others i.e., experimental, interviews and so on. As Robson (1994) stated that it is the most feasible tool for the collection of data which take less time and effort of the researcher. In terms of validity and reliability, serious efforts were made to keep the test complementary to age, class and cognitive abilities of the students. The process of data collection carried out through tests and it was thoroughly objective. Quantitative data was tabulated, coded and processed by using Statistical Package for Social Science (SPSS) version 23.

Data Analysis

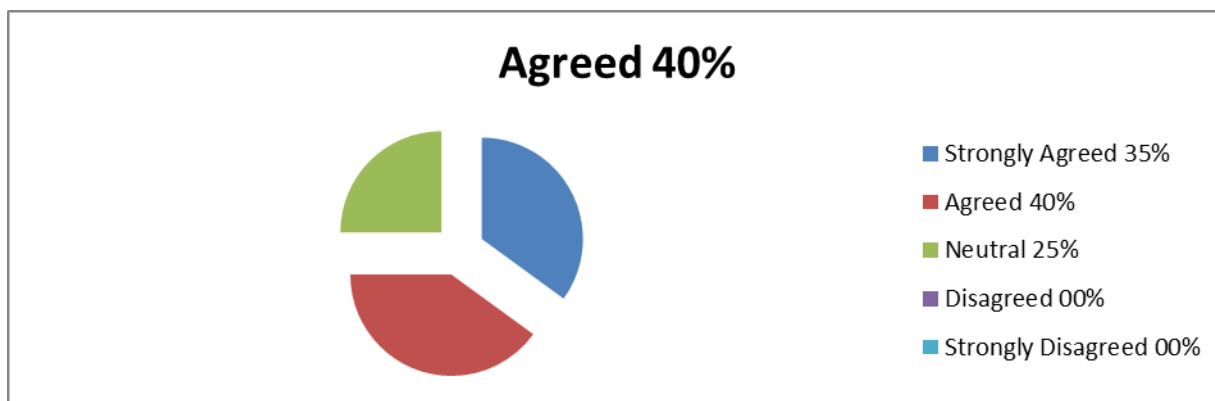| Sr.	Statement	Response	f	%	Mean

01	I think English language is worth learning.	Strongly agreed	21	53	4.4
		Agreed	15	38	
		Neutral	00	00	
		Disagreed	04	10	
		Strongly disagreed	00	00	
		Total	**40**	**100**	

Strongly Agreed 53%

- Strongly Agreed 53%
- Agreed 38%
- neutral 00%
- Disagreed 10%
- Strongly disagreed 00%
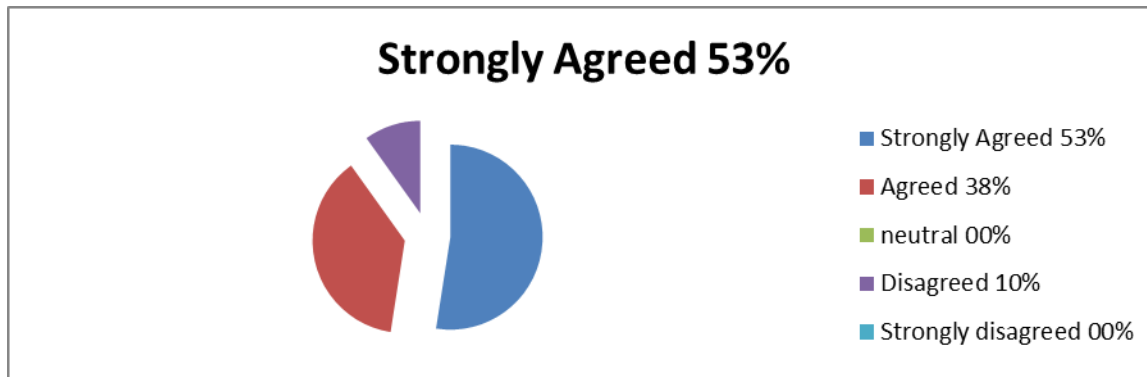
Sr.	Statement	Response	f	%	Mean
02	Written communication helps you get good grades.	Strongly agreed	30	75	2.5
		Agreed	05	13	
		Neutral	02	05	
		Disagreed	03	08	
		Strongly disagreed	00	00	
		Total	**40**	**100**	

Strongly Agreed 75%

- Strongly Agreed 75%
- Agreed 13%
- Neutral 05%
- Disagreed 08%
- Strongly Dsiagreed 00%
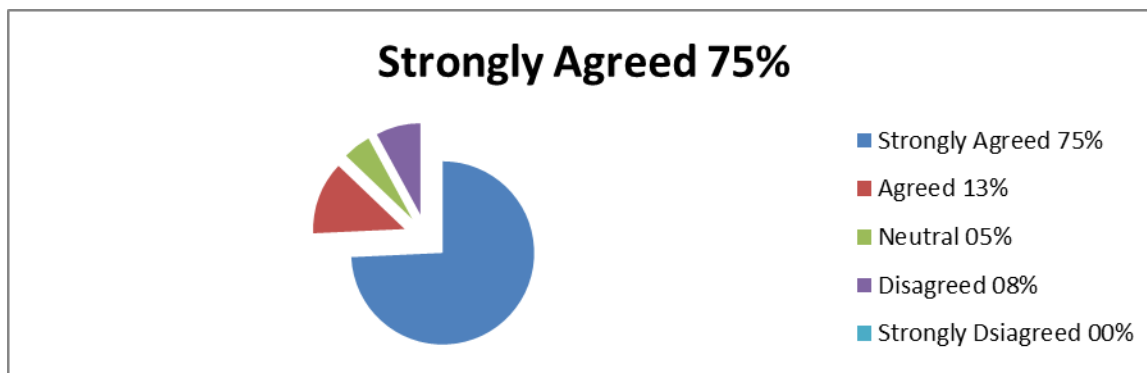
Sr.	Statement	Response	*f*	%	Mean
03	Writing helps you to learn more about English language.	Strongly agreed	14	35	4.4
		Agreed	16	40	
		Neutral	10	25	
		Disagreed	00	00	
		Strongly disagreed	00	00	
		Total	**40**	**100**	

Agreed 40%

- Strongly Agreed 35%
- Agreed 40%
- Neutral 25%
- Disagreed 00%
- Strongly Disagreed 00%

