

## **Chapter Two**

### **Literature Review and previous studies**

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#### **Introduction 2.1**

This chapter provides an overview of the available literature on topics important to the current research study. In this chapter, relevant theories and studies will be reviewed in order to formulate justifiable hypotheses. The following sections will give several guidelines for vocabulary and writing assessment.

#### **Vocabulary knowledge 2 – 2**

The nature of vocabulary knowledge 1- 2 -2

Language-learners, teachers, and researchers agree that vocabulary is an essential element in the process of learning a language Schmitt, (2008), because words are the primary conveyors of meaning Vermeer, (2001) and thus carry the main information load in communication. As Wilkins, (1972 .p 111) states, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” ( Considering the centrality of vocabulary knowledge and its development, it is necessary for second-language (L2) learners who wish to operate at a high level in English to learn many thousands of word families. Previously it was shown that a learner needed to know over 3,000 word families or about 5,000 individual word forms in order to achieve a 95% coverage of words in academic texts, which was regarded as a threshold for minimum comprehension Laufer, (1997). More recent research indicates that learners must know 98-99% of words in a written text for sufficient

comprehension Hu & Nation, (2000), which means that they need to know 8,000-9,000 word families to be able to read a variety of texts in English Nation, ( 2006)

However, not all learners achieve such targets, and as a result, they often face situations where they cannot fully comprehend language input because they do not know the meaning of all the words that they encounter. In such cases, learners use certain strategies to compensate for their insufficient L2 lexical knowledge. The primary strategy that learners use when they attempt to identify the meanings of unknown words is *lexical inferencing*, which “involves making informed guesses as to the meaning of a word in light of all available linguistic cues in combinations with the learner’s general knowledge of the world, her awareness of context and her relevant linguistic knowledge” Haastrup, (1991, p. 40). Paribakht and Wesche (1999) found that their university English as a second language (ESL) students used inferencing in about 78% of all cases where they actively tried to identify the meanings of unknown words. Lexical inferencing, therefore, is an important process in both listening and reading comprehension

In fact, lexical inferencing appears to be closely linked to incidental word-learning through reading, and thus it is also of great importance in the process of vocabulary development Haastrup, (1989, 1991; Schouten-van Parreren, ( 1989)

Because of the great importance of lexical inferencing in the process of learning a language, many studies have examined factors that can influence inferencing behavior

Studies on lexical inferencing have also been conducted to identify and classify the knowledge sources and contextual clues used by first-

language (L1) and L2 readers in processing unknown words Ames, (1966) Carton, (1971); Haastrup, 1991; Paribakht&Wesche, (1999). One of these knowledge sources has been found to be *vocabulary knowledge*. In order to define knowledge of lexical item, in recent decades, various but generally complementary frameworks have been developed (Nation, 2001; Qian, 1998, 1999; Read, 1993; Wesche&Paribakht, 1996). In all these frameworks, researchers no longer regard vocabulary knowledge as a single dimension, but as a multidimensional construct

A distinction has often been made between two dimensions of vocabulary knowledge: depth and breadth (or size). Breadth of vocabulary knowledge is defined as vocabulary size, or the number of words for which a learner has at least some minimum knowledge of meaning .Nation, (2001 :24 )

Various types of assessment tools with varied formats have been used to measure this dimension of vocabulary knowledge, including tests that require the learner to identify a synonym or definition for a particular word, to translate a word into L1, or to use checklists (Wesche&Paribakht). Such vocabulary measures require “just a single response to each target word and, by implication, give only a superficial indication of whether the word is known or not” (Read, 2004, p. 211)

Depth of vocabulary knowledge, on the other hand, is defined as a learner’s level of knowledge of various aspects of a given word, or how well he or she knows this word Read, (1993). The depth dimension refers to various levels of knowledge (Wesche&Paribakht) and is also associated with various kinds of knowledge such as knowledge of pronunciation, spelling, meaning, register, and frequency, as well as . morphological, syntactic, and collocational properties

Related research reveals a possible strong link between depth and breadth of vocabulary knowledge (Nurweni & Read, 1999)

Qian (1999) states, “breadth and depth are two interconnected dimensions of vocabulary knowledge, the development of which are interdependent to a substantial extent” (1999 p. 287). Therefore, in assessing the relationship between vocabulary knowledge

and lexical inferencing, both depth and breadth of vocabulary knowledge should be given equal attention. However, although breadth and depth are related constructs and the parallel development of the two has been advocated by many researchers (Read, 2004; Vermeer, 2001), according to Laufer et al., (2004 p.224), “for diagnostic purposes we need separate estimates of both size and strength to fully understand the degree of a learner’s vocabulary knowledge

