

Peoples' Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohamed Seddik Ben Yahia, Jijel

Faculty of Letters and Language

Department of English



**Teachers' and Students' Attitudes towards the Impact of
Explicit Instruction of Connotations on EFL Students'
Writing Accuracy
The Case of Second Year Licence Students at Mohamed
Seddik ben Yahia University, Jijel**

Dissertation Submitted in partial Fulfillments of the Requirements for the
Degree of Master in Didactics of Foreign languages

Submitted by:

BENSEKHRIA Hadjer

BOULBGHAL Khawla

Supervised by

Fateh BOUNAR

Board of Examiners

Chairperson: BOUKRIKA Amar

Mohamed Seddik ben Yahia University, Jijel

Supervisor: BOUNAR Fateh

Mohamed Seddik ben Yahia University, Jijel.

Examiner: HADJI Sabrina

Mohamed Seddik ben Yahia University, Jijel

2022-2023

Declaration

We hereby declare that the dissertation entitled “**Teachers’ and Students’ Attitudes towards the Impact of Explicit Instruction of Connotations on EFL Students’ Writing Accuracy**” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Date

Bensekhria Hadjer

Boulbeghal Khawla

DEDICATION

IN THE NAME OF ALLAH, THE MOST MERCIFUL, THE MOST GRACIOUS

I DEDICATE THIS WORK TO:

MY BELOVED MOTHER, FOR HER LOVE, SUPPORT, PATIENT, AND EVERYTHING

SHE DID FOR ME TO BE HERE TODAY

MY DEAREST FATHER, MAY ALLAH BLESS HIM

TO MY LOVELY SISTERS

TO MY LONELY BROTHER

TO MY LOVELY NEPHEWS "NAOUFEL" AND "MOHAMMED"

TO ALL MY FRIENDS

THE DEAREST PEOPLE TO MY HEART FOR THEIR LOVE, AFFECTION, AND

ENCOURAGEMENT

TO EVERYONE I LOVE IN MY LIFE

THANK YOU ALL

HADJER

DEDICATION

GLORIFICATION TO ALLAH, THE ALMIGHTY FOR HIS GREAT HELP AND BLESSING

AND PROVIDING ME WITH STRENGTH TO FINISH THIS WORK.

I AM GRATEFUL TO DEDICATE THIS HUMBLE WORK TO:

THE SWEETEST GIFT THAT GOD HAS EVER GIVEN ME, TO MY MOTHER, THE

CANDLE THAT LIGHTS MY WAY WITH HER PRAYERS AND GUIDANCE,

THE LOVELY PERSON, MY FATHER FOR HIS ENDLESS LOVE AND

ENCOURAGEMENT,

ALL THANKS AND APPRECIATION TO MY DEAREST SISTERS AND BROTHERS FOR

THEIR SUPPORT AND MOTIVATION,

TO MY BEST FRIENDS FOR BEING ALWAYS TO MY SIDE,

AND TO ALL THOSE WHO LOVE ME.

KHAWLA

Acknowledgements

First of all, we thank Allah for blessing us with strength and patience to carry out this research.

We would like to express our special thanks and gratitude to our supervisor, Dr. Bounar Fateh, for his help, patience, and for willing to work with us. Thank you for your help, support, Advice, and for devoting your time to correct and check our work. Without your help and feedback, this work would have never been accomplished.

Special thanks also go to the board examiners HADJI Sabrina and Pr. BOUKRIKA Amar who devoted their time to evaluate our piece of research.

Our special thanks and appreciation to all written expression teachers at the department of English language at university of Mohammed Seddik ben Yahia for the amount of information they provided us with to accomplish our field of work. We also want to acknowledge second-year EFL students for their participation in this work.

Abstarct

The present research work aims to evaluate students' and teachers' perceptions towards the impact of explicit instruction of connotations on EFL students' writing accuracy. It is assumed that both teachers and students may have a positive attitude towards the explicit instruction of connotations in foreign language classes, this can help in improving students' writing accuracy. To meet the aim of this study, both quantitative and qualitative approaches were used. A questionnaire was administered to 88 second-year license students out of a total of 224 students, and an interview was conducted with 8 written expression teachers at Mohamed Seddik Ben Yahia University in Jijel, Algeria. It was found that although the majority of the students are familiar with connotations and have sufficient knowledge about them in addition to their ability to differentiate connotations types, they have a difficulty in understanding their meaning and their significance. The teacher interview revealed that teachers believe that explicit instruction of connotations does indeed affect students' writing accuracy and they agreed on teaching connotations to EFL classes in which they suggested methods and activities to assess students' awareness of connotations. The teachers also suggested approaches and materials to teach connotations such as language-based approach, contextualized based approach in addition to authentic materials and matching activities. Based on the findings, some pedagogical recommendations are suggested.

Key words: connotations, writing accuracy, EFL students, Explicit instruction

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

N: Negative

P: Positive

&: And

List of Tables

Table 01: Examples of How Words with Similar Meanings Can Have Positive, Neutral or Negative Connotations [image] (n.d).....	10
Table 02: Some Examples of Connotation Pair (Rao, 2017)	11
Table 03: A Typology of Meaning According to Dickins, Hervey, Higgins, and Baker 2016 (as Cited in Faiq, 2019)	14
Table 04: Students Duration of Learning English	32
Table 05: Students' Situations of Learning English.....	33
Table 06: Student's Familiarity with Connotations and Denotation	34
Table 07: Students' Definitions of Connotation	34
Table 08: The Usefulness of Connotations.....	35
Table 09: The Difficulty Level of Connotations	36
Table 10: Students' Frequency of Connotation Misunderstanding	36
Table 11: The Challenging Forms of Connotative Meaning for Students	37
Table 12: Factors Influencing Students' Avoidance of Using Connotations	38
Table 13: Identifying Sentences with Negative and Positive Connotations	39
Table 14: The Role of Connotations in Learning Writing	42
Table 15: Strategies Used by Students to Understand the Connotations of Words	43
Table 16: Students' Perspectives about Writing in English	44
Table17: Students' Writing Difficulty.....	45

Table 18: The Stages of Writing Posing Difficulties for Students46

Table 19: Students' Knowledge of Connotations and its Impact on their Writing

Accuracy47

Table 20: Perspectives of Students on the Misuse of Connotations and its Impact on

Writing Accuracy.....47

List of Figures

<i>Figure 1: The Processes Involved in Writing (Mc Donough & Shaw, 1993 as Cited in Babni, 2018)</i>	20
<i>Figure 2: Producing a Piece of Writing (Raimes, 1993 as Cited in Babni, 2018)</i>	22

List of Contents

Declaration.....	I
Dedication.....	II
Acknowledgments.....	IV
Abstract.....	V
List of Abbreviations, and Symbols.....	VI
List of Tables.....	VII
List of Figures.....	IX
List of Contents.....	X
General Introduction.....	1
1. Background of the Study.....	1
2. Statement of the Problem.....	2
3. Aims of the Study.....	3
4. Research Questions.....	3
5. Assumption	4
6. Research Methodology.....	4
7. Organization of the Study.....	4
Chapter One: Literature Review.....	5
Section One: Connotations and Denotation.....	6
Introduction	6

1.1.1. Etymology of the Concepts Denotation and Connotations.....	6
1.1.2. Definition of Denotation.....	7
1.1.3. Definition of Connotations.....	8
1.1.4. Denotation vs Connotations.....	9
1.1.5. Types of Connotations.....	10
1.1.6. Forms of Connotative Meaning.....	12
1.1.6.1. Associative Meaning.....	12
1.1.6.2. Attitudinal Meaning.....	12
1.1.6.3. Affective Meaning.....	13
1.1.6.4. Reflected Meaning.....	13
1.1.6.5. Selectional Restriction-Related Meaning.....	13
1.1.6.6. Collocative Meaning.....	14
1.1.6.7. Allusive Meaning.....	14
1.1.7. Modes of Connotative Meaning.....	15
1.1.8. The Importance of Connotations.....	16
1.1.8.1. Writing a Multidimensional Text.....	16
1.1.8.2. Developing Character.....	16
1.1.8.3 Drawing Emotion out of Language.....	17
Conclusion.....	17
Section Two: EFL Students' Writing Accuracy	18

Introduction.....	18
1.2.1. Writing	18
1.2.2. Accuracy	19
1.2.3. The Elements of Writing.....	19
1.2.3.1. The Process.....	20
1.2.3.2. The Audience	20
1.2.3.3. The Message	20
1.2.3.4. The Content.....	21
1.2.3.5. Organization.....	21
1.2.3.6. Grammar	21
1.2.3.7. Syntax	21
1.2.3.8. Vocabulary.....	22
1.2.3.9. Mechanics.....	22
1.2.4. The Process of Writing.....	22
1.2.4.1. Pre- Writing Stage.....	23
1.2.4.2. Drafting Stage.....	23
1.2.4.3. Revising Stage.....	23
1.2.4.4. Editing Stage.....	24
1.2.5. Approaches to Teaching Writing	24
1.2.5.1. The Process_ Based Approach.....	24

1.2.5.2. The Product _ Based Approach.....	25
1.2.5.3. The Genre_ Based Approach	26
1.2.6. EFL Students' Problems of Writing.....	26
1.2.6.1. Grammar Problems.....	27
1.2.6.2. Vocabulary Problems.....	27
1.2.6.3. Spelling Problems.....	27
1.2.6.4. Organization Problems.....	28
Conclusion.....	28
Chapter Two: Field of Work	29
Introduction	29
2.1. Research Setting and Population	29
2.2. Data Collection Tools	30
2.3. Methodology of the Study	30
2.4.1. Description of Student Questionnaire	30
2.4.2. Analysis of the Student Questionnaire	32
2.4.3. Interpretation of the Student Questionnaire Results.....	48
2.5.1. Aim of Teacher Interview	49
2.5.2. Description of Teacher Interview	49
2.5.3. Analysis of Teacher Interview	50
2.5.4. Interpretation of Teacher Interview result.....	54

2.6. Limitations of the Study	55
2.7. Pedagogical Recommendations.....	55
Conclusion.....	56
General Conclusion	57
List of References.....	59

Appendices

Appendix A

Appendix B

Résumé

ملخص

General Introduction

1. Background of the Study

Writing plays a central role in learning English as a foreign language. It is an important skill that learners need to master. To achieve this, a better understanding and use of grammar, vocabulary, syntax, as well as organization is required. Additionally, the choice of words is a crucial feature that learners must consider to ensure good writing. In this regard, connotations play a significant role. Connotations have captured the attention of various scholars, leading to numerous studies and articles.

Matindas, Samola, and Komayas (2020) conducted a study. This study aimed to identify the denotative and connotative meanings in English proverbs based on Solomon's proverbs in Proverb 25, 26, and 28 in the King James Version. The study utilized a descriptive method, collecting data through documentation and analyzing it using unitization, categorization, explanation, and interpretation. The results revealed that to fully understand the intended meaning of English texts, particularly English proverbs, readers should grasp both the denotative and connotative meanings. English proverbs employ words with both types of meanings, contributing to their richness.

Another study by Jun Zhao (2004) demonstrated that EFL students' increased understanding of cultural connotations could improve their assessment of proper word usage in specific contexts. The study involved forty third-year university students, selected from the Department of University C in City W, China. The data collection included a pre-test and a post-test of 20 words, with each test consisting of 10 words. The findings were analyzed and presented in table form. The results showed that EFL students' competence in assessing word appropriateness in certain contexts improved as their awareness of different connotations of words increased.