Sr.	Statement	Response	*f*	%	Mean
04	I usually extend the sentences when don't know about exact words.	Strongly agreed	05	10	1.6
		Agreed	16	40	
		Neutral	11	28	
		Disagreed	05	13	
		Strongly disagreed	03	08	
		Total	**40**	**100**	

Agreed 40%

- Strongly Agreed 10%
- Agreed 40%
- Neutral 28%
- Disagreed 13%
- Strongly Disagreed 08%
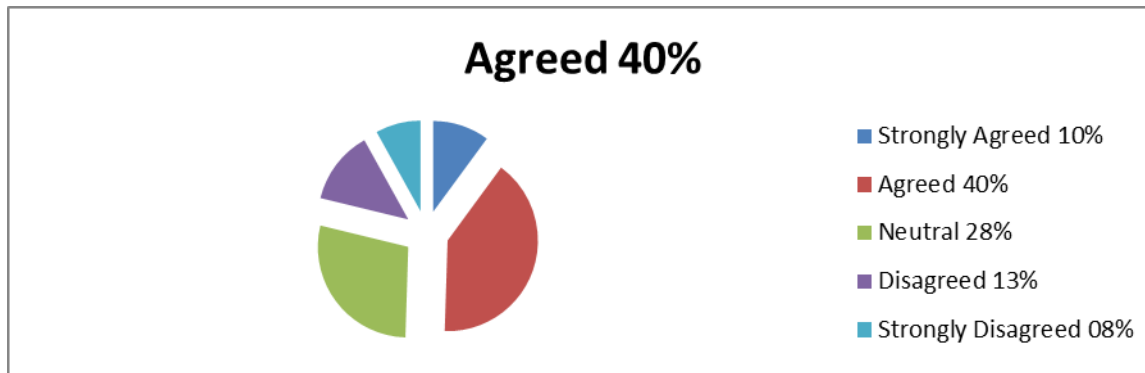
Sr.	Statement	Response	f	%	Mean
05	Writing is difficult for me because I have lack of vocabulary.	Strongly agreed	04	10	1.7
		Agreed	12	30	
		Neutral	11	28	
		Disagreed	08	20	
		Strongly disagreed	05	13	
		Total	**40**	**100**	

Agreed 30%

- Strongly Agreed 10%
- Agreed 30%
- Neutral 28%
- Disagreed 20%
- Strongly Disagreed 13%
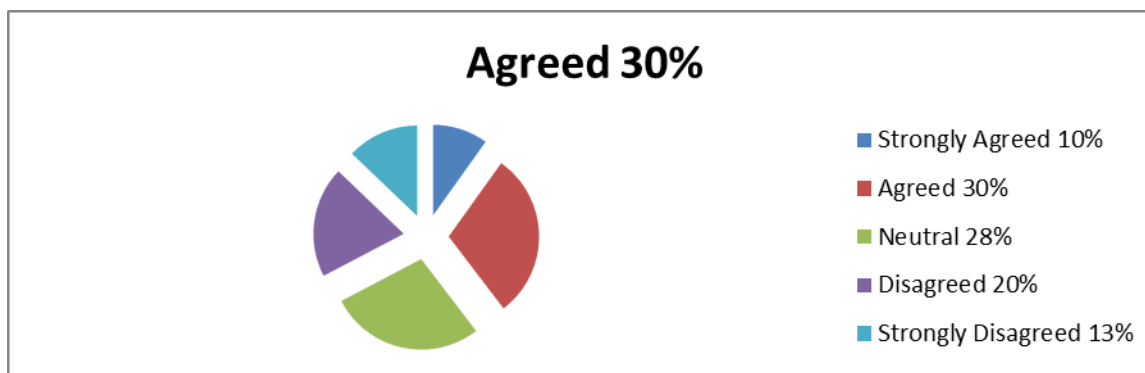
Teacher's analysis

Sr.	Statement	Response	F	%	Mean
01	Do you think that multiple meaning of a single word affects the written	Strongly agreed	02	13	1.7
		Agreed	12	80	
		Neutral	01	07	

	communication of the students?	Disagreed	00	00	
		Strongly disagreed	00	00	
		Total	**15**	**100**	
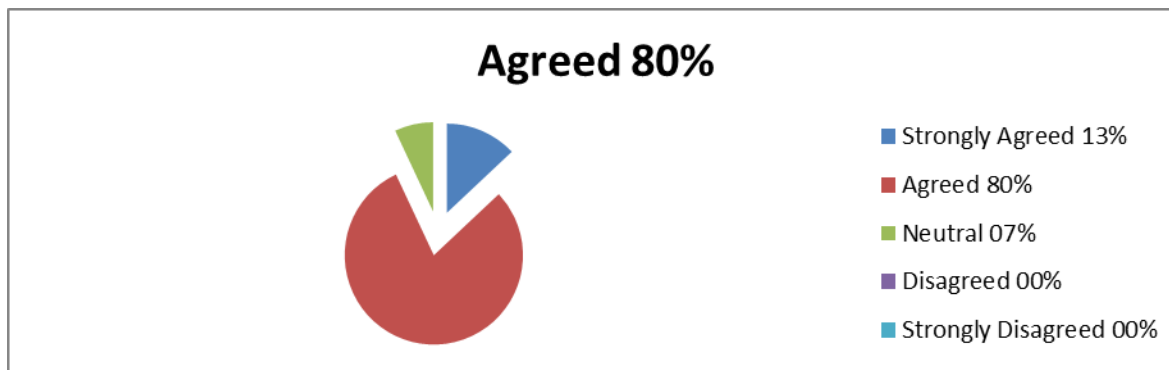
Sr.	Statement	Response	Ϝ	%	Mean
02	Do you think punctuation marks are one of the main problems of students for writing?	Strongly agreed	00	00	1.6
		Agreed	08	53	
		Neutral	01	07	
		Disagreed	06	40	
		Strongly disagreed	00	00	
		Total	**15**	**100**	
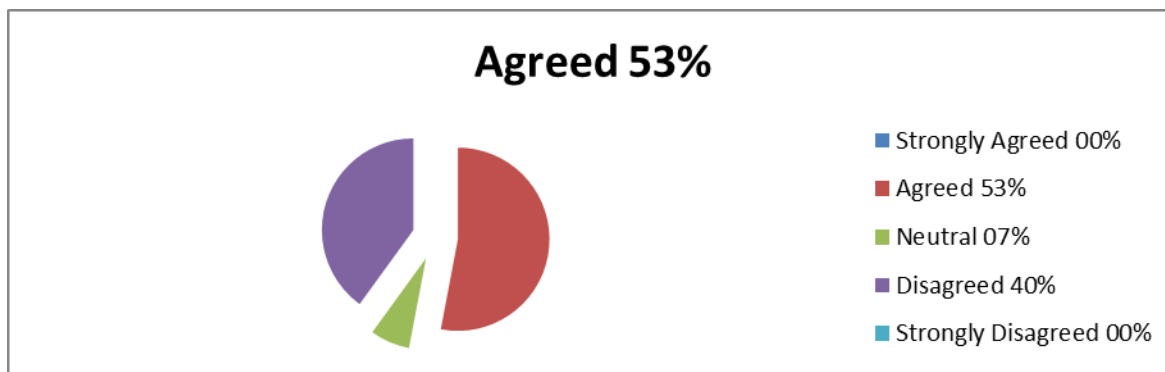
Sr.	Statement	Response	Ϝ	%	Mean
		Strongly agreed	05	33	

