Dedication

To my dear mother and the soul of my father

To my dear brothers and sisters for their understanding and support

To my teachers and supervisor

To all my close friends and colleagues

Acknowledgements

First of all, praise be to Allah who help me to accomplishing this study. The researcher wishes to express his gratitude to Dr. Salahedin Adam Ahamed Eldouma, the superviser for his encouragement and guidance throughout this research, without his well-designed plan and careful review of the draft, the research would be imposible.

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Abstract

This study sets out to investigate “The Impact of Vocabualry Awareness in Developing EFL Learners Writing Skills”. The focus of this study is secondary school EFL learners who appeare to have very little or none of suffiecient and core vocabulary knowledge by which they can write effectively.

The main aim of this study is to raise teachers and leaners’ awareness of the vocabulary importance in developing their writing Skills, and to discover the reasons behind their failure to choose the correct lexical items in their writing.

The data of this study was collected through two instruments: questionnaires and tests. Two questionnaires were designed for both teachers and students. Beside the student’s questionnaire, two reading and two writing tests were also administered to the students. The subjects who participated in this study were randomly selected from different schools in Kassala State. A number of 50 teachers and 50 students were choosen and they were asked to fill in a constructed questionnaire sheets. The data was analysed using descriptive method and chi-square analysis. The findings of the study revealed that EFL learners always find it difficult to select words when they write, which is due to their incomplete knowledge and ignorance of the lexical items they learn. In addition to that, the study has also revealed that teachers were not committed to writing activities and do not train and encourage students to practice writing using the new lexical items they learnt.

The findings have also shown that the syllabus does not emphasize on the development of learning and teaching vocabualry which results in effective writing, the teaching of vocabulary in the syllabus is not integrated in a way that meets the students’ needs to write, there is no regular and systematic assessment of students’ vocabulary development within the context of writing, students are always lacking the syntactic and Semantic properties of individual lexical items, students face difficulties choosing the correct lexical items and organizing them in a very cohesive and related paragraph, there is no awareness raising of words importance and their positive role in developnig students writing skills, and there are not suffiecient writing activities which motivate and reinforce the students’ use of vocabulary words when writing.

The study recommended that Syllabi should be refined or replaced with an integrative one (lexical syllabi) to meet the learners' needs. Also, teachers' awareness should be risen to deal with vocabulary seriously. Moreover, there should be effective and regular teaching and learning of vocabulary, applying a fixed plan in a clear and efficient way on each lesson. In addition, Learners should be well trained on how to use VLSs.

مستخلص البحث

تتناولت هذه الدراسة اثر ادراك المفردات اللغوية على تطوير مهارة الكتابة لدى دارسي اللغة الانجليزية كلغة ثانية . شملت الدراسة على ٥٠ طالبا ومعلما

تهدف هذه الدراسة الى لفت انتباه المعلمين و الدارسين الى أهمية إدراكهم للمفردات اللغوية في ترقية القدرات الكتابية للطلبة والتعرف غلى الاسباب التي تعيق الدارسين في استخدام المفردات المناسبة في الكتابة.

جمعت البيانات الخاصة لهذه الدراسة باستخدام وسيلتين هما : الاستبيان و الاختبار، فقد صمم الباحث استبيانيين: الاول خاصا بالمعلمين و الثاني خاصا بالطلاب، بالاضافة الى ذلك، اجري اختبارين للطلبة احدهما في الكتابة والثاني في القراءة.

تم اختيار افراد العينة المشاركة في الدراسة عشوائيا في عدد من المدارس الثانوية بولاية كسلا. حيث شملت الدراسة على (٥٠) معلما و (٥٠) طالبا و طلب من المعلمين ملئ استمارة الاستبانة المعدة لغرض الدراسة، بينما قام التلاميذ بملئ الاستبانة والجلوس لاختبارين في الكتابة واختبارين اخرين في القراءة.

أظهرت نتائج البحث ان دارسي اللغة الانجليزية كلغة أجنبية في الغالب يجدون صعوبة في اختيار الكلمات المناسبة عند ما يقدمون على الكتابة، ويعزي ذلك الى النقص في معرفة المفردات اللغوية وعدم التركيز و الاستفادة من المغردات الجديدة التي يتلقونها في الفصل الدراسي.

خلصت الدراسة ان المعلمين يحجمون عن توجيه الطلاب بالقيام بالواجبات الكتابية ولا يدربونهم على مهارات الكتابة ولا يحثونهم على استخدام المفردات اللغوية الجديدة التي اكتسبوها أثناء القراءة. توصلت الدراسة الى ان المنهج لا يهتم كثيراً بتطوير تدريس المفردات اللغوية التي تنتج عنها الكتابة الفعالة ’وان طريقة تدريس المفردات اللغوية ليست متكاملة مع المهارات الاخرى كما أنه لا يوجد اي تقويم مؤسس ومنظم لتطوير مفردات الطلاب اللغوية عن طريق الكتابة. و كثيراً ما ينقص الطلاب معرفة الخواص النحوية و الدلالية للمفردات اللغوية ’ يواجه الطلاب صعوبة بالغة في إختيار المفردة المناسبة وتركيب هذه المفردة في فقرة متناسقة ومتماسكة’ ليس هناك وعيُ تام لأهمية المفردات اللغوية ودورها الإيجابي في تطوير مهارات الطلاب الكتابية’ ليس هنالك تمارين وواجبات تفي بغرض الكتابة و التي تعمل على تقوية استخدام الطلاب للمفردات الغوية عند الكتابة. واوصت الدراسة بتطوير وتغيير المناهج بمناهج متكاملة التي تفي بحاجات الطلاب. ويجب ان يكون هناك رفع وعي وادراك المعلمين للاهتمام بالمفردات اللغوية. كما

اوصت بتدريس وتعليم المفردات اللغوية وفق خطة محكمة وفعالة. بالاضافة الى ذلك تدريب الطلاب على اساليب فعالة وكيفية استخدامها في تعليم المفردات اللغوية.

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