A study conducted by Youssif Zaghwan Omar (2012) aimed to investigate how learners of English comprehend the connotations of words in English culture. The study included ten international students studying at the University of Missouri Columbia, with participants representing Europe, Asia, the Middle East, and Africa. The qualitative approach was used, employing interviews and referring to books and articles on word meanings, including connotative and denotative meanings. The results indicated that participants' English language usage ranged from 40% to 99.9%. European participants tended to use English more frequently due to its similarity to their culture. Overall, word meanings vary across cultures and depend on how people use them.

Based on the above studies, it is evident that connotations are an important aspect that EFL learners need to be familiar with in order to successfully communicate with their audience, whether in spoken or written form. The above studies focused on three main areas: the challenges of connotations for ESL learners, EFL students' awareness of cultural connotations, and the connotations present in English proverbs. However, they did not provide a clear explanation on how connotations affect EFL students' productive skills. This study will try to find out whether connotations improve EFL students' writing accuracy or not depending on teachers' and students' perceptions.

2.Statement of the Problem

The field of English as a Foreign Language (EFL) instruction places a high value on achieving accurate and effective writing skills. However, there is a gap in understanding the impact of explicitly teaching connotations to EFL students on their writing accuracy. Connotations refer to the implied meanings and associations of words, which play a crucial role in conveying nuanced messages and enhancing the quality of written communication. Despite this, EFL writing instruction often prioritizes grammar and vocabulary over

connotations, potentially hindering students' ability to use language effectively and appropriately.

To address this gap, it is necessary to investigate the perceptions of the explicit instruction of connotations in enhancing EFL students' writing accuracy. Furthermore, it is important to understand the attitudes and perceptions of both teachers and students towards this instructional approach in order to effectively integrate connotation instruction into EFL writing curricula.

Therefore, the purpose of this research is to examine teachers' and students' attitudes towards the impact of explicit instruction of connotations on EFL students' writing accuracy. By examining the effectiveness and reception of this instructional approach, valuable insights can be gained to inform EFL teaching practices and contribute to the improvement of writing skills among EFL students, paving the way for more experimental studies in the future.

3. Aim of the Study

The present study aims to investigate the perceptions of both teachers and students regarding the explicit instruction of connotations among second-year EFL license students at the Department of English Language at Mohammed Seddik ben Yahia University, Jijel.

4. Research Questions

1. What are EFL students' perception about the impact of explicit instruction of connotations on EFL students' writing accuracy?
2. What are teacher's perceptions about the impact of explicit instruction of connotations on EFL students' writing accuracy?

3. To what extent explicit instruction of connotations influence EFL students' writing accuracy?

5.Assumption

This study attempts to evaluate EFL students' and teachers' attitudes towards the effect of connotations in foreign language classes, it is assumed that both teachers and students may hold positive attitudes towards the explicit instruction of connotations as it helps improving EFL students' writing accuracy.

6.Research Methodology

Both quantitative and qualitative approaches are used. The data collection tools employed are a questionnaire and an interview. The questionnaire was distributed to 88 second-year license students out of 224 students, while the interview was conducted with 8 teachers of written expression out of 12 teachers at the Department of English at Mohammed Seddik ben Yahia University in Jijel.

7.Organization of the Study

The dissertation consists of two chapters. The first chapter is the literature review, which is further divided into two sections. The first section focuses on the definition of connotations and denotation, the difference between the two, the types of connotations, the etymology of the concept denotation and connotations, modes of connotative meaning, forms of connotative meaning, and the importance of connotations. The second section explores the definition of writing, its elements, the writing process, approaches to teaching writing, and the challenges of writing.

The second chapter is dedicated to the field of work of this study. It includes the description of student questionnaire, its analysis, and the interpretation of the main findings.

Additionally, the chapter provides a description of the teacher interview, its analysis, and the results obtained. Finally, the chapter concludes with pedagogical recommendations and limitations of the study.

Chapter One: Literature Review

Section One: Connotations and Denotation

Introduction

Language is a complex system in which writers tend to go beyond its literal functionality to create deeper meanings and complex ideas. To meet this end, they imply words carrying connotations, which involves a set of abstract ideas and meanings that go beyond the obvious meaning of a word. This section will cover the etymology and the definition of the concepts of denotation and connotations, the differences between the two concepts, types of connotations, as well as the forms and modes of connotative meaning. Finally, the importance of connotations in writing will be discussed.

1.1.1. Etymology of the Concepts Connotations and Denotation

The origin of the words *connotations* and *denotation* can be traced back to the Latin word *denotato* and the word *connotato*. The former comes from the verb *denota*, which means *to specify* or *to indicate*. The term *nota*, which means *to note*, is derived from the verb *nosco* which refers to *to know* or *to recognize*. *Connotations* is the same as *denotation* but with the prefix *con-*, which refers to a hidden characteristic (Rigotti & Rocci, 2006).

First, the word *connotation* emerged in the 14th century from the scholastic view in William Ockham's *Summa Logica* in 1320. Ockham made a distinction between absolute terms and connotative terms. The former indicates that a word has different names that belong to the same word, while the latter refers to different meanings at once (Cuaron, 1991).

Later, from the 15th to the 17th centuries, previous studies on connotation gave rise to the term *connotations* as Cuaron (1991) stated "... concerning the technical term connotations, the sixteenth and seventeenth centuries witnessed the development of these problems..." (p.41). The term *connotations* was used in grammar to determine the meaning

of adjectives. Cuaron (1991) added, "Connotations was among the various terms used to explain the particular meaning of adjectives" (p.41).

Lastly, James Mill in 1878, a scholar who came onto the scene between the 19th and 20th centuries used the term *connotations* for a different purpose, which was to refer to the classification of words. In this sense, Cuaron (1991) stated, "James Mill finds... the function of which is to delimit a complex idea: in other words, it forms minor classes, or subspecies, of larger classes" (p.61). In other words, words can be classified according to certain criteria into subsequent classes, providing a better understanding about the relationships and variations among words. Mill gave the example of the adjective black in the category of animals, stating that horses, cows, and goats are referred to as black since these animals share the same color (Cuaron,1991).

1.1.2. Definition of Denotation

A set of definitions have been provided for the word *denotation*. The Oxford English Dictionary defines it as "the act of naming something with a word; the actual object or idea to which the word refers" ("denotation," n.d.). In other words, it is the act of identifying an item or concept using a name. For example, *blue* is the name given to a color. Along the same line, in the Cambridge Dictionary, denotation is defined as "the main meaning of a word, not including the feelings or ideas that people may connect with the word" ("denotation," n.d.).

Thus, denotation is the primary meaning of a word provided in a dictionary. Denotation, in other words, does not include the associated perceptions or thoughts that people usually connect with a word. Additionally, Setiani (2020) stated that denotation is identified as the central aspect of word meaning, meaning that it is the literal meaning that everyone generally agrees upon, the same as dictionary meanings. It is clear from this definition that denotation

can be described as the core part of word meaning, or the actual meaning that all people agree on. For instance, the word *lion* expresses a single meaning or idea that all people understand, which is that of an animal. Furthermore, Matthews 1997 (as cited in Mayuuf, Salih, & Kadhim, 2020) claimed that denotation refers to the relationship that exists between the signified and the signifier. To exemplify, the word *school* is a signified, referring to the place where people study, which represents a signifier.

1.1.3. Definition of Connotations

According to Leech, Pratiwi, and Indrayani (2020), “connotative meaning is the communicative value and expression that has a virtue of what it refers to, over and purely conceptual content”. This definition can be interpreted to mean that connotative meanings are indirect or implicit meanings that may be initially hidden in words, phrases, or sentences, along with their conceptual meanings. They do not express an obvious description of a word but focus on the process of decoding the meaning of unfamiliar words to understand what they imply from the perspective of the speaker or writer.

McCarthy, O’Keeffe, and Walsh (2010) explained that “connotative meaning may be specific to each individual. For example, home means the place where you live. Home also has an emotional meaning associated with it, and these are often subjective. Home can mean a place of comfort, security, a warm and loving place with family, and so on” (p.18). According to them, the connotations of a word is based on the implications of emotional, social, and cultural associations attached to it that make it more symbolic and evocative. Put differently, the majority of words do not only reflect thoughts, but also reflect feelings behind the denotative meaning. In addition, Brinton, (2000), p. 13 said that “words have literal or referential meanings (denotation) but also evoke feelings, attitudes, or opinions (connotation)”. Moreover, connotations of words can vary depending on how someone

intends to describe something. For instance, the word *rose* can mean various things in the realm of speech, such as metaphor, symbolism, and personification.

Hence, we can say that if the writer's interest was only in the apparent aspect of understanding the word, there would be no way to compare abstract ideas to concrete concepts. For example, *lend me your ears*. The word *ear* connotes the idea of listening consciously. Understanding the meanings of words makes us aware of the intended meaning of both the spoken and written forms.

1.1.4. Denotation Versus Connotations

Denotation and connotations are two words that may seem to have the same meaning. However, there is a difference between the two. Rao (2017) stated that the distinction between denotation and connotations is that "... the denotation refers to the most basic or specific meaning of a word. On the other hand, a connotation is an idea that is suggested by or associated with a word". It is understood from the above definition that denotation is the actual meaning of a word, while connotations is the range of hidden meanings that the word carries. Similarly, Abraham (as cited in Rao, 2017) said that "the denotation of a word is its primary signification or reference; its connotations is the range of secondary or associated significations and feelings which it commonly suggests or implies". It is crystal clear that denotation is the first and direct meaning that can be understood from the word, while connotations refer to the different meanings that the word implies as well as the emotions embedded in it.

In addition, a denotative meaning is the meaning found in the dictionary, whereas the connotative meaning is the meaning behind the original one (Sari & Kusumawardhani, 2016 as cited in Pratiwi, Indrayani & Seomantri, 2020). Another definition asserts that along with

the actual meaning of words, words also trigger emotions, ideas or associations (Brinton, 2020).

1.1.5. Types of Connotations

Connotations can be divided into two different types: positive connotations and negative connotations. Apart from these two categories, we find neutral connotations, which is mostly jargon. Positive connotations are considered as *favorable connotations*. This type expresses optimism, politeness, happiness, amongst other feelings and emotions, and makes a person feel good. In addition, the words leave a positive impact on a person's psychology. By contrast, negative connotations, or *unfavorable connotations*, carry negative abstract or implicit ideas, implying negative qualities, disabilities, disrespect to a person, amongst others. For instance, the word *dog* as perceived by the majority of English people, having positive connotations of sincerity, loyalty, and friendship. In Arabic cultures, in some contexts it has positive connotations while it has negative connotations of dirt, shamelessness, and inferiority (Ahmed,1996). Neutral connotations imply that a word is free from any emotional, cultural, or subjective significance. For example, *that man talks a lot* has neutral connotations while *that man is blabbering* has a negative one.