03	One of the difficulties of students in written communication is the use of tenses.	Agreed	10	67	3.9
		Neutral	00	00	
		Disagreed	00	00	
		Strongly disagreed	00	00	
		Total	**15**	**100**	

Agreed 67%

- Strongly Agreed 33%
- Agreed 67%
- Neutral 00%
- Disagreed 00%
- Strongly Disagreed 00%
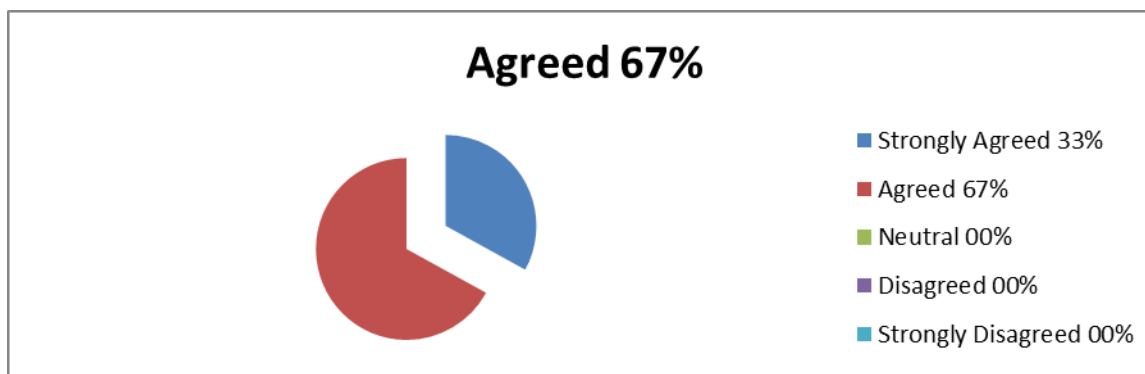
Sr.	Statement	Response	F	%	Mean
04	Do you think that students make mistakes in passive voice sentences?	Strongly agreed	05	33	1.3
		Agreed	06	40	
		Neutral	02	13	
		Disagreed	02	13	
		Strongly disagreed	00	00	
		Total	**15**	**100**	

Agreed 40%

- Strongly Agreed 33%
- Agreed 40%
- Neiutral 13%
- Disagreed 13%
- Strongly Disagreed 00%
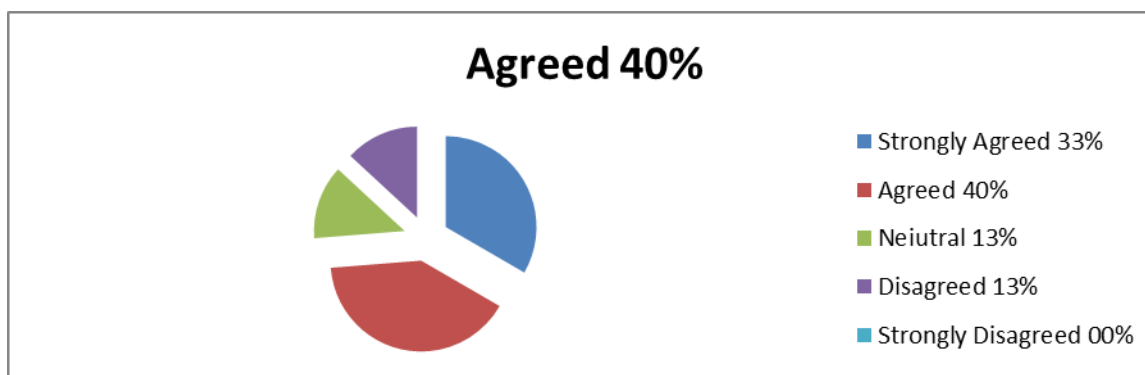
Sr.	Statement	Response	*f*	%	Mean
05	Do you think that lack of vocabulary is the main issue of students in writing?	Strongly agreed	07	47	1.1
		Agreed	04	27	
		Neutral	03	20	
		Disagreed	01	07	
		Strongly disagreed	00	00	
		Total	**15**	**100**	
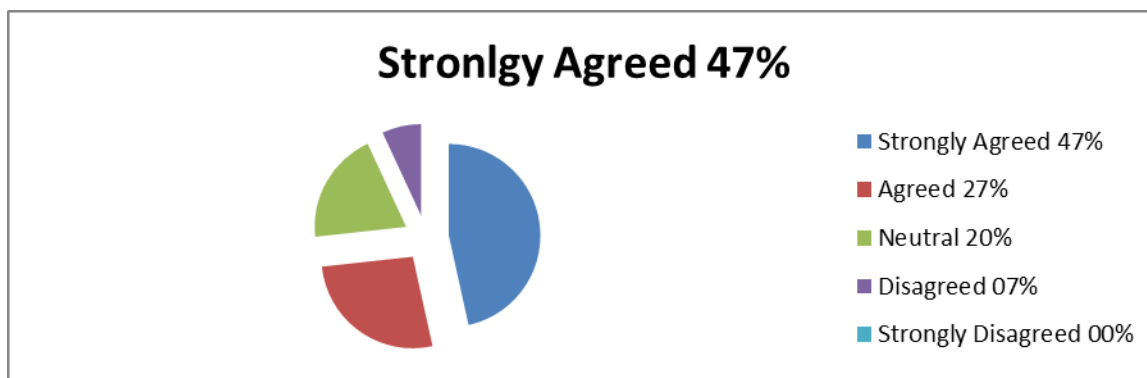
Findings:

