

Chapter One

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Background of the Study 1-1

language is used as the medium of communication between the speaker and the listener. Language enables the speaker to encode messages and it enables the listener to decode the messages back. People must learn to achieve integrated language skills. In common, they are identified as receptive skills and productive skills. Receptive skills concern with the ability to encode others' messages; reading and listening. Productive skills deal with the ability to decode messages to others; speaking and writing. All of the language skills support each other

As one kind of language skills, writing can be defined as a hard skill at which to excel for many of our learners. It influences by many aspects or factors, they are punctuation, spelling, structure, or vocabulary

As one aspect of writing, vocabulary or words must be given for student. It is because “words or lexicons are basic tool for writing

In other word is the vocabulary mastery. “Vocabulary acquisition, vocabulary retention, and vocabulary utilization are crucial for any writer, and are particularly important for the person writing in language

Laufer, as quoted in Golker and Yamani , say that learners often believe that knowledge of vocabulary is crucial in learning language and particularly in improving writing ability (8)

Some applied linguists believe that the amount of words known by learners seems to be the aspect in L2 learning. Meara, for instance , states that " learners with big vocabularies are more proficient in a wide range of . language skills than learners with smaller vocabularies .." (37)

In fact , it is extensively documented that vocabulary size correlates strongly with language proficiency in general and with other aspects of language competence (Astika 66 : Espinosa 18 and Laufer, (317) . However , writing is also an area should not be neglected . It is one of the most prominent language productive ability in educational field that reflects . social , cultural , and complex cognitive phenomenon (Weigle 19 – 35)

Therefore , the importance of writing activities can be found as early as in the first grade of primary education (name writing , diary writing , story . writing , essay writing , report writing

And it continues to become a compulsory element in order to complete a university level of education (thesis and dissertation writing)

Despite the frequent correlative investigations on vocabulary and reading , the present study is more curious about the other possible link which is yet . to be explored fully , that is , the vocabulary - writing relationship

In Grabe and Kaplan's model of language knowledge , vocabulary is one of .the linguistic elements evolved in writing Weigle,(1991.p 29 – 30)

The statement of the problem : 1-2

Despite the importance of writing in today's society many students have difficulty to acquire this crucial skill . Vocabulary , on the other hand , has been identified as an essential factor in language acquisition and development , an important component in reading comprehension , and availed predictor of students' language development and writing performance. Vocabulary has also been linked to people s' perceptions of . writing quality

Relevant studies conducted with struggling writers and their normally achieving peers found that vocabulary instruction helped those students acquire , retain , and access new word meaning more effortless and rapidly . It is therefore , tenable that effective vocabulary instruction in related word enhances the quality of students writing. Saddler and Garaham (1987) point that researches on the effects of instruction designed to increase vocabulary . knowledge has revealed positive impact on students' writing quality

Fitzerald and Teasley , (1986) found that teaching fourth- grade students about the parts of story improved the organization and quality of their . writing

The Objectives of the Study : 1-3

Concerning with the problem statements, this study has some objectives :described as follows

Describing the English vocabulary mastery of the Third Level -

Students ,Department of English Language ,Faculty of Arts University of Khartoum

Describing the writing ability of the First Level Students ,Department of - English Language ,Faculty of Arts University of Khartoum

Describing the correlation between English vocabulary mastery and - writing ability of the English vocabulary mastery of the First Level .students ,Department of English ,Faculty of Arts of University of Khartoum

:The Research Questions 1-4

: The study attempts to find answers to the following questions

Does good knowledge vocabulary improve the quality of students' -1
? writing in comparison to students who have a poor vocabulary knowledge

What is the relationship between the subjects' vocabulary knowledge - 2
? and their writing quality

: Research Hypotheses 5 -1

There is the relationship between English vocabulary Knowledge and . writing ability of the third Level Students of Department of English

,Faculty of Arts University of Khartoum in academic year 2015/2016.

.So, the hypotheses is accepted

There is no any relationship between English vocabulary mastery and writing ability of the first Level Students of Department of English

.,Faculty of Arts University of Khartoum in academic year 2015/2016

: Significance of the Study 1.6

: The present study has several benefits as mentioned below

.English Teachers .1

The present study will give teachers better directions in designing the students' curriculum or lesson plan. It will also help them to avoid giving unnecessary materials or exercises on the parts that the learners have already mastered

.The English Language university Students .2

This will enable the students to learn more effectively as it directs the students to the right path and prevents misinterpretation

By inserting the words in the test items, the students will learn other samples of words within the frequency

.Applied Linguistic Researchers .3

The current study will give a better understanding of the role of vocabulary knowledge in language learning, especially in writing

The present study may become the source of inspiration for further replication, expansion, or evaluation in order to search more definite perspectives of the investigated area

: The limits of the study 1-7

There are several limitations that reply to the present study

Firstly , the students : this research uses the third level students ,Departments of English Faculty of Arts ,University of Khartoum .in academic year 2015-2016.The total number of students is 54 but only 31 participated and it takes . two to three hours to complete the two tests

Secondly the data collection Analysis , after achieving the tests , collecting data and analyzing it is t the corner so it takes about two months .approximately from 27/2/2016-to 24/4 in the same year

Thirdly, the study focuses only on the relation between vocabulary mastery . and its relation to writing ability

Finally this research was conducted from April 2015 to January 2016 at university of Khartoum which was located in Khartoum , Khartoum state , Sudan. To be particular , the research data was majorly collected in faculty of language at room 102