Table1: Examples of How Words with Similar Meanings Can Have Positive, Neutral or Negative Connotations [image] (n.d)

Positive connotations	Neutral connotations	Negative connotations
Interested	Questioning	Nosy
Employ	Use	Exploit
Thrifty	Saving	Stingy
Steadfast	Tenacious	Stubborn
Stated	Filled	Crammed
Courageous	Confident	Conceited

Unique	Different	Peculiar
Meticulous	Selective	Picky
Vintage	Old	Decrepit
Elated	Happy	Manic
Childlike	Young	Childish
Easygoing	Relaxed	Lackadaisical
Slim	Thin	Skinny
Innocent	Adolescent	Immature
Inquisitive	Interested	Prying
Confident	Secure	Egotistical
Chatty	Conversations	Jabbering

Table2: Some Examples of Connotations Pair (Rao, 2017)

Positive connotations	Negative connotations
Sagacious	Astute
Homeless	Bum
Confident	Cocky
Prudent	Cowardly
Unwise	Foolish
Relaxed	Lazy
Statesman	Politician
Chef	Cook
Plagiarism	Cheater
Clever	Shrewd
Journalist	Reporter
Inexpensive	Cheap
Invest	Speculate
Purchase	Buy

1.1.6. Forms of Connotative Meaning

According to Hervey, Higgins, and Baker,2016 (as cited in Faiq,2019), there are several forms of connotative meaning that can be grouped into large categories, specifically under what is known as the *language-variety-related meaning* category. The most important forms of connotative meaning are Associative Meaning, followed by Attitudinal, Affective meaning, Reflected meaning, then Selectional restriction, Collocative, and Allusive meaning.

1.1.6.1.Associative Meaning

Associative meaning refers to the complete meaning of an expression that is linked to its referent. For example, when someone hears the word *nurse*, they might automatically associate it with the idea of a female gender, since its generally used to refer to a female *who looks after the sick*. However, it would seem unusual to associate this term with the male gender (Dickins, Hervey, & Higgins,2016 as cited in Faiq,2019). Similarly, in British culture, the word *engineer* is often associated with men, as in the statement *an engineer* has been assessing the structural faults. In this case, the word *engineer* automatically implies a male rather than a female.

1.1.6.2. Attitudinal Meaning

Attitudinal meaning is a part of the whole meaning of an expression. It may contain some subjective positions and attitudes towards the referent, or it may be based on personal attitudes or feelings. To determine the full meaning of an expression, one should refer to related attitudes towards it (Dickins, Hervey, and Higgins 2016). In other words, it is how to use attitudinal information to interpret the meaning of an expression. It is concerned with

the writer's or speaker's attitudes. For example, the movie was absolutely amazing, indicates that the speaker has positive attitudes.

1.1.6.3. Affective Meaning

The affective meaning refers to “The tone that the speaker takes - vulgar, familiar, polite, formal, and so forth” (Dickins, Hervey, & Higgins,2016 as cited in Faiq,2019). As a result, we can determine what is meant from the way they speak. For example, the expression *would you like...?* in the English language is a polite way of making a request. Another example is two words that carry the same denotation but differ in their affective meaning. The word *toilet* is neutral or has no affective meaning, while the word *bog* carries an impolite and disrespectful affective meaning.

1.1.6.4. Reflected Meaning

A reflected meaning is “the meaning given to an expression over and above the denotative meaning which it has in that context by the fact that it also calls to mind another meaning of the same word or phrase”. (Dickins, Hervey, & Higgins,2016 as cited in Faiq, 2019). It is clear from the definition that a reflected meaning is the meaning that a word carries besides its literal meaning. In other words, it is that hidden meaning that is understood from the word in a given context. For instance, *the new boss is snake* doesn't refer to the animal snake, but it reflects that he is deceptive and untrustworthy.

1.1.6.5. Selectional Restriction-Related Meaning

Certain terms and expressions are limited in their use, meaning that they can only be used in connection with specific terms. For example, the word *rancid* is typically used to describe butter, while *addled* is typically used to describe eggs. However, the use these words in another context is not appropriate (Cruse, as cited in Faiq, 2019). For example, it cannot be said that a friendship is rancid or addled comprehension.

1.1.6.6. Collocative Meaning

Collocative meaning is defined by Dickins, Hervey, and Higgins (2016) as "...the meaning given to an expression over and above its denotative meaning by the meaning of some other expression with which it typically collocates (co-occurs) to form a commonly used phrase" (as cited in Faiq, 2019). This definition explains that collocations are combinations of expressions or words used together as a single phrase, which has a specific meaning. For instance, the expression *homework* is used with *do* and not *make*, so it is *do homework* and not *make homework*.

1.1.6.7. Allusive Meaning

Allusive meaning is defined by Dickins, Hervey, and Higgins (2016) as “[the meaning that] occurs when an expression evokes an associated saying or quotation in such a way that the meaning of that saying or quotation becomes part of the overall meaning of the expression” (as cited in Faiq, 2019). This definition suggests that allusive meaning involves using an expression in conjunction with another expression to convey a general meaning. For example, he unleashed his internal Einstein and he solved the problem.

Table3: A Typology of Meaning According to Dickins, Hervey, Higgins, and Baker,2016 (as Cited in Faiq, 2019)

Dickins, Hervey, and Higgins (2016)		Baker (2011)
Denotative meaning		Propositional/ cognitive meaning
Connotative meaning	Associative meaning	Expressive meaning
	Attitudinal meaning	
	Affective meaning	
	Allusive meaning	
	Reflected meaning	

	<i>No category</i>	Selectional restriction-related meaning	Presupposed Meaning
	Collocative meaning	Collocation restriction-related meaning	
Language variety-related meaning	Geographical dialectrelated Meaning	Geographical dialectrelated Meaning	Evoked Meaning
	Temporal dialectrelated Meaning	Temporal dialectrelated Meaning	
	Sociolect- related Meaning	Register- related Meaning	
	Social register-related meaning		
Information Prominence related Meaning	Emphasis (emphatic Meanin	<i>No category</i>	
	Thematic meaning (theme– rheme meaning)	Theme and information structure	
	Grounding meaning	<i>No precise category, but cf. Theme and information structure</i>	

1.1.7. Modes of Connotative Meaning

According to Dickins,2016 (as cited in Faiq,2019) there are four modes of connotative meaning. The first mode is reference-narrowing, which involves limiting the area of prediction of a particular term that has a specific meaning in a specific context. For instance, vehicle is general, but car is narrowed. The second mode is parenthetical, which involves

having almost the same remarks about a certain structure as the original element does. For example, the city that never sleeps in New York. *The city that never sleeps* is famous for its iconic landmarks. The third mode is secondary referential, which involves “producing a reference that is additional to, and existing alongside, the reference involved in the denotative meaning” (Faiq, 2019) In other words, it is making another indication or meaning along with the denotative or reference meaning. To exemplify, her heart is as cold as the ice. The final mode is pseudo-referential, which involves making something that is similar to an indication but actually is not. Such as it has been him all this time.

1.1.8. The Importance of Connotations

As it has been previously explained, connotations is an important aspect of language and communications. It is a way used to describe the unfamiliar meanings of words. In addition to the explicit meaning *denotation*, connotations depend on an individual's social, cultural, and personal experiences. Therefore, connotations play an essential role in a writer's word choice, because the incorrect word choice alters the intended meaning of the sentence. Thus, writers must give great importance to the selection of words that precisely convey their intended message. By understanding connotations, learners improve their writing in the English language.

1.1.8.1. Writing a Multidimensional Text

Connotations is valuable in creating imagery that uses vivid descriptions to form images or ideas in the reader's mind. Moreover, the use of imagery aims to convey emotional and sensory experiences. For example, it's better to say *he was dressed like a beggar* than *he was unkempt*. The former gives a deeper and more comprehensible image of a person's style and clothing (Master class, 2021).

1.1.8.2. Developing Character

Readers create a picture in their minds using the author's description.. When writers portray a character with a positive connotation, the reader builds a good vision and a comprehensible idea about the character, and vice versa (Master class,2021). The writer can shape the reader's perception of characters either positively or negatively based on his intentional portrayal. For instance, *he callously disregarded the feeling of others and manipulates them for his personal gain*. The words chosen convey negative qualities leading to less favorable perception of the character.

1.1.8.3. Drawing Emotion Out of Language

This means that connotations create an image of how you feel, which can lead to the creation of positive or negative associations about a particular subject for both the writer and reader. For example, the rain poured relentlessly, casting a grey veil over the city and the lonely streets echoed with the sound footsteps and lost the fading memories. The words grey veil, lonely streets and fading memories create a gloomy atmosphere that evokes a feeling of sadness. To sum up, the importance of connotations is emphasized by Benson and Elson (2009), who stated that "learners of English as a foreign or second language, like learners of any language, traditionally focus on mastering words - their pronunciation, forms, and meanings" (Master class, 2021).

Conclusion

In this section, connotations and denotation are highlighted as crucial factors in both language learning and language comprehension for EFL learners. Understanding both concepts aids learners in accurately interpreting and responding to different contexts, as well as distinguishing between explicit and implicit meanings, emotions, feelings, and abstract ideas. It is important for EFL students to be aware of the presence of connotative meanings in written works in order to increase their awareness of them. Additionally, mastering the

use of connotations can improve writing accuracy, while using connotations incorrectly can lead to misunderstandings and undesired emotions. Therefore, EFL students should be familiar with the types, forms, modes, and importance of connotative meaning in order to use them more effectively and accurately.

Section Two: EFL Students' Writing Accuracy

Introduction

Writing has always been regarded as one of the most challenging and complex skills faced by EFL learners. It allows students to construct ideas, express their opinions, and communicate with their readers. Moreover, it enables them achieving writing accuracy. Thus, writing is a basic productive skill in foreign language learning that learners need to master. It is evident that writing plays a crucial role in helping learners understand their thoughts and ideas and stimulating their way of thinking.

This section focuses on EFL students' writing accuracy, presenting a definition of writing, a definition of accuracy and the elements of writing. At the outset, the section broadly outlines the approaches and processes of writing. It also seeks to shed light on the problems that students face in writing.

1.2.1. Writing

Writing is one of the most important linguistic skills used for expressing ideas, thoughts, and messages. It is a hard skill that EFL learners must master. As Emig (1977) claimed "writing is a challenging and complex process that requires effort, repetitive practice, and the fostering of skills in originating and creating a unique verbal product that is graphically recorded" (p.127). Moreover, writing is the presentation of language in the form of signs and graphic systems in the English language (Byrne, 1979). According to Brame (1999), writing encompasses the act of organizing and forming ideas, putting them down on paper. But

before we write, we have to choose expressive words that carry a fitting connotative meaning to produce error-free writing and thus, achieve writing accuracy.

On the other hand, Nunan (2003) considered writing a physical and mental activity. Through transmitting knowledge to some mediums, writing is the act of producing a correct linguistic structure and transmitting it through a visual medium as a sign on a paper (Widdowson, 2012). So, it is a mental activity of coming up with ideas and organizing them to be clear and understood by the reader. According to the proposed definitions by researchers, we can conclude that the purpose of writing is to express ourselves, to impress the reader, to present information to the reader, and to create a successful literary work as a means of communicating meaning (Pincas, 1998).

1.2.2. Accuracy

According to the Longman dictionary, accuracy is the ability to complete a task without making mistakes, or the ability to be correct, true, and precise. In other words, it involves creating a structure that is free from errors. To achieve an effective description and analysis of a topic, accurate language requires careful use of paragraph and sentence structure as well as word choice. Writers can improve their accuracy in writing by studying the elements of writing style and applying them to their drafting, revising, and editing processes. Brown (2001) suggested that accuracy refers to being "clear, articulate, grammatically, and phonologically correct" (p. 268). Skehan and Foster (1996) noted that accuracy is the extent to which produced language conforms to the norms of the target language.