It has been observed that majority of the students of graduate level have problems in the use of words and in the understandings of their meanings. They are often confused with the meanings of the words which they have to use in language structure. A structural error is the main problems which are seen in their writing. They are thinking a little knowledge is enough to understand any language. As far as, in Pakistani context L1 is Urdu and majority of students prefer their first language for speaking purpose. But when they starts learning second language they use the structures of their native language in the understanding of second language. Another problem is observed that students commit mistakes in grammar. The rules of grammar, lack of vocabulary and spelling errors are the mistakes committed in their written communication. The main purpose of this research study is to find the challenges of students in written communication such as grammatical errors, structural errors and pragmatics issues. Students use words without knowing the exact meaning of the words. Their lack of vocabulary affects their communication in writing. The majority of 33% agreed that they use Urdu language to convey their meaning in English language (see item # 13).They first think in their native language and then translate it into English.

The academic writings of students are also affected by their writing due to problems in spellings. Use of poor spellings affects their written communication. Students could not make well organized sentences which affects the relationship of sentences with one another and creates an ambiguity in written communication. Teachers should focuses on the learning of students on every aspects of writing whether it is of grammar, spellings, and meanings of words or syntactic

issues of language. With the help of these aspects students would be able to create an effective work to communicate.

Conclusion:

In the light of above mentioned study it can be concluded that students are facing problems due to the L1 interference and they commit mistakes having lack of knowledge and minimum exposure of English language in Pakistan and it is recommended that the students should try their best for more exposure in English language .

References

Anderson, R. C., Pichert, J. W., Goetz, E. T., Schallert, D. L., Stevens, K. W., & Trollip, S. R. (1976).Instantiation of general terms. Journal of Verbal learning and Verbal Behavior, 15, 667-679.

Austin, John L. (1962a). How to Do Things with Words. Oxford: Clarendon.

Alessandra, T & Hunsaker, P. (1993). Communication at Work. Fireside, Simon & Schuster, New York, NY.

Adams, C. (2002). Practitioner Review: The assessment of language pragmatics. Journal of Child Psychology and Psychiatry, 43, 973-987. http://dx.doi.org/10.1111/1469-7610.00226

Aronoff, M., &, Rees-Miller, J. (2007). The handbook of linguistics. Oxford: Blackwell.

Al-Khasawneh, F. Writing for Academic Purposes: Problems faced by Arab postgraduate students of the college of business, UUM. ESL World, Issue 2 (28) vol. 9, 2010, from http://www.esp-world.info.

Atkinson, R. (1975). Mnemotechnics in second-language learning. American Psychologist 30 (8): 821–28.

Ahmed, A. (2010).Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. Literacy Information and Computer Education Journal (LICEJ), Vol.1:219-221.

Archibald, A. (2001). Targeting L2 writing proficiencies: Instruction and areas of change in students' writing over time. International Journal of English, Vol.2:153-74.

Anglin, J. M. (1993). Vocabulary development: A morphological analysis. Monographs of the Society for Research in Child Development, 58(10, Serial No. 238), 1-165.

Anderson, R.C., & Nagy, William E. (1991), Word meanings, in R. Barr, M.L. Kamil, P.B. Mosenthal, & P.D. Pearson (Eds.), Handbook of Reading Research Vol. II (pp. 690-724). New York: Longman.

Badger, R. & White, G. (2000).A Process genre approach to teaching writing. ELT Journal, Vol.54:153-160.

Biemiller, A., and Slonim, N. (2001). Estimating root word vocabulary growth in normative
and advantaged populations: Evidence for a common sequence of
vocabularyacquisition. Journal of Educational Psychology, 93(3), 498-520.

Biemiller, A. (2005). Size and sequence in vocabulary development: Implications for
choosing words for primary grade vocabulary instruction. In A. Hiebert & M. Kamil
(Eds.), Teaching and learning vocabulary: Bringing research to practice (pp. 223–
242). Mahwah, NJ: Erlbaum.

Bachman, L. (1990). Fundamental considerations in language testing. Oxford: Oxford
University Press.

Brookes, A. and P. Grundy. (1998). Beginning to Write: Writing activities for elementary
and intermediate learners. Cambridge Handbooks for Language Teachers series.
Cambridge: Cambridge University Press.

Bloch, J., and L. Chi. (1995). A comparison of the use of citations in Chinese and English
academic discourse. In Academic Writing in a Second Language: Essays on Research
and Pedagogy, D. Belcher and G. Braine (Eds.), 231-274. Northwood, N.J.: Ablex.

Brennan, J. (1974). The Conscious Communicator; making communication work in the
workplace. Addison-Wesley Publishing Co. Reading, MA

Bernard, R. (2000) Social Research Methods: Qualitative and Quantitative Approaches.
Thousand Oaks, CA, Sage.

Bex, T. (1996).Variety in written English. New York Rutledge.

Burnett, R.E. and Kastman L.M. (1997). Teaching composition: Current Theories and
Practices. In G. D. Phye (Ed.), Handbook of Academic Learning: Construction of
Knowledge. San Diego: Academic Press.

Brown, C. (1993). Factors affecting the acquisition of vocabulary: Frequency and saliency of
words. In Second language reading and vocabulary learning, ed. T. Huckin, M.
Haynes, and J. Coady, 263–86. Norwood, NJ: Ablex.

Boughey, C. (1997).Learning to write by writing. ELT Journal, Vol. 51(2), 126-134.

Byrne, D. (1988). Teaching writing skills. London and New York: Longman.

Boyle, T., Bradley, C., Chalk, P., Jones, R., & Pickard, P. (2003, October). Using Blended
Learning to Improve Student Success Rates in Learning to Program. Journal of
Educational Media, 28(2-3), 165-178.