Some researchers have attempted to discover the relationship between vocabulary knowledge and L2 lexical inferencing behavior (Itzes, 1991; Laufer, (1997); Nassaji, (2004); Pulido, (2007). Pulido examined the effects of topic familiarity and passage sight vocabulary (i.e., vocabulary knowledge specific to a given text) on success and ease in L2 lexical inferencing

The results consistently demonstrated that as passage sight vocabulary increased, so did the ability to make correct inferences. It was further revealed that for those with stronger passage sight vocabularies, the role of passage sight vocabulary in the perception of ease in lexical inferencing depended on the degree of familiarity with the topic. However, for those with weaker passage sight vocabularies, equivalent degrees of difficulty in inferencing were perceived regardless of the degree of familiarity with the topic

In another study that examined the relationship between ESL learners' depth of vocabulary knowledge and their use and success of lexical inferencing strategy, Nassaji (2004)

found that depth of vocabulary knowledge made a significant contribution to inferential success over and above the contribution made by the learner's degree of strategy use

Moreover, the research indicates that vocabulary knowledge is one of the best predictors of learners' ability in reading comprehension (Nation, 2001; Qian, 1998, 1999; Read, 2000; Sternberg, 1987). Qian, for example, demonstrated that scores on vocabulary size, depth of vocabulary knowledge, and reading comprehension were highly correlated. Furthermore, he found that depth of vocabulary knowledge was not only a better predictor of L2 reading comprehension, but that it also made a unique contribution to L2 reading comprehension over and above the contribution made by size of vocabulary knowledge

### **vocabulary size 2- 2- 2**

Vocabulary size is often called the breadth of vocabulary knowledge , which Anderson and Freebody define as " the number of word for which the person knows at least some of the significance aspects of meaning " . (1997 : 92-93 )

One of the preliminary issue regarding vocabulary size research is the definition of " word " itself by Baumaun , Kame and Ash (1995 :754 ) summarized that the term " word " can be defined as *token ,type , lemma , and word family* . *Token* refers to any running words that occur in a

written or spoken text while *type* treat repeated tokens as one word . A . lemma includes ahead word and it is inflected or reduced forms

Although they have the same form , words from different classes ( verb , adjective , noun , and adverb ) are not under the same lemma .a word family on the other hand consist of a head word , its inflected form , and .its closely related derived forms

In our talking about vocabulary size most important questions must be : asked as following

**?How much vocabulary does a second language learner need -1**

There are three ways of answering this question. One way is to ask "How many words are there in the target language?" Another way is to ask "How many words do native speakers know?" A third way is to ask "How many words are needed to do the things that a language user needs to .do?" We will look at answers to each of these questions

This discussion looks only at vocabulary and it should not be assumed that if a learner has sufficient vocabulary then all else is easy. Vocabulary knowledge is only one component of language skills such as reading and speaking. It should also not be assumed that vocabulary knowledge is always a prerequisite to the performance of language skills. Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on (Nation, 1993b). With these cautions in mind let us now look at estimates of vocabulary size and .their significance for second language learners

## **How many words are there in English - 2**

The most straightforward way to answer this question is to look at the number of words in the largest dictionary. This usually upsets dictionary makers. They see the vocabulary of the language as a continually changing entity with new words and new uses of old words being added and old words falling into disuse. They also see the problems in deciding if walk as a noun is the same word as walk as verb, if compound items like goose grass are counted as separate words, and if names like Vegemite, Agnes, and Nottingham are to be counted as words. These are all real problems, but they are able to be dealt with systematically in a reliable way

Two separate studies (Dupuy, 1974; Goulden, Nation and Read, 1990) have looked at the vocabulary of Webster's Third International Dictionary (1963), the largest non-historical dictionary of English when it was published. When compound words, archaic words, abbreviations, proper names, alternative spellings and dialect forms are excluded, and when words are classified into word families consisting of a base word, inflected forms, and transparent derivations, Webster's 3rd has a vocabulary of around 54,000 word families. This is a learning goal far beyond the reaches of second language learners and, as we shall see, most native speakers