1.2.3. The Elements of Writing

Needless to say, writing is a challenging process for both foreign language learners and native speakers. Writers must pay ample attention to various elements of language and

develop knowledge about them in order to achieve a highly accurate piece of writing. The following are some of these elements.

1.2.3.1. The Process

One of the most important elements to which writers should pay attention is the sequential order of stages involved in the writing process. The process begins with generating ideas about the topic, followed by writing a draft, revising the work, and checking its correctness (Raimes, 1983). Finally, the process concludes with the editing stage or publishing the final version for readers.

Getting ideas together → planning and outlining → making notes → making a first draft → revising/redrafting → editing → final revision

Figure 1: The Processes Involved in Writing (Mc Donough and Shaw, 1993 as Cited in Babni, 2018)

1.2.3.2. The Audience

This concept is an essential component like the other elements. The writer must know for whom they will write, so it is a prerequisite to have knowledge about the reader. Accordingly, writers need to be aware of the nature, needs, and expectations of their readership (Babni, 2018).

1.2.3.3. The Message

Writing is a means of communicating and delivering messages. Writers tend to share their thoughts, messages, and expectations through their writing (Meziani, 1986). Moreover, writers try to achieve different purposes, whether it's to persuade, inform, or clarify. It is important to make learners familiar with the aim underlying each word, whether explicitly or implicitly.

1.2.3.4. The Content

It is the core component in the writing process that helps make a piece of writing more relevant and convenient. The content involves the writer's views, thoughts, and attitudes relevant to the topic, as well as the language and structure. It is expected to be understandable, reasoned, original, and apropos to be understood by the reader Babni,2018).

1.2.3.5. Organization

This component involves how the different parts of any piece of writing are organized, starting with a topic sentence, followed by supporting ideas and extra details, and ending with a conclusion (Raimes, 1983). According to Harries (1993), text organization includes two structures: narrative text, where the writer tells a story, and non-narrative text, which can be argumentative, expository, or descriptive.

1.2.3.6. Grammar

The focus here is on the grammar rules to produce a well-structured and error -free writing, which Includes verbs, articles, agreement, pronouns, and so on (Babni,2018). Tabbert (1984) argued that following the correct grammatical rules can assist language learners in cultivating logical and clear thinking. Grammar can further accelerate their acquisition of the target language.

1.2.3.7. Syntax

It involves the arrangement of words and phrases to create well- formed sentences. The general rule of syntax in the English language follows the subject- verb- object rule (Babni,2018). It focuses on the proper formation of sentences and the relationship between different elements with a sentence. Syntax determine the order of words, the use of grammatical structures and the overall organization of linguistic expressions. Chomesky (1957).

1.2.3.8. Vocabulary

Vocabulary is one of the fundamental components of writing. Without an extensive vocabulary, writers may struggle in producing a good piece of writing. Therefore, it is crucial to select appropriate lexical items to ensure the accuracy and correctness of the text (Babni,2018).

1.2.3.9. Mechanics

Mechanics are correlated to the format and layout of a text. They refer to the rules of written language, such as capitalization, punctuation, and spelling, that are used to clearly communicate thoughts and ideas on paper. Raimes (1983) presented the following diagram, which outlines the different aspects involved in a writer's work.

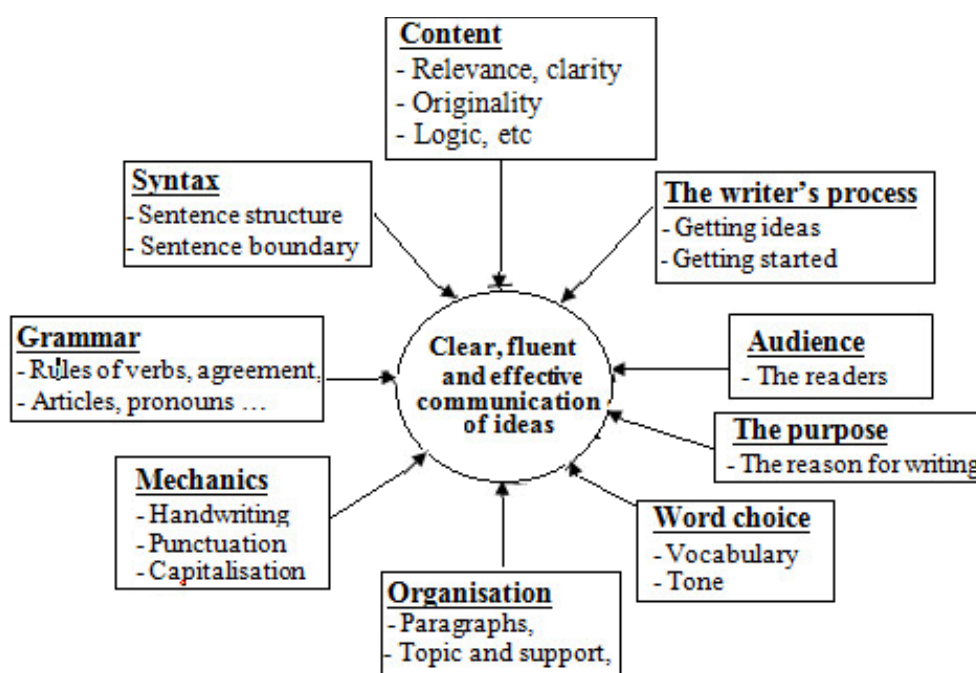


Figure 2: Producing a Piece of Writing (Raimes,1993 as Cited in Babni, 2018)

1.2.4. The Process of Writing

The process of writing is an efficient way in teaching and learning a foreign or second language. It involves a series of subtasks that writers should go through. In this sense, Raimes

(1983) emphasized that “recently, the teaching of writing has begun to move away from a focus on the written product to emphasize the process of writing” (p.10). Accordingly, the writing process consists of the following stages: prewriting, drafting, revising, and editing.

1.2.4.1. The Pre-Writing Stage

It is the first stage in the writing process, which is known as the planning stage. Harmer (2004) claimed that "experienced writers plan what they are going to write before starting to write or type" (p. 4). The writer decides on a certain topic to write. Thus, it is essential to gather information and generate ideas related to their own topic and write them down as an initial version of writing without considering grammar mistakes, spelling, and form. Therefore, the focus in this stage is on the content. In other words, the objective of writing is to produce as many possible ideas about the topic.

1.2.4.2. The Drafting Stage

The second stage in the writing process involves writing the first draft. During this stage, writers combine and organize their ideas into a cohesive structure, forming complete sentences and paragraphs. They also determine which ideas to include and which to exclude. According to Galko (2001), the drafting stage is "writing a rough, or scratch, form of your paper. It is a time to really focus on the main ideas you want to get across in your paper."(p.49). This stage is considered a second trial, paving the way for worthy changes in the next stage. As Harries (1993) asserted, drafting is "a point at which the writer begins to translate plans and ideas into professional texts."(p.53).

1.2.4.3. The Revising Stage

Revising is a fundamental stage that occurs after the planning and drafting phases. During this stage, writers have the opportunity to evaluate and check the ideas they have included in their work. The objective of the revision stage is to review, examine, and organize all that

has been written. Harries (1993) suggested that writers should correct or modify their writing by checking for grammar, spelling, and punctuation mistakes. In this stage, changes can be made to the content, structure, and organization by correcting, modifying, adding, or omitting some ideas, as well as improving style, word choice, and unity.

1.2.4.4. The Editing Stage

This stage is the most important part of the writing process. Writers should write the final version of their work, which must be free of errors and mistakes. The purpose is to produce a final, professional piece of work. At this point, it is highly vital to ensure that everything that has been written meets the intended purposes of writing. (Babni, 2018).

1.2.5. Approaches to Teaching Writing

Although there is no one perfect approach to teaching writing, there are certain features to take into consideration, such as the topic of writing, the style to be used, and the purpose of writing. Therefore, teaching the writing skill can be done through the process-based approach, the product-based approach, or the genre-based approach.

1.2.5.1. The Process _Based Approach

In the process-based approach, writing is a matter of practicing the different steps of writing, regardless of the final product. In other words, it is an activity that students have to accomplish by moving step by step in building their ideas. O'Brien (2004) defined the process-based approach as "...an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas". As O'Brien argued, writing in the process-based approach is a practice of developing different ideas and thoughts regardless of the structure of writing. Additionally, teachers usually encourage the students to follow the different steps of writing to create meaningful ideas.

According to Terrible (1996), there are four stages that students should follow to write in the process approach. First, before writing, students need to gather information about the topic of writing. Second, they organize the information and make an outline of writing and start writing their first draft. Then, Students revise their work to check spelling, grammar and so forth. Finally, Students' writing is ready to publish.

The process-based approach is beneficial since it enables students to understand the process of writing and move step by step in the process. It also gives enough time and a chance for students to have some feedback and to build a sense of readers' view about their work (Boughey,1997 as cited in Tangpernpoon, 2008).

Despite its merits, the process approach has certain weaknesses, such as the longtime students spend in writing, as well as the inadequate explanation of the essential characteristics of effective writing.

1.2.5.2. The Product -Based Approach

Unlike the process-based approach, which focuses on the process of writing, the product-based approach is interested in the final product itself. This means that the student focuses on the results of their writing rather than the process of writing. According to Pincas (1982b), writing following this approach is primarily about linguistic knowledge, with a focused attention on the appropriate use of vocabulary, syntax, and cohesive devices (as cited in Badger & White, 2000).

According to Pincas (1982b, as cited in Badger & White 2000), there are four stages to follow: familiarization, controlled writing, guided writing, and free writing. First, familiarization, in this stage, students read a model and try to deduce certain features of that model, such as expressions used for describing a house. Second, controlled and guided writing, in these stages, students practice the skills they have learned and try to master them,

such as writing some sentences about a house. Third, free writing, in this stage, students are ready to write their own piece, such as a description of their own houses.

The product-based approach has a set of advantages, such as learning the characteristics of different types of writing so that students can produce a good piece of writing. Also, students develop an ability to use words and sentence structures appropriately, and develop a sense of writing attentiveness (Badger & White, 2000). However, the product-based approach has limitations. It neglects the audience and purpose of writing since it focuses heavily on the structure of the written text. Furthermore, it demotivates students and puts them under high pressure because the main focus is on language structures (Badger & White, 2000).

1.2.5.3. The Genre-Based Approach

According to Badger and White (2000), the Genre-based approach is "... regarded as an extension of the product-oriented approach since learners have an opportunity to study a wide variety of writing patterns, for instance, the business letter, the academic report, and the research paper" (p.6). As stated earlier, the genre approach is similar to the product approach where students develop an awareness of different types of writing. However, the genre-based approach focuses on the social context, that is to say, writing in this approach is bound by the communicative purpose it carries to a certain community. In this sense, Badger and White (2000) stated that "[the genre-based approach is] essentially concerned with the knowledge of language and as being tied closely to a social purpose" (p.155).

The genre approach has certain limitations, the major one being that students have a restricted number of vocabulary, so they may not be able to express their ideas appropriately and convey the intended message to the reader (Badger & White, 2000).