Badger, R., & White, G. (2000). A process-genre approach to teaching writing. ELT journal,
54(2), 153-160.

Cai, G. (2004). Beyond bad writing: Teaching English composition to Chinese ESL students.
(ERIC Document Reproduction Service No. ED 364104)

Chomsky, N (1965) Aspects of the theory of syntax. Cambridge, Mass; MIT Press.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second
        language   teaching   and   testing.   Applied   Linguistics,   1,   1-47.
        http://dx.doi.org/10.1093/applin/1.1.1

Cook, V. (1993). Linguistics and second language acquisition. London: Macmillan.

Cope, B., & Kalantzis, M. (Eds.). (2000). Multiliteracies: Literacy learning and the design of
        social futures. New York: Routledge

Cook, V. (2001). Second language learning and language teaching (3rd ed). London: Oxford
        University Press.

Commeyras, M., & Inyega, H. N. (2007). An integrative review of teaching reading in
        Kenyan primary schools. Reading Research Quarterly, 42(2), 258-281.

Cho, K.S. & Krashen, S.D. (1994). Acquisition of vocabulary from Sweet Valley Kids series:
        Adult ESL acquisition. Journal of Reading, 37(8) 662-667.

Coady, J. (1997). L2 Vocabulary through extensive reading. In J. Coady & T. Huckin (Eds.),
        Second language vocabulary acquisition (pp. 225-237). Cambridge: Cambridge
        University Press.

Darus, S., & Subramaniam, K. (2009). Error analysis of the written English essays of
        secondary schools students in Malaysia: A case study. European Journal of Social
        Sciences, Vol. 8(3), 483-495.

Dornyei, Z. (2010) Questionnaire in Second Language Research: Construction,
        Administration and Processing. NJ, Lawrence Erlbaum Associates Publishers.

Daniels, P. T. & Bright, W. (1996). The world's writing systems. London: Oxford University
        Press.

Davies, R. J. (2003). Written discourse across cultures I: Towards an integrated approach to
        EL2 composition pedagogy. Retrieved from http://www.ed.ehime-u.ac.jp/~kiy
        ou/0402/pdf36-2/5.pdf

Deese, J. (1962, 69), On the structure of associative meaning. Psychol. Rev., 161-175.

Deese, J. (1964), The associative structure of some common English adjectives. J. verb.
        Learn. verb. Behav . 3,347-357.

Decarrico, J. S. (2001). Vocabulary Learning and Teaching. Celce-Murcia, M. (ed.).
        Teaching English as a Second or Foreign Language, pp. 285-299. Boston: Heinle &
        Heinle.

Dixon, C. N. & Nessel, D. D. (1983). Language experience approach to reading and writing:
        Language experience reading for second language learners. Hayward, CA: Alemany
        Press.

Deese, J. (1966), The structure of associations in language and thought. Baltimore: Hopkins
        Univ. Press.

Dowling, C., Godfrey, J.M., & Gyles, N. (2003, December). Do hybrid flexible delivery teaching methods improve accounting students' learning outcomes? Accounting Education, 12(4), 373-391.

Dziuban, C.D., Hartman, J. L., (2004). Higher Education, Blended Learning and the Generations: Knowledge is powernomore. EDUCAUSE Center for Applied Research. Bulletin, 7, 112.8

Dziuban, C., Hartman, J., & Moskal, P. (2004, March 30). Blended learning. ECAR Research Bulletin. Available online at http://www.educause.edu/ecar/

Ellis, N., and A. Beaton. (1993). Psycholinguistic determinants of foreign language vocabulary learning. Language Learning 43 (4): 559–617.

Ellis, R. (2003).Task-based language learning and teaching. Oxford: Oxford University Press.

Edwin, L., & Grundy, P. (1996). Writing about writing: Teaching the process and achieving a product. Asian Journal of English Language Teaching, 6, 45-60.

Faerch,C. and Kasper, G. (1986). The role of comprehension in second language

learning. Applied Linguistics, 7, 257-274.

Fraenkel, J., and Wallen, N. (2000) How to Design and Evaluate Research in Education? New York, McGraw-Hill.

Farooq, M. (2012).Opinion of second language learners about writing difficulties in English language. A research Journal of South Asian Studies, Vol.27, 183-194.

Field, J. (1997). Notes on listening: The use of spelling. Modern English Teacher, 6 (4), 43 – 44.

Flanegin, M., and Rudd B., (2000). Integration Communication Skills and Business Education. Journal of Business Education Jan. 28,2009 from http://www.abe.villanova.edu./proceed2000.html

Folse, K. (1993). Beginning reading practices: Building reading and vocabulary strategies. Ann Arbor: University of Michigan Press.

Fries, Charles C. (1945). Teaching and Learning English as a Foreign Language. Ann Arbor: University of Michigan Press. The Structure of English. New York Harcourt, Brace and Co., chap. VI, 1954.

Gene,A.R., and Stevens,R.S. (1985). The language of writing groups: How oral response shapes revision. In S.W. Freedman (Ed.), The Acquisition of Written Language: Response and Revision. Norwood : Ablex Publishing Corporation.

Graham, S. & Perin, D. (2007). A Meta-analysis of writing instruction for adolescent students. Journal of education research, Vol. 99,445-476.

Gillham, B. (2008) Developing a Questionnaire. 2nd Ed. London, Continuum.

Grabe, W. & Kaplan, R. B. (1996). Theory and practice of writing: An applied linguistic perspective. London: Longman.

Grabe, W. and Kaplan, R.B. (1996). Theory and Practice of Writing. London : Longman.

Grabe, W. (1991). Current developments in second language research. TESOL Quarterly, 25 (3), 375 – 406.

Green, D., and P. Meara. 1995. Guest editorial. Computer Assisted Language Learning 8 (2–3): 97–101.

Gao, J. (2007). Teaching writing in Chinese universities: Finding an eclectic approach. Asian Journal Online. Retrieved from http://www.asian-efl-journal.com/pta_ May_07_jg.php

Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk and C. R. Graham (Eds.), Handbook of Blended Learning: Global Perspectives, Local Designs. San Francisco, CA: Pfeiffer Publishing.

Gu, Y. (2003). Vocabulary learning in second language: person, task, context and strategies. Electronic Journal TESL-EJ, 7(2), pp. 1-26.

