Texture of Second Language English Discourse: Analysing Learners’ Vocabulary Use
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Objective: to find out what foreign learners of English need to know in order to use English vocabulary appropriately. Based on the findings, a production-oriented teaching material will be suggested.

Research Question: Learners assume that knowing the meaning of individual words would make them able to use them in appropriate texts. However, meaning is only one component of the total word knowledge that the learner needs in order to be able to use vocabulary appropriately.

Research orientation, data and methodology: The orientation of research is practical rather than theoretical or applied. The data collected is in the form of an essay written by learners at tertiary level in the department of English in Aden University. Learners’ samples are analyzed and compared with available corpus (BNC and COCA).

Key aspects of word knowledge: Receptive (R), Productive (P)

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

“...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.