2.6. EFL Students' Problems of Writing

Writing is a difficult and complex skill to master. Most EFL students face multiple problems in writing, which affects their productivity due to the various aspects of language involved, such as grammar, vocabulary, spelling, etc. (Raimes, 1983, p.6). The following are some writing problems commonly encountered by EFL students.

1.2.6.1. Grammar Problems

According to Harmer (2001), grammar refers to "The description of the ways in which words can change their forms and can be combined into sentences in that language" (p. 12). Grammar, therefore, consists of a set of rules that govern language and give it a sense of appropriateness, such as tenses, prepositions, plural forms, and so on. As a result, students often encounter challenges in writing due to their inadequate comprehension and use of grammar rules (Bahri & Sugeng, 2010).

1.2.6.2. Vocabulary Problems

Vocabulary is a crucial aspect of writing, since writing is the medium through which messages and thoughts are conveyed. A well-written piece is characterized by clear and precise expression of ideas and thoughts. Furnueaux (1999) has stated that ultimately, writing is judged by its content, and not its process, and it is important to teach students how to express their ideas effectively (p.60). Similarly, Al Zahrani (2011) claimed that teaching and learning vocabulary is one of the major challenges faced by EFL/ESL teachers and learners. This is because most EFL/ESL learners struggle with communicating in English due to their limited vocabulary (as cited in Ben Aissa, 2018). It is evident that vocabulary problems stem from learners' limited vocabulary, which affects their abilities to express their messages and ideas effectively.

1.2.6.3. Spelling Problems

Spelling mistakes are a common-problems that many students face when writing. This is because the pronunciation of words does not always correspond to their spelling, as noted by Harmer (2001, p. 256). Additionally, there are many reasons why spelling mistakes occur. According to Smith (1973), Bahloul (2007), Al_Hassan (2011), and Jayousi (2011), one of the main reasons is the irregularities of English pronunciation, which requires more effort to memorize spelling rules (as cited in Ben Aissa, 2018). In other words, English words are not spelled as they are pronounced. For example, the word *come* is pronounced with the sound *a* but is written with the letter *o*.

1.2.6.4. Organization Problems

Organizing ideas is a crucial aspect in writing, because it helps students to convey their messages smoothly, as well as the readers to understand the intended message and to get a favorable impression on the writing piece, as Starkey (2004) stated” by following [an organized way of writing], you will guide your reader from your first to last sentences” (p.2).

Conclusion

Writing is indeed one of the four language skills that should be mastered in order to acquire proficiency in English language. Students should be aware of the fundamental characteristics of good written language and determine which aspect is worth developing to achieve writing accuracy.

Chapter Two: Field of Work

Introduction

While the first chapter provided the theoretical background of the present research, the second chapter is about the field work of the research, which was conducted using a questionnaire submitted to Second year EFL students at Mohamed ben Seddik Ben Yahia University and a teacher interview conducted with written expression EFL teachers at the same university. This practical part of the study aims to explore the students' and the teachers' attitudes towards the effect of explicit instruction of connotations on students' writing accuracy at the University of Mohamed Seddik Ben Yahia in Jijel. This chapter is dedicated to uncovering the stated problem, answering the research questions, and achieving the aim of the research study. Thus, the following lines describe the population and the setting of the study, as well as the tools used to collect valid data from our sample of interest. It is then followed by an analysis, and an interpretation of the main findings through the implementation of the research tools. In addition, it provides limitations of the study and pedagogical recommendations.

2.1. Research Population and Setting

The target population of the present study are second-year license EFL students and EFL teachers from the department of English at the University of Mohamed Seddik ben Yahia in Jijel, Algeria during the academic year 2022/2023. Regarding the sample, the participants were selected randomly without considering any particular characteristics. We selected 88 out of 224 students, representing (40%) from the whole population, in addition to 8 teachers of written expression module. We specifically chose second- year EFL license students because the concept of connotation is not foreign to them since they have tackled it in more than once separate lesson in the text analysis syllabus. Besides, an interview was particularly

conducted with teachers of writing to gather in-depth information about their perceptions towards the use of connotations on writing accuracy.

2.2. Data Collection Tools

This research study was conducted using both a quantitative and a qualitative approach for data collection. Firstly, a questionnaire was designed to collect data about students writing accuracy and whether their knowledge of connotations affects their writing. Secondly, an interview was conducted with teachers of written expression as a second research tool.

2.3. Methodology of the Study

The present study aims to investigate teachers' and students' attitudes towards the explicit instruction of connotations on EFL students' writing accuracy at the department of English language of Mohammed Seddik ben Yahia university. To accomplish this goal, a descriptive study was conducted, following both quantitative and qualitative approaches. A questionnaire was distributed to EFL students, while an interview is conducted with teachers as data collection techniques. These methods were used to achieve the intended goal and to confirm or reject the stated hypothesis.

2.4.1. Description of the Student Questionnaire

This questionnaire was delivered to 88 randomly selected second -year license EFL students at Mohammed Seddik ben Yahia university, it aimed to investigate EFL students' perceptions regarding the explicit instruction of connotations and its impact on their writing accuracy.

The student questionnaire is composed of 20 multiple -choice questions divided into three sections. The first section is about the back ground information of the students. The second

section is entitled *connotative and denotative meaning*, while the last section focuses on *EFL students' writing accuracy*.

Section One

This section aims to gather some general information about the students' language background and consists of three questions. **Q1** is designed to find out the duration of time students spent in learning the English language. **Q2** attempts to determine the efficient situation to learn English.

Section Two

This section is entitled *connotative meaning* and comprises ten close-ended questions, some of which require justification. The aim of this section is to identify students' perception towards connotations. **Q1** explores whether students know that words can have both connotative and denotative meanings. **Q2**, **Q3**, and **Q4** address the definition of connotations, the usefulness of connotations, and the level of difficulty associated with them. In **Q5**, students are asked about the frequency of misunderstanding connotations. In **Q6** select the form of connotative meaning they struggle with. **Q7** aims to find out the reasons behind students' avoidance of connotations. In **Q8**, students are required to identify the sentences with positive connotations by marking them with a 'P' and sentences with negative connotations by marking them with an 'N' next to each one. The last two questions, **Q9** and **Q10** aim to explore the ways in which connotations can be helpful in writing and how students can understand the connotations of a word.

Section Three

This section is devoted to *EFL student's writing accuracy* and consists of seven close-ended questions, some of which require the students to provide justifications. The purpose of this section is to gather information about students' perception of their writing skills. **Q1**,

Q2, and **Q3** are designed to find out students' views about writing, whether students encounter difficulties in writing, and the stage at which students struggle the most. In **Q4** and **Q5**, students are asked about the extant connotations helps in writing, and whether the failure of understanding connotations affects students' writing accuracy.

2.4.2. Analysis of Student Questionnaire

Section One: Background Information

Students' responses to Q1: How long have you been learning English language?

Table 04: Students Duration of Learning English

Options	Subjects	Percentage
From 9 to 10 years	84	95%
Over 10 years	04	5%
Total	88	100%

From the table 06, EFL students were asked about the duration of time they have spent learning the language. Out of the total sample of 88, 84 students who represent (95%) have been learning English from 9 to 10 years. On the other hand, 5% of the respondents reported studying English for more than 10 years. They mentioned that they started counting the years from middle school up to their university degree.

Students' responses to Q2: According to your experience, which situation is more efficient to learn English?

Table 05: Students' Situations of Learning English

Options	Subjects	Percentage
Through classroom instruction	2	2%
Daily life interaction with others outside classroom.	16	18%
Watching films, TV shows, movies	19	22%
All of them	51	58%
Total	88	100%

The second question focuses on finding efficient ways to facilitate rapid English language learning. The majority of students (58%) indicated that they chose all of the provided options. Out of the total sample, 19 students (22%) stated that they rely on watching films, TV shows and movies as the best way to learn English quickly. Additionally, 18% of students mentioned that daily life interactions with others outside classroom is beneficial. The remaining 2% of students chose the first option, which is classroom instruction.

Section Two: Connotative Meaning

Students' responses to Q1: In Addition to Denotative Meaning, do you know that words can carry connotative and meaning?

Table 06: Students' Familiarity with Connotations and Denotation

Options	Subjects	Percentage
----------------	-----------------	-------------------

Yes	65	74%
No	23	26%
Total	88	100%

The first question in this section aims to determine whether EFL students are aware that words can carry both connotative and denotative meanings. Out of the total sample, 65 students (74%) agreed that words can carry two meanings, while 26% of students are not aware of this fact. Based on the finding, it can be concluded that the majority of learners are aware that words can have multiple meanings.

Students’ responses to Q2: How do you define connotations?

Table 07: The Students’ Definition of Connotations

Options	Subjects	Percentage
Emotional meaning of a word	48	55%
An emotional outburst	2	2%
Official meaning of a word	31	35%
The emotional atmosphere produced by an author’s use of language	7	8%
Total	88	100%

The third question focuses on students' definitions of the term connotation. Out of the provided options, 48 students (55%) defined connotations as the emotional meaning of a word. Additionally, 35% of participants selected the option of connotations representing the official meaning of a word. Two respondents who represents (2%) stated that connotations are an emotional outburst, while 7 students (8%) mentioned that connotations refer to the emotional atmosphere produced by an author's use of language. based on the obtained results, it can be conducted that the majority of students are aware of the precise meaning of connotations.

Students' responses to Q3: What are connotations useful for?

Table 08: The Usefulness of Connotations

Options	Subjects	Percentage
Language structure	10	11%
Language meaning	78	89%
Total	88	100%

This question is addressed to EFL learners to determine their awareness of the usefulness of connotations. As shown above, 78 students representing (89%) out of the total 88, selected the second choice, which is language meaning. The remaining students (11%) claimed that connotations is useful for language structure.

Students' responses to Q4: How difficult is connotations as a concept?

Table 09: The Difficulty Level of Connotations

Options	Subjects	Percentage
Very difficult	5	6%
Difficult	67	76%
Easy	16	18%
Total	88	100%

The aim of designing this question is to determine the level of difficulty of connotations in language learning. 67 participants (76%) selected the second option, indicating that connotations are considered difficult. On the other hand, 16 students (18%) found connotations in English to be easy. The remaining (6%) of students stated that connotations are very difficult for them. The table above shows that the majority of second-year license students perceive connotations as difficult in English language.

Students' responses to Q5: How often do you misunderstand connotations?

Table 10: Students' Frequency of Connotation Misunderstanding

Frequency	Subjects	Percentage
Always	1	1%

Often	23	26%
Sometime	55	63%
Rarely	9	10%
Never	0	0%
Total	88	100%

Allowing for errors in understanding connotations is crucial for language learners in the learning process. This question aims to determine the frequency of errors committed by EFL students when they encounter unfamiliar connotative meanings of words. The result indicate that the majority of learners (63%) reported making errors sometimes, while 23 students (26%) admitting to often making errors. Additionally, 10% students stated that they rarely make errors, while one student claimed to always make errors. Notably, no student reported never making errors.

Students' responses to Q6: Which form of connotative meaning do you struggle with when trying to understand the meaning of words?