Gruneberg, M. & Sykes, R. (1991). Individual differences and attitudes to the keyword method of foreign language learning. Language Learning Journal, 4, pp. 60-62.

Gomaa, L. (2010), Writing Trouble Spots for ESL Students of Arabic: The Apple Where Teachers Meet and Learn.

Hyland, K. (2002). Teaching and researching writing. Harlow: Longman.

Hymes, D. H. (1966). Two types of linguistic relativity. In W. Bright (Ed), Sociolinguistics. The Hague: Mouton. pp.114-158

Hatch, E. & Brown, C. (1995). Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press.

Hedge, T. (1985). Using readers in language teaching. London: Macmillan.

Harris, Z. (1954), Distributional structure. Word, 10, 146-162.

Huebener, Theodore (1965). How to Teach Foreign Languages Effectively. Rev. Ed. New York: New York University Press.

Harmer, J. (2007). The practice of English Language Teaching (4th ed.). (pp 323-330). England: Pearson Educational Limited.

Hughes, R. (1996). English in speech and writing. New York: Routledge.

Hyland, K. (2002). Teaching and Researching Writing. Tübingen: Pearson.

Hyland, K. (2003). Second language writing. Cambridge: Cambridge University Press.

Hedge, T. (2005). Writing. Oxford: Oxford University Press.

Hansel, P. R. (2008). Common students writing problems. Retrieved from http://www.
paulhensel.org/teachprob.html

Hultsjin, J.H. (1992). Retention of inferred and given word meanings: Experiments in
incidental vocabulary learning. In P.J.L. Arnaud & H. Bejoint (Eds.) Vocabulary and
Applied Linguistics (pp. 113-125). London: MacMillan.

Holmes, K., Holmes, S.V., & Watts, K. (2012). A descriptive study on the use of materials in
vocabulary lessons. Journal of Research in Childhood Education, 26(2), 237-248.

Hayati, A. & Pour-Mohammadi, M. (2005). A comparative study using bilingual and
monolingual dictionaries in reading comprehension of intermediate EFL students.
The Reading Matrix, 5(2), 61-66.

Jordan, R. (1997). English for academic purposes: A Guide and Resource Book for Teachers.
Cambridge: Cambridge University Press.

Jarvis, M. (2005). The Psychology of effective Learning. Cheltenham: Nelson Thornes.

James, M. (1996). Improving second language reading comprehension: A computer assisted
vocabulary development approach. PhD diss., University of Hawaii at Manoa.

Ji, X.H. (2009). Study of contextual guessing and dictionary consulting in incidental
vocabulary learning through reading. MA Dissertation: China University of
Petroleum, Shangdong.

Kannan, R. (2009). Difficulties in learning English as a second language. Retrieved from
http://www.esp.world.info

Kleisar, G. (2005). Common errors in English. New Delhi: APH Publishing Corporation.

Kim, Y., & Kim, J. (2005).Teaching Korean University writing class: Balancing the process
and the genre approach. Asian EFL Journal Quarterly, Vol.7, 69-90.

Kombo, D.K., & Tromp, D.L.A. (2006). Proposal and thesis writing: An introduction.
Nairobi: Pauline Publications Africa.

Kothari, C. R. (2004). Research methodology: Methods and techniques. New Delhi: New
Age International (P) Ltd.

Kroll, B. (2003). Exploring the dynamic of second language writing. New York. Cup.

Krashen, S.D. (1994). The power of reading. Englewood, CO: Libraries Unlimited.

Katz, D & Kahn, R L (1966), The Social Psychology of Organizations. New York, John
Wiley & Sons, Inc., pp. 223-24.

Kim, Y., & Kim, J. (2005). Teaching Korean University writing class: Balancing the process and the genre approach. Asian EFL Journal Quarterly, 7(2), 69-90.

Kleisar, G. (2005). Common errors in English. New Delhi: APH Publishing Corporation.

Knight, S. (1994). Dictionary: The tool of last resort in foreign language reading? Modern Language Journal, 78(3), 285-299.

Koga, Y. (1995). The effectiveness of using an electronic dictionary in second language reading. Bulletin of Liberal Arts of Hiroshima University, 44, 239-244.

Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. In Second language vocabulary acquisition: A rationale for pedagogy, ed. J. Coady and T. Huckin, 20–34. Cambridge: Cambridge University Press.

Laufer, B. & P. Nation. (1999). A vocabulary size test of controlled productive ability. Language Testing, 16, pp. 33-51.

Lankshear, C., and Knobel, M. (2004) A Handbook for Teacher Research: From Design to Implementation. London, Open University Press.

Leisak, J. (1989). Problems in written expression: Assessment and remediation. New York: Guilford Press.

Leki, I. (1991). Teaching second-language composition: Where we seem to be. English Teaching Forum, 29 (2), 8 – 11, 26.

Leech, Geoffrey; Francis, Brian and Xu, Jiajin (1994) The use of computer corpora in the textual demonstrability of gradience in linguistic categories. In FUCHS, Catherine and VITORRI, Bernard (eds.), Continuity in Linguistic Semantics, Amsterdam and Philadelphia: John Benjamins, 1994, pp. 57-76.

Lenders, O. (2008). Electronic glossing-is it worth the effort? Computer Assisted Language Learning, 21(5), 457–481.

Lockavitch, Joe. Ten Critical Facts from Vocabulary Research. Available at http://www.failurefreeonline.com/n/downloads/TenCriticalReadingFacts.pdf. Retrieved on January 6, 2015.

Luppescu, S., Dat, R. (1993). Reading, dictionaries, and vocabulary learning, Language Learning, 43(2), 263-287.

Luckner, J. & Cooke, C. (2010). A summary of the vocabulary research with students who are Deaf or hard of hearing. American Annals of the Deaf, 155(1), p. 38-67.

Mackey., W. (1965). Language teaching analysis. Lon-don: Longman.

Manzi, K. A. (1992). Why is dictation so frightening? English Teaching Forum, 30 (2), 38 – 40.

Mauranen, A. (1993). Cultural Differences in Academic Rhetoric. Frankfurt am Main: Peter Lang.

May, T. (1997) Social Research: Issues, Methods and Process. 2nd Ed. Buckingham, Open University Press.