## **?How many words do native speakers know - 3**

For over 100 years there have been published reports of systematic attempts to measure the vocabulary size of native speakers of English. There have been various motivations for such studies but behind most of them lies the idea that vocabulary size is a reflection of how educated, intelligent, or well read a person is. A large vocabulary size is seen as

being something valuable. Unfortunately the measurement of vocabulary size has been bedeviled by serious methodological problems largely centring around the questions of "What should be counted as a word?", "How can we draw a sample of words from a dictionary to make a vocabulary test?", and "How do we test to see if a word is known or not?". Failure to deal adequately with these questions has resulted in several studies of vocabulary size which give very misleading results. For a discussion of these issues see Nation (1993a), Lorge and Chall (1963), and Thorndike (1924)

Teachers of English as a second language may be interested in measures of native speakers' vocabulary size because these can provide some indication of the size of the learning task facing second language learners, particularly those who need to study and work alongside native speakers in English medium schools and universities or workplaces

At present the best conservative rule of thumb that we have is that up to a vocabulary size of around 20,000 word families, we should expect that native speakers will add roughly 1000 word families a year to their vocabulary size. That means that a five year old beginning school will have a vocabulary of around 4000 to 5000 word families. A university graduate will have a vocabulary of around 20,000 word families (Goulden, Nation and Read, 1990). These figures are very rough and there is likely to be very large variation between individuals. These figures exclude proper names, compound words, abbreviations, and foreign words. A word family is taken to include a base word, its inflected forms, and a small number of reasonably regular derived forms (Bauer and Nation, 1993). Some researchers suggest vocabulary sizes larger than these (see Nagy, this volume), but in the well conducted studies (for example, D'Anna, Zechmeisternad Hall, 1991) the differences are mainly the result of differences in what items are included in the count and how a

.word family is defined

A small study of the vocabulary growth of non-native speakers in an English medium primary school (Jamieson, 1976) suggests that in such a situation non-native speakers' vocabulary grows at the same rate as native speakers' but that the initial gap that existed between them is not closed. For adult learners of English as a foreign language, the gap between their vocabulary size and that of native speakers is usually very large, with many adult foreign learners of English having a vocabulary size of much less than 5000 word families in spite of having studied English for several years. Large numbers of second language learners do achieve vocabulary sizes that are like those of educated native speakers, but they are not the norm

There is some encouraging news however, a study by Milton and Meara (1995) using the Eurocentres Vocabulary Size Test (Meara and Jones, 1988, 1990) shows that significant vocabulary growth can occur if this learning is done in the second language environment. In their study of a study abroad program of 53 European students of advanced proficiency, the average growth in vocabulary per person approached a rate of 2500 words per year over the six months of the programme. This rate of growth is similar to the larger estimates of first language growth in adolescence. Although the goal of native speaker vocabulary size is a possible goal, it is a very ambitious one for most learners of English as a foreign language

**?How many words are needed to do the things a language user needs to do - 4**

Although the language makes use of a large number of words, not all of these words are equally useful. One measure of usefulness is word frequency, that is, how often the word occurs in normal use of the

language. From the point of view of frequency, the word the is a very useful word in English. It occurs so frequently that about 7% of the words on a page of written English and the same proportion of the words in a conversation are repetitions of the word the. Look back over this paragraph and you will find an occurrence of the in almost every line. The good news for second language learners and second language teachers is that a small number of the words of English occur very frequently and if a learner knows these words, that learner will know a very large proportion of the running words in a written or spoken text. Most of these words are content words and knowing enough of them allows a good degree of comprehension of a text. Here are some figures showing what proportion of a text is covered by certain numbers of high-frequency words.

### **The importance of vocabulary in writing 3 – 2**

Vocabulary knowledge has been considered as basic principles of learning English and it also has a determinant impact on EFL Writing skills.

Writing is one of the important ways to learn English language that involves students' ideas into the written text. Vocabulary mastery is one of knowledge that important to learn writing, listening, reading and speaking. A good writer has to know a set of vital items to enrich his writing such as grammar punctuation, capitalization rules; figurative language; rhyme; rhythm; and vocabulary. One item that can power up writing is a strong vocabulary.

Spoken and written words are used to communicate ideas, thoughts, and emotions and they are so common among EFL learners, sometimes communicating will be successful and sometimes it's quite reverse.

To write an article, essay or even a composition which is written at school by students, good vocabulary is an essential object. Knowing synonyms and using strong vocabularies, give readers a good sense of meaning and information will make the writing more influential

In Santos, 1988; Astika,1993 study(cited in Lee,2003) has shown that lack of vocabulary contributes to writing difficulty for foreign language learners