Table 11: The Challenging Forms of Connotative Meaning for Students

Options	Subjects	Percentage
Attitudinal meaning	13	15%
Associative meaning	21	24%
Affective meaning	18	20%

Reflected meaning	36	41%
Total	88	100%

The results of this question show that 36 second year- license students encounter difficulties with the reflected meaning of connotations, while 21 EFL learner, representing (24%) of the sample, struggle with the associative meaning. Additionally, 18 students face problems with the affective meaning of words when trying to understand their connotations. The remaining participants, representing (15%) of the sample, selected the first option, which refers to the attitudinal meaning.

Students’ responses to Q7: What are the reasons behind students’ avoidance of connotations?

Table 12: Factors Influencing Students’ Avoidance of Using Connotations

Options	Subjects	Percentage
The fear of making mistakes	43	49%
They are used to familiar simple items that have direct meaning	10	11%
Inability of using connotations in the correct context	11	13%
All of them	24	27%

Total	88	100%
--------------	-----------	-------------

The results of this question reported that (49%) of students avoid using connotations due to the fear of making mistakes. Additionally, 24 students, representing (27%), avoid using connotations because they are accustomed to using familiar, straightforward items with direct meanings. Furthermore, 13% of participants stated that they avoid using connotations because they are unsure of how to use them correctly within the appropriate context. The smallest percentage (11%) selected the option of avoiding connotations for all of the mentioned reasons.

Students' responses to Q8: For each of the following sentences, write a (P) next to the sentence that has a positive connotation and write (N) next to the sentence that has a negative connotation?

Table 13: Identifying Sentences with Negative and Positive Connotations

Sentences	Number of Student's answers		Correct answer		Percentage of student's answers	
	N	P	N	P	N	P

The sly cat jumped from one surface to another	65	23	√		74%	26%
The clever cat jumped from one surface to another	22	66		√	25%	75%
The new university president is self- assured	34	54	√		39%	61%
The new university president is occupied	56	32		√	64%	36%
The company made a profit last year	77	11	√		87.5%	12.5%
The company suffered a loss last year	11	77		√	12.5%	87.5%
The students argued with their teachers about the results of the end of year competition	45	43	√		51%	49%

The students debate with their teachers about the results of the end of year competition	46	42	√	52%	48%
I prefer purchasing low quality items when going to the grocery					
I prefer purchasing economical items when going to the grocery	65	23	√	74%	26%
My sneaky classmate replicated my answers during the exam	67	21	√	76%	24%
My exploitative classmate copied my answers during the exam	59	29	√	67%	33%
	37	51	√	42%	58%

As it is indicated in table 8, students were asked to identify sentences with positive and negative connotations by using (P) positive and (N) negative. The results show that (74%) of EFL learners answered the first sentence correctly using (N), while (26%) of them answered incorrectly. In the second sentence, (75%) of students answered correctly using (P), while 22 students answered with (N). For the third sentence, (61%) of the participants answered using (P), While 39% answered correctly using (N). However, in the next sentence

56 students representing (64%) answered incorrectly with (N) instead of the correct answer (P). The fifth sentence was answered correctly by (87,5 %) of students using the (N), while (12.5%) answered with (P). In the sixth sentence, 77 students answered the sixth sentence correctly using (P), while 11 students answered incorrectly with (N). For the seventh sentence, the majority of students (51%) answered correctly with (N). However, In the eighth sentence, (52%) of students answered incorrectly by putting (N) instead of (P), while 48% answered correctly with (P). in the ninth sentence, (74%) of students correctly identified the negative connotations, whereas (26%) answered incorrectly with a positive connotations. For the tenth sentence (76%) of student answered correctly using (P), while 24% failed to find the correct response. In sentence number eleven (33%) of students used the incorrect answer (P), while (67%) answered correctly with (N). Finally, 54 students (58%) answered correctly with (P), while 37 students used the incorrect answer (N).

Students’ responses to Q9: In what way can connotations be helpful in achieving writing accuracy?

Table 14: The Role of Connotations in Learning Writing

Options	Subjects	Percentage
It helps to create deeper meaning	55	63%
Words can be better understood	12	14%
enhance description meaning and tone	11	12%

it helps establish the mood or context in writing	10	11%
Total	88	100%

At this stage of evaluation, EFL students are asked to select the manner in which connotations can help students in learning writing. According to table 9, (63%) the highest percentage from the whole population stated that it helps to create deeper meaning, While (14%) from the general population select the second option, which is that words can be better understood. Only 11 participants affirmed that connotation can helps to enhance description meaning and tone, thus helps in learning writing. The remaining students (11%) selected the last option, stating that connotations help to establish the mood or context in writing.

Students' responses to Q10: What do you usually do to understand the connotative meaning of a word or an expression?

Table 15: Strategies Used by Students to Understand the Connotations of Words

Options	Subjects	Percentage
Limit the area of meaning of a word	5	6%
Take the word as it is and put in another context	18	20%
Try to find its hidden meaning	65	74%
Total	88	100%

From the result obtained, it is clearly stated that the majority of second year license students (74%) stated that in order to understand the connotative meaning of words or an expression they try to find its hidden meaning. However, (20%) of EFL learners said that they understand connotations when taking the word as it is. The last percentage (6%) chose the first option, which is to limit the area of meaning of a word. From the student's answers, it could be deduced that the highest percentage confirmed that students understand connotations through finding its hidden meaning.

Section3: EFL Students' Writing Accuracy

Students' responses to Q1: How do you find writing in English?

Table16: Students' Perspective about Writing in English

Options	Subjects	Percentage
Too difficult process	22	25%
Difficult process	50	57%
Easy process	16	18%
Total	88	100%

The third question aims to gather student's perspectives on the process of writing in English. The table above shows that (57%) of the students find writing in English a difficult

process. Additionally, (25%) of the students stated that writing is too difficult, while only 22 students, representing (18%), claimed that writing is an easy process.

Student’s responses to Q2: Do you encounter difficulties in the writing process? If yes, mention those difficulties with explanation?

Table17: Students’ Writing Difficulty

Options	Subjects	Percentage
Yes	49	56%
No	39	44%
Total	88	100%

The first question aims to determine whether students encounter difficulties in the writing process. 49 students confirmed that they face difficulties in writing, representing the percentage of (56%). However, (44%) of the participants said that they don’t face any difficulty.

Justification

EFL students who answered that they encounter difficulties, they argued that these difficulties consist of grammar, spelling, punctuation, and organization of ideas. However, most of the students cited reasons such as being unable to select the appropriate word to convey the intended message as well as having a limited vocabulary.

Students’ responses to Q3: In which stage of writing do you usually face difficulties?

Table 18: The Stages of Writing Posing Difficulties for Students

Options	Subjects	Percentage
Planning stage	20	23%
Pre- writing stage	40	45%
Revising stage	16	18%
Editing stage	12	14%
Total	88	100%

The second question aims to explore the stages of writing where EFL students encounter difficulties. It is evident from table 15 that (45%) of students face challenges in the pre-writing stage. Additionally, (23%) selected the planning stage as the most problematic stage, while (18%) of students identified the revising stage as the difficult phase. Lastly, (14%) of students found the editing stage to be the hardest. These results illustrate that students hold diverse perspectives regarding the stage of writing they struggle with, which is influenced by their individual experiences.

Students' responses to Q4: To what extent do you think that awareness and knowledge of connotations contributes to producing an accurate piece of writing?

Table 19: Students' Knowledge of Connotations and its Impact on their Writing Accuracy

Options	Subjects	Percentage
To a large extent	41	47%
To some extent	44	50%
Not at all	3	3%
Total	88	100%

The fourth question explores the extent to which high awareness of connotations contributes to achieve writing accuracy. (50%) of the participants claimed that it contributes to some extent, while (47%) said that it contributes to a large extent. However, 3 students representing (3%), chose the option of not at all.

Students' responses to Q5: Do you think that failure to understand connotations has an impact on your writing accuracy? If yes, please justify your answer.

Table 20: Perspectives of Students on the Misuse of Connotations and its Impact on Writing Accuracy

Options	Subjects	Percentage
Yes	68	77%
No	20	23%
Total	88	100%

The fifth question in this section aims to investigate students' opinions regarding whether the misuse of connotations has an impact on their writing accuracy. The obtained results revealed that more than half of students (77%) answer yes. However, 20 students, representing (23%), answered no.

Justification

The majority of students agreed that the misuse of connotations affects students' writing accuracy due to various reasons. One of these reasons is that most of EFL students don't know the exact meaning of words, so they struggle to choose the correct word that accurately expresses their intended meaning in writing. As a result, the intended meaning may not be effectively conveyed. Another reason is that the misuse of connotations can lead to the

expression of inadequate meanings, making the piece of writing boring and confusing. Additionally, some students added that misusing connotations can completely alter the overall meaning of a text.

2.4.3. Interpretation of Student Questionnaire Results

This student questionnaire was conducted in order to gather in depth information about students' perceptions regarding the impact of connotations on the writing accuracy of EFL students. From the obtained findings, it is evident that second-year license students have a positive perception of connotations and their impact on writing accuracy. After analyzing the student questionnaire, it was shown that vocabulary plays a crucial role in the development of the English language, considering the students' extensive learning period. Most of the respondents were able to differentiate between connotations and denotation, indicating a sufficient understanding of these terms. However, despite their knowledge of connotations, many students still encounter difficulties in effectively using them, resulting in occasional errors or misunderstandings.

Second year license students mostly confirmed that connotations are useful for understanding language meaning rather than language structure. Additionally, the findings asserted that the majority of EFL learners are capable of distinguishing between positive and negative connotations. Moreover, more than half of them believe that connotations contribute to creating deeper meaning. From the analyzed findings, it is evident that writing is considered a challenging process, with students encountering obstacles primarily in the pre-writing stage. Despite facing difficulties in writing, they acknowledge that a high awareness of connotations has some impact on achieving writing accuracy. On the other hand, failure to understand connotative meanings affects negatively their ability to create

accurate written pieces. This could be a significant reason why the majority of students avoid using connotations in their writing due to the fear of making errors.

All in all, the research revealed that the majority of second- year EFL learners are familiar with connotations and how to differentiate between their types. However, they encounter difficulties when applying connotations to achieve writing accuracy.

2.5.1. Aim of the Teacher Interview

This interview was conducted with eight (8) written expression teachers at the English department at Mohammed Seddik ben Yahia Jijel university. It aimed at gathering in -depth information about teachers' perceptions regarding connotations and their impact on EFL students' writing accuracy.

2.5.2. Description of Teacher Interview

The teacher interview was conducted with teachers of written expression with the purpose of gathering in -depth information about their perception regarding the impact of explicit instructions of connotations on EFL student's writing accuracy. The structured interview was conducted with eight written expression teachers at the Department of English at Jijel University. The interview consisted of eleven (11) questions. In the first question, teachers were asked about how long they had been teaching the writing module. The second and third questions addressed the significance of writing skills on students' English development and the main difficulties students encounter in writing. Questions four and five focused on defining connotations and whether they teach connotations to their students. In question six, teachers were asked for their opinion on whether connotations should be taught in EFL classes. Question seven requested them to propose an approach and possible materials for teaching connotations. Question eight aimed to define writing accuracy. The final three questions, nine, ten, and eleven, explored the effects of connotations on EFL students' writing

accuracy, the assessment methods for teaching connotations, and how teachers encourage their students to apply connotations in writing.

2.5.3. Analysis of Teacher Interview

Q1) How long have you been teaching the writing module?