Maximo, R. (2000). Effects if rote, context, keyword, and context/ keyword method on retention of vocabulary in EFL classroom, Language Learning, 50(2), pp. 385-412.

MacArthur, C. A. (2006). The effects of new technologies on writing and writing processes. In C.A. MacArthur, S. Graham, & J. Fitzgerald, Handbook of writing research. New York: Guilford.

Marion, T. (2008). The effect of gestures on second language memorization by young children. Gesture, John Benjamins Publishing, 8 (2), pp. 219 - 235.

McDaniel, D., H. S. Cairns, & J. R. Hsu. (1990) Binding Principles in the grammar of young Children. Language Acquisition, 1, 121-138

McCroarty, M. (1996). Language attitudes, motivation, and standards: Sociolinguistics and language teaching. New York: Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2005). English Collocations in Use. Cambridge, Cambridge University Press.

Mc Arthur, A. C., Graham, S., Fitzgerald, J. (2008). Hand book of writing a research. (6th ed.). New York: The Guildford Press.

McKay, Brett and Kate McKay The Importance of Building Your Vocabulary (And 5 Easy Steps to Doing It). Available at: http://www.artofmanliness.com/2012/10/03/the-importance-of-building-your-vocabulary-and-5-easy-steps-to-doing-it/ Retrieved on January 10, 2015

Mercer, C. D., Mercer, A. R. (2004). Teaching students with learning problems. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Mezrigui, Y. (2009). S is for spelling – and success. English Teaching Professional, 63, 14 – 16.

Moore, N. (2000) How to do Research? London, Library Association Publishing.

Moravcsik, Julius Michael. (2001). Metaphor: creative understanding and the generative lexicon. In BOUILLON, Pierrette and BUSA, Federica (eds.), the Language of Word Meaning, Cambridge: Cambridge University Press, pp. 247-261.

Mourtaga, K. (2004). Investigating Writing Problems among Palestinian Students: Studying English as a foreign Language from http://www.flipkart.com/investigating-writing-problems-among-palestinian-book-142080

Mugenda, O. M., Mugenda, A.G. (2003). Research methods: Quantitative and qualitative approaches. Nairobi: Acts Press.

Muijs, D. (2004) Doing Quantitative Research in Education with SPSS. London, Sage Publication.

Mukulu, E., Indangasi, H., Mwangi, P., Gecaga, C., Okanga, N. (2006.) KCSE revision English. Nairobi.Kenya Literature Bureau.

Mubagna, E. (2010). The nature and prevalence of reading and writing difficulties in grade two under the primary reading programme: The case of twelve basic schools in the Northern Province of Zambia. Retrieved from http://www.lolle nautafoundation.eu/.../ebbys-full-dissertation-revised-may-26-2010-23

Muhammad Shahid Farooq, Muhammad Uzair ul Hassan and S. Wahid, South Asia Studies A Research Journal of South Asian Studies Vol. 27, No. 1, January- June 2012, pp. 183-194.

Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. Teaching English as a second or foreign language Journal, 6(2), 1-19.

Nagy, W., & Anderson, R. (1984). How many words are there in printed school English? Reading Research Quarterly, 19, 304-330.

Nagy, W., Herman, P., & Anderson, R. (1985). Learning words from context. Reading Research Quarterly, 20, 233-253.

Nagy, William E. (1988). Teaching Vocabulary to Improve Reading Comprehension. Illinois, Center for the Study of Reading, University of Illinois at Urbana-Champaign.

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, D.C.: National Institute of Child Health and Human Development.

Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.

Nation, P. (2005). Teaching and learning vocabulary. In E. Hinkel (Ed.), Handbook and research in second language teaching and learning, New Jersey: Lawrence Erlbaum.

Nagy, W. & Townsend, D. (2012) Words as Tools: Learning Academic Vocabulary as Language Acquisition. Reading Research Quarterly, 47(1), 91–108.

Negari, G.M. (2011). A study on strategy instruction EFL learners' writing. International journal of English linguistics. Vol. 1 (2), 299-307.

Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge: Cambridge University Press.

Nunan, D. (1989). Understanding language classrooms. Hemel Hempstead: Prentice Hall.

Nuttall, C. (1996). Teaching reading skills in a foreign language (2nd Ed.). Oxford: Macmillan.

Nunan, D. (1999). Second language teaching and learning. Boston: Heinle and Heinle.

Ong'ondo C. (2001). KCSE writing skills. Nairobi: World Link Press Publishers.

Oppenheim, A. N. (1992) Questionnaire Design, Interviewing and Attitude Measurement. London, Continuum.

Oso, Y.W., & Onen, D. (2005). A General guide to writing research proposals and report. Nairobi: Option Printers and publishers.

Ouma, N. (2005). "Relationship between achievement motivation and performance in English composition among secondary school students in Nyando district, Kenya". Unpublished master's thesis. Kenyatta University.

Page, W.D. (1974). The Author and the Reader in Writing and Reading. Research in the Teaching of English, 8, 171-183.

Parrot, M. (1993). Tasks for language teachers: A resource book for training and development. Cambridge: Cambridge University Press.

Paul, P. (1996). Reading vocabulary knowledge and Deaf ness. Journal of Deaf Studies &Deaf Education, 1(1), 3-15.

Paltridge, B. (2004). Approaches to teaching second language writing. Retrieved from http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&PT=sl&X=getdoc &Lev1=pub_c05_07&Lev2=c04_paltr

Pallant, J. (2007) SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows (Version 15). 3rd Ed. Crowsnest, Allen and Unwin.

Pinker, Seven. (1995). The Language Instinct: The New Science of Language and Mind. England: Penguin Books.

Pikulski, John J. and Shane Templeton (2004). Teaching and Developing Vocabulary: Key to Long-Term Reading Success. Houghton Mifflin Company. Available at www.eduplace.com. Retrieved on April 17, 2015.

Perfetti,C.A, C.A., and McCutchen,D. (1987). Schooled language competence: Linguistic abilities in reading and writing. In S.Rosenberg (Ed.), Advances in Applied Psycholinguistics, vol.2: Reading, Writing, and Language Learning. Cambridge: Cambridge University Press.

Procter, M. (1992) Measuring Attitudes. In: Gilbert, N. 6th Ed. Researching Social Life. London, Sage Publication, pp.116-134.