According to the teachers' answers, it is evident that most of them have been teaching written expression for a moderate period of time, and their responses were based on their experience. The first teacher has been teaching writing for 10 years, while the second and third teachers have taught writing for 8 years. Three other teachers mentioned that they have been teaching writing expression for 5 years at the University of Mohammed Seddik Ben Yahia. The seventh and the last teachers stated that they have been teaching the written expression module for a period of 4 years.

Q2) To what extent do you think that the writing skill affects students' development of English language?

This question was addressed to determine the extent to which writing affects students' development of the English language. It was discovered that the majority of teachers' responses indicated that writing has a significant impact on students' language development. The first teacher strongly believed that writing strongly influences students' language development, while five other teachers maintain that writing skill has a substantial impact on students' language development. Two other teachers claimed that the development of the English language depends on the frequency and quality of students' writing.

Q3) What are the major problems that EFL students encounter in writing?

Students encounter difficulties in learning language in general, and specifically in writing. The purpose of this question is to gain insight into the major problems that students

face in writing. The first teacher reported that students struggle with grammar, style, and word choice, as they often fail to select the right words that convey the intended meaning. The second teacher stated that many students have a limited vocabulary and are unfamiliar with language rules and academic principles. Two other teachers claimed that structure, grammar mistakes, punctuation, and topic development are the most common problems that students face in their writing. According to the last four teachers, students frequently make spelling mistakes, which adversely affect their writing accuracy and fluency.

Q4) How do you define connotations?

Teachers were asked to define connotations the most prominent responses indicated that connotations refer to the implicit meaning of a word. Two teachers mentioned that connotations are the implied meanings that words carry, as opposed to denotation or literal meaning. The third and fourth teachers considered connotations as the idea or feeling that a word evokes, in addition to its literal meaning. Two other teachers described connotations as the emotional and cultural components associated with a word. In other words, the last teachers defined connotations as the implied, implicit, or indicated meaning of a sentence or phrase.

Q5) Do you teach connotations to your students?

The question above was addressed to written expression teachers to find out whether they have been teaching connotations or not. From the teachers' answers, it is clear that the majority of them do not teach connotations and responded with a *no*. However, two out of the eight teachers stated that they often teach connotations.

Q6) In your opinion, should connotations be taught to EFL classes, and how?

The question was asked to know if connotations should be taught to second-year license students and the way teachers do it. Two teachers claimed that this concept should not be

taught in EFL classes, as it is learned spontaneously in other classes. On the other hand, the remaining six teachers answered with *yes* and stated that connotations should be taught to EFL learners. One of them explained that this concept is better taught in literature, while another one illustrated that connotations should be taught in a context, either explicitly or implicitly, depending on students' needs and teachers' purposes.

Q7) Can you suggest an approach that can be used to teach connotations?

Teaching any skill requires following a certain approach and materials. In the seventh question, the aim was to gather ideas about possible approaches and materials for teaching connotations. The first three teachers mentioned that they haven't made a decision yet regarding the approach and materials for teaching connotations, as they have never taught it before. The second teacher proposed the language-based approach as the most suitable approach for this purpose. Two other teachers suggested using sorting games, matching activities, and wrap-up exercises to teach connotations. Another teacher recommended using dictionaries and making comparisons between the native language and the target language. The final teacher suggested using a contextualized approach and authentic materials for teaching connotations.

Q8) What is writing accuracy?

Question number eight aims to gather information about the meaning of writing accuracy. Three teachers stated that writing accuracy refers to the ability to effectively convey thoughts and ideas. Another teacher mentioned that writing accuracy entails the correct usage of vocabulary, grammar, and punctuation. Three other teachers described it as using the appropriate word choices, ensuring correctness, and employing accurate materials. The last teacher added that, in addition to producing correct content, writing accuracy also involves precision.

Q9) How can teaching connotations affects EFL students' writing accuracy?

This question aims to explore the impact of teaching connotations on EFL students' writing accuracy. The first teacher argued that teaching connotations helps students effectively convey the intended message. The second teacher stated that it plays an important role in narrative writing. The third teacher claimed that awareness of connotations helps students avoid vocabulary mistakes. Three other teachers added that teaching connotations can enhance the style of writing. The seventh teacher expressed uncertainty about the topic. The last teacher mentioned that using connotations in writing allows for multiple interpretations of students' texts.

Q10) How do you assess your students' understanding of connotations and their impact on their writing accuracy?

The aim of the above question was to gather insights about the methods of assessing the results of teaching connotations on EFL students' writing accuracy. One teacher expressed unfamiliarity with this topic. However, another teacher suggested using multiple-choice tasks and making inferences as assessment methods. A third teacher proposed assessing the results by correcting essays and analyzing the use of connotations, followed by providing feedback to help students avoid mistakes. Another teacher mentioned the use of organized tests for assessment. The fifth teacher suggested assessing through multiple-choice questions. Three teachers did not provide a clear idea on this matter.

Q11) How do you urge your students to apply connotations in their writing?

The last question aims to determine how teachers encourage their students to apply connotations in writing. The first teacher mentioned not having an idea. The second teacher stated that they teach connotations and then ask students to apply them. The third teacher explained that they do not urge students to use connotations because it requires a certain

level of proficiency that students have not yet reached. The fourth teacher emphasized the importance of practicing both writing and reading extensively. The fifth teacher suggested choosing topics that require the implementation of connotations as a personal choice, noting that connotations are not widely used in academic writing. One of the sixth teachers mentioned that teachers should constantly draw students' attention to the use of connotations during lessons.

2.5.4. Interpretation of the Results

The teacher interview is a qualitative tool consisting of a set of questions conducted to extract valid data for the present research. The analysis of the teacher's interview revealed that the majority of written expression teachers do not teach connotations. However, most of them agreed on the importance of teaching connotations to EFL classes, either through special activities or in accordance with a specific context, and some mentioned that it could be better taught in literature classes. The interview also confirmed that teachers have ideas about the approaches and materials that can be used to teach connotations. Therefore, it can be concluded that teaching connotations affects students' writing accuracy in various ways, and the majority of teachers are aware of the methods and activities that can be used to assess the results of teaching connotations. Additionally, teachers provided multiple strategies to encourage the use of connotations. However, teachers also acknowledged that writing skills affect students' overall development in the English language, and students face difficulties in various language aspects.

2.6. Limitations of the Study

In the process of conducting this research, the researchers encounter certain obstacles which are as follows:

- Time was one of the major problems that researchers encountered in this research,

the amount of time devoted to do this research was insufficient which has an impact on the results of the study.

- The restricted number of resources about the topic of connotations.
- Students' passive engagement and the lack of willingness to participate during the collection of data.

2.7. Pedagogical Recommendation

It is hoped that the obtained results can help both teachers and learners of English as a foreign language to improve the quality of the writing skill. In the light of the findings of this study, we suggest the following recommendations:

For students

- Students need to be aware of connotations.
- To enhance their writing accuracy, students are advised to engage in regular activities involving connotations

For teachers

- Teachers of written and oral expressions should teach connotations to their students.
- Teachers should advise their students to use words carrying connotation in writing.
- Teachers should assign activities that involves connotations to add depth, richness to the meaning of words.

Conclusion

This chapter is devoted to the practical part of this research. It includes a description of the sample and the research tools. A questionnaire administered to eighty-eight second-year license students and an interview conducted with eight written expression teachers at the

Department of English Language, Jijel University. The chapter also presented the analysis and interpretation of the results. The latter demonstrated that both EFL students and teachers of written expression hold positive attitudes towards connotations and their impact on writing accuracy. Based on these findings, recommendations have been provided for both teachers and students.

General Conclusion

Writing is a complex process that comprises various stages and elements. It is an essential skill that EFL students need to master alongside other language skills. Many students face difficulties in achieving a high level of writing accuracy. Connotations play a significant role in enhancing students' writing accuracy. Therefore, this study aims to investigate the perceptions of both teachers and students regarding the impact of explicit instruction of connotations on EFL students' writing accuracy. It is assumed that both teachers and students hold positive attitudes towards connotations and their influence on writing accuracy.

This research paper consists of a general introduction, two chapters, and a general conclusion. The first chapter focuses on reviewing the literature related to connotations and writing, covering various concepts. The second chapter presents the methodology employed in this study, including the sample description, the tools used, and the analysis and interpretation of the findings. Lastly, the general conclusion summarizes the main findings of the current research work.

The previous studies concluded that EFL student's competence in assessing word appropriateness in certain context, and the understanding of English proverbs requires the grasp of connotative meaning. the results of the current research study revealed that both students and teachers have positive attitudes towards the impact of explicit instruction of connotations in improving EFL students' writing accuracy. It also proved that connotations influence EFL students' awareness and understanding of nuanced meaning in their writing. The findings also indicate that students are aware of connotations, their types, and their importance in writing.

In conclusion, conducting this study has provided answers to the research question and has drawn attention to an important aspect that helps EFL students in improving their writing skills.

List of references

Accract. (n. d). in Longman. Dictionary.com. Retrieved from <http://www.Idoceanline.com/>

Ahmedin, D. (1996). Course in semantics levels of meaning. UIN. Molang.

Babni, A. (2018). Teaching writing: from theory to practice. International Journal of science and Research,7 (10), 490-494. Doi: 10.21275/Art20191562

Barly, Bram. Write well: Improving writing skill (orien businees book, Great Britain class, Reflection. Routledge

Badjer, R., & white, G. (2000). A process genere approache to teaching writing. ELT Journal, 54 (2), 153-160. Retrieved from <http://ectj.oxfordjournals.org/>

Brinton, J. L. (2000). The structure of modern English A linguistic Introduction. Amsterdam: Philadelphia

Ben Aissa, S. (2018). Writing Difficulties of EFL learners (Master dissertation, University of Ahmed Draia, Abraham) Retrieved from

<http://dspce.Univadrar.edu.dz/jspui/bitstream/123456789/202/1writing%20Difficulties%20of%20EFL%20learners.pdf>

Byrne, D. (1979). Teaching writing skills. London: Longmane

Chomesky, N. (1957). Syntactic structure. The hague: mouton publishers.

Cuaron, B. G. (1991). Connotation and meaning- New York: Walter de Gruyter & co.

Denotation. (n. d). In Cambridge dictionary. Retrieved from

<http://www.Cambridgedictionary.Com/dictionary/denotation.>

Denotation. (n. d). In Oxford. Com dictionary. Retrieved from

<http://www.oxfordlearnersdictionaries.com/denotation>

Dickins, J. (2019). Types of connotative meaning, and their significance for translation. In

S. Faiq (Ed), Discourse in translation (136-161). New York: Routledge

Examples of how words with similar meaning can have positive, neutral or negative

connotations [image) (n.d.). Retrieved from

<http://images.Examples.com/wp-content/uploads/2023/03/connotative-words-Example-jpg>

Emig, j. (1977). College composition and communication. National Council of teachers of

English, 28,0122-128

Furneaux, C. (1999). Education; ELT Journal. The teaching of writing

Galko, F. D. (2001). Better writing now: Using words to your advantages (1st ed.). New

York: Learning Express, LLC

Harmer, J. (2004). How to teach writing. Harlow. England: Pearson Education Limited

Harmer, J. (2001). The practice of English language teaching. London/New York, 401-405

Harmer, J. (2001). The practice of English language teaching. London/New York, 401-405

Harries, J. (1993). Introducing writing. London: Penguin Group

Henry Widdowson. Definition of writing ability [http:// teaching English online. Net](http://teaching-English-online.net)

(accessed on December 14th 2012)

Leech, G. (1974). Semantics. New York, U.S.A: Penguin Master class. (2021). Retrieved

from

[http://www.masterclass.com/articles/what-is-connotations-learn-about-connotation-in-writing-with examples](http://www.masterclass.com/articles/what-is-connotations-learn-about-connotation-in-writing-with-examples)

- Mayuuf, H. Salih, M. & Kadhim, H. (2009). Investigating denotation and connotation in Ahmed Mutar's poem "donkey's time" (Majalat Medad Al Arab), p. 929. Retrieved from <http://www.midad.edu.iq/wp-content/uploads/2019/12/38-Investigating-Denotation-and-Connotation-in-Ahmed-Mutar%E2%80%90S6CDonkeys%E2%80%90-Time%E2%80%9D.pdf>
- Meziani, A. (1986). "Teaching writing: the WAM factor". TEFL in Morocco: Bridging the Gap between Secondary and Territory Levels. Proceeding of the rate conference. Rabat
- Mc Donough, J and Show, C. (1993). Materials and Methods in EFL. Oxford: Black well publishers
- Nunan, D, (2003). Practical English language teaching. EIRST EDITION.
- Pincas, teaching English writing: Essential language teaching Series (London: the machine publisher, 1998), p56.
- Pratiwi, D.R, Indrayani, L. M., & Soemantri, Y. S. (2020). The Analysis of Denotative and Connotative meaning in Ariana Grande's Song Lyrics: A Semantic Study. ELS Journal on Interdisciplinary studies in Humanities, 3(2), 231-235. Doi:10.3434050/elsjish.V3i2.9994
- Rao, C, S. (2017). A brief study of words used in Denotation and Connotation. journal of research scholars and professionals of English language teaching, 1 (1), 1-5. Retrieved from <http://www.jrspelt.com>
- Rigotti, E., & Rocci, A. (2006). Encyclopedia of Language and Linguistics. Lugono, Switzerland: Elsevier Ltd

Rimes, A. (1983). *Techniques in teaching writing*. New York, N Y: Oxford University press

Raimes, A. (1983). *Techniques in teaching writing* (vol. 15). New York, NY: Oxford

University press

Setiani, R. (2020). Denotative and connotative meaning used in writing poetry. *Journal Elsa*, 18(2), 89. Retrieved from

<http://media.neliti.com/media/publications/338803-denotative-and-connotative-meaning-used-73eff664.pdf>

Starkey, L, B. (2004). *How to write great essays* (1st ed). New York: Learning press

Suvin, S. (2020). Complexities of writing skill at the secondary level in Bangladesh 75. *Education system: A Quantitative case Study Analy*. *English language teaching*, 13(12), Doi: 10.5539/elt.v13n12p65

Tabbert, R., (1984). Parsing the question why teach grammar. *The English journal*, 73 (8).38-48. Teachers training. Retrieved from: <https://www.thoughtco.com/student-teacher-observation-checklist-2081421>

Trangpermpoon, T. (2008). Integrated approaches to improve students writing skills for

English major students. *ABAC Journal*, 28(2), 1.9 Retrieved from

<http://www.ufhb-dptanglais.com/storage/webographies/849-jerome-master-1-didactics-of-writing-2019-2020-doc-5.pdf>

Appendix A

Student Questionnaire

An evaluation of Teachers and Students Attitudes Towards the Impact of Explicit Instruction of Connotations on EFL Student's Writing Accuracy.

Dear student,

For the sake of completing our master dissertation, we expose a set of questions that aim at exploring teachers' and students' attitudes towards the explicit instruction of connotations on EFL students' writing accuracy. We would like you to answer this questionnaire and provide us with the necessary data that will be used for scientific purposes.

Guidelines: you are kindly requested to answer the following questions by putting (√) in the right box (es) that you have chosen and justify your answers whenever it is required. We would like you to answer them objectively and authentically.

Thank you in advance for your cooperation

Section One: Background Information

Q1) How long have you been learning English language?

.....

Q2) According to you, which situation is more efficient to learn English?

A/ Through Classroom instruction

B/ Daily life interaction with others outside classroom.

C/ Watching films, TV show, movies.

D/ All of them.

Section Two: Connotative Meaning

Q1) In Addition to Denotative Meaning, do you know that words can carry connotative meaning?

A/ Yes B/ No

Q2) How do you define connotations?

A/ Emotional meaning of word.

B/ An emotional outburst.

C/ Official meaning of a word.

D/ The emotional atmosphere produced by an author's use of language.

Q3) What are connotations useful for?

A/ Language structure

B/ Language meaning

Q4) How difficult is connotations as a concept?

A/ Very difficult B/ Difficult C/Easy

Q5) How often do you misunderstand connotations?

A/ Always B/ Often C/ Sometime D/ Rarely E/ Never

Q6) Which form of connotative meaning do you struggle with when trying to understand the meaning of words?

A/ Attitudinal meaning

B/ Associative meaning

C/ Affective meaning

D/ Reflected meaning

Q7) What are the reasons behind students' avoidance of connotations?

A/ The fear of making mistakes.

B/ They are used to familiar simple items that have direct meaning.

C/ They are not able to use them in the correct context.

D/ All of them.

Q8) For each of the following sentences, write a "P" next to the sentence that has a positive connotation and write "N" next to the sentence that has a negative connotation.

1/ The sly cat jumped from one surface to another.

2/ The clever cat jumped from one surface to another.

3/ The new university president is self-assured.

4/ The new university president is occupied.

5/ The company made a profit last year.

6/ The company suffered a loss last year

7/ The student argued with their teacher about the result of the end of year competition.

8/ The student debate with their teacher about the result of the end of year competition.

9/I prefer purchasing low quality items when going to the grocery.

10/I prefer purchasing economical items when going to the grocery.

11/My sneaky classmate replicated my answers during the exam.

12/My exploitative classmate copied my answer during the exam.

Q9) In what way can the connotative meaning be helpful in achieving writing accuracy?

A/ It helps to create deeper meaning.

B/ Words can be better understood.

C/ Enhance description meaning and tone.

D/ It helps establish the mood or context in writing.

Q10) What do you usually do to understand the connotative meaning of a word or an expression?

A/ Limit the area of meaning of a word

B/ Take the word as it is and put in another context

C/ Try to find its hidden meaning

Section Three: EFL Students' Writing Accuracy

Q1) How do you find writing in English?

A/ Too difficult process

B/ Difficult process

C/Easy process

Q2) Do you encounter difficulties in the writing process? If yes, mention those difficulties with explanation?

A/ Yes

B/ No

.....
.....

Q3) In which stage of writing do you usually face difficulties?

A/ Planning stage

B/ Pre writing stage

C/ Revising stage

D/ Editing stage

Q4) To what extent do you think that awareness and knowledge of connotations contributes to producing an accurate piece of writing?

A/To large extent

B/ To some extent

C/ Not at all

Q5) Do you think that failure to understand connotations has an impact on your writing accuracy? If yes, please justify your answer.

A/ Yes

B/ No

.....
.....

Appendix B

Teacher Interview

An Evaluation of Teachers' and Students' Attitudes Towards the Impact of Explicit Instruction of Connotations on EFL Students' Writing Accuracy.

Dear teachers,

For the purpose of completing our master's dissertation, we present a set of questions that aim to investigate the attitudes of teachers towards the explicit instruction of connotations in EFL students' writing accuracy. We kindly request that you answer these questions and provide us with the relevant data, which will be used for scientific purposes.

Q1) How long have you been teaching the writing module?

Q2) To what extent do you think that the writing skills affect students' development of English?

Q3) What are the major problems that students encounter in writing?

Q4) What is connotations?

Q5) Do you teach connotations to your students?

Q6) In your opinion, should connotations be taught to EFL classes, and how?

Q7) Can you suggest an approach and the materials that can be used to teach connotations?

Q8) What is writing accuracy?

Q9) How can teaching connotations improve EFL students' writing accuracy?

Q10) How do you assess your students' understanding of connotations and their impact on their writing accuracy?

Q11) How do you urge you students to apply connotations in writing?

Resumé

Notre travail de recherche vise à évaluer les attitudes des étudiants et des enseignants à l'égard de l'impact des instructions explicites de connotations linguistiques sur la précision de l'écriture de l'étudiant de langue anglaise- on suppose que les étudiants et les enseignants ont des attitudes positives de l'utilisation des connotations linguistiques dans l'enseignement de cette langue étrangère car cela contribue à l'exactitude dans l'écriture. Pour atteindre cet objectif, nous avons choisis des approches quantitatives et qualitatives- un questionnaire a été remis à '88' étudiants de la deuxième année licence sur 224 étudiants -Aussi un entretien a été menée aussi auprès de huit enseignants spécialisés en expression écrite à l'université Mohammed Essidik Ben Yahia- Jijel. Les résultats de la recherche ont révélé que la plupart des EFL étudiants sont très informés des connotations linguistiques et malgré cela ils rencontrent des difficultés lors de leur utilisation de ces derniers dans la production écrite. L'entretien avec les enseignants a également montre que les connotations linguistiques ont un impact sur la précision de la production écrite chez les étudiants. En conséquence, la compréhension et l'utilisation précise des connotations linguistiques permettent aux étudiants de la langue anglaise. Comme langue étrangère de produire des productions bien précises- les enseignants ont également proposées des approches et des méthodes pour enseigner les connotations linguistiques telles que l'approche basée sur la langue, l'approche contextualisée, ainsi que des supports authentiques et des activités de mise en correspondance. En se basant sur résultats obtenus, des recommandations ont été proposées.

ملخص

تهدف هذه الدراسة الى تقييم تصورات الطلاب الاساتذة حول تاثير التعليمات الصريحة للإيحاءات اللغوية على دقة الكتابة عند طلاب اللغة الإنجليزية كلغة أجنبية. من المفترض أن يكون لدى كل من الطلاب والأساتذة تصورات إيجابية حول تأثير الإيحاءات اللغوية على فصول اللغة الأجنبية، لأنها تساهم في تحقيق الدقة في الكتابة. لبلوغ هذا الهدف تم استعمال النهج الكمي والنوعي. تم تسليم استبيان ل (88) طالب سنة ثانية ليسانس من أصل (224) طالب، كما تم إجراء مقابلة مع ثمانية أساتذة للتعبير الكتابي في جامعة محمد الصديق بن يحي، جيجل. أسفرت نتائج البحث أن معظم طلاب اللغة الإنجليزية كلغة أجنبية على دراية بالإيحاءات اللغوية، ومع ذلك فإنهم يواجهون صعوبات عند استعمالها في التعبير الكتابي. كما أظهرت المقابلة الخاصة بالأساتذة أن الإيحاءات اللغوية لها تأثير على الدقة في الكتابة للطلاب. وفقاً لذلك، فإن فهم واستخدام الإيحاءات اللغوية بدقة يمكن طلاب اللغة الإنجليزية كلغة أجنبية من إنتاج تعبير دقيق كما اقترح الأساتذة مناهج وطرق لتدريس الإيحاءات اللغوية مثل النهج المبني على اللغة، نهج يعتمد على السياق بالإضافة إلى المواد الأصلية والأنشطة المتوافقة. بناء على النتائج المحصل عليها تم اقتراح بعض التوصيات.