Privateer, P.M. (1999). Academic Technology and the future of Higher Education: Strategic paths taken and not taken. The Journal of Higher Education, 70(2)

Raimes, A. (1983). Techniques in teaching writing. Oxford: Oxford University Press.

Raimes, A. (1991). Out of the woods: The emerging traditions in the teaching of writing. TESOL Quarterly, 25, 407-430.

Rao, Z. (2007). Training in brainstorming and developing writing skills. ETL Journal, 61(2), 44-51.

Rabab'ah, G. (2003). Communicating problems facing Arab learners of English. Journal of language and learning, Vol.3 (1), 180-197.

Read, J. (2000). Assessing vocabulary. United Kingdom: Cambridge University Press.

Read, J. (2004). 7. Research in teaching vocabulary. Annual Review of Applied Linguistics, 24, pp. 146-161.

Reid, N. (2003). Getting Started with Pedagogical Research in the Physical Sciences. Hull, LTSN Physical Science.

Rivers, W.M. (1981). Teaching Foreign-language Skills (2n. Ed.). Chicago: The University of Chicago Press.

Richards, Jack C. The Role of Vocabulary Teaching TESOL Quarterly, Vol. 10, No.1

Richards, J. C & Renandya, W.A. (2003). Methodology in language. An anthology of current practice. (3rd ed.). Cambridge: Cambridge University Press.

Richterich, R and Chancerel, J.L (1980). Identifying the Needs of Adults Learning a Foreign Language. Oxford: Pergamon Press.

Rosenblatt,L.M. (1989). Writing and reading the transactional theory. In J.M. Mason (Ed.), Reading and Writing Connections. Boston :Allan and Bacon.

Robson, C. (1994) Real World Research. Oxford, Blackwell.

Rummel, K. (2005). How to write reader friendly texts: Common problems in the English academic writings of Estonian writers. Retrieved from http://dspace.utlib.ee/ds pace/bitstream/handle/10062/707/rummel.pdf?sequence=5

Saunders, M. (2009). Research methods. Harlow Essex: Prentice Hall.

Sapir, Edward. (1921). Language. New York Harcourt, Brace and Co.

Sanaoui, R. (1995). Adult learners' approaches to learning vocabulary in second languages. Modern Language Journal 79 (1): 15–28.

Salant, P., Dillman, D (1994). How to conduct your own Survey. John Wiley & Sons, Inc. New York, NY.

Schmidt, R. (1990). The role of consciousness in second language learning. Applied Linguistics 11 (2): 129–58.

Schmitt, N. (2000). Vocabulary in language teaching. Cambridge: Cambridge University Press.

Schmitt, N., C. Zimmerman. (2002). Derivative word forms: What do learners know? TESOL Quarterly 36 (2): 145–71.

Scott, McLean (2011). Writing for Success. Arizona Western College.

Searle, John. (1965). "What is a speech act?" In M. Black (ed.), Philosophy in America. Ithaca: Cornell University Press.

Selinker, L. (1972). Inter language. IRAL, 10(3), 209-231. http://dx.doi.org/10.1515/iral.1972.10.1-4.209

Sharwood Smith,M. 1986. Comprehension versus Acquisition :Two of processing Input. Applied Linguistics, 7, 239-256.

Shi, Z.L. (2008). A comparative study of three learning strategies in EFL students' incidental vocabulary acquisition. CELEA Journal, 31(6), 91-101.

Silva, T. (1990). Second language composition instruction: Development, issues and directions in ESL. In B. Kroll (Ed.), Second language writing. Cambridge: Cambridge University Press.

Silva, T. (1990). Second language composition instruction: development, issues, and directions in ESL. In B. Kroll (Ed.), Second Language Writing: Research insights for the classroom. Cambridge: Cambridge University Press.

Silva, T. (1993). Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications. TESOL Quarterly, 27, 657-677.

Stuart, W. (2008): Receptive and productive vocabulary size of L2 learners, Studies in Second Language Acquisition, 30 (01), pp. 79 – 95.

Susanto. A. (2016). How English Learner Succeeded in Difficult Circumstances. Journal Pendidian UNSIKA, 4(2), pp. 135-148.

Tangpermpoon, T. (2008).Intergraded approaches to improve students' writing skills for English major students. ABAC Journal, Vol. 28, 1-9.

Tono, Y. (1989). Can a dictionary help one read better? On the relationship between EFL learners' dictionary reference skills and reading comprehension (pp. 192-200). In G. James (Ed.), Lexicographers and their works. Exeter: University of Exeter Press.

Vogt, W.P. (1999) Dictionary of Statistics and Methodology: A Non-Technical Guide for the Social Sciences. 2nd Ed. Newbury Park, CA, Sage.

Watanabe, Y. (1992). Incidental learning of vocabulary: Retention of inferred meanings versus given meanings. Unpublished master's thesis. University of Hawaii at Manoa

Weick, K E (1995), Sense making in Organizations, SAGE Publications, Thousand Oaks,
        CA, chapter 1 – 3

Welker, H.A. (2010). Dictionary use: A general survey of empirical studies. Brasilia:
        Author's Edition.

Ya Wen., W. (2006). Writing strategies and writing difficulties among college students of
        differing English proficiency. Retrieved from http://203.64.120.207/ETD-db/ ETD -
        search/view_etd?URN=etd-0702107-181739

Yang, Y. F. (1997).The study on the reading process of English Learners' words. The 14th
        session of the China Chinese Language Teaching Seminar, pp. 183-197.

Zhang, L. (2000). Study of incidental vocabulary of Chinese intermediate English learners.
        MA Dissertation: Shanghai Jiao Tong University, Shanghai.

Web Links

Alexander M., Good writing leads to good testing. 2008, Retrieved from
        <http://www.stickyminds.com/sitewide.asp?ObjectId=3391&Function=edetail&Obje
        ctType=ART> (January 2015).

Cohen, D., Kim, E., Tan, J., and Winkelmes, M. (2013). A note-restructuring intervention
increases students' exam scores. College Teaching, 61 (Summer), 95-99.
<http://www.facultyfocus.com/articles/teaching-professor-blog/tips-for-developing-students-
note-taking-skills/#sthash.KalHCNSK.dpuf > (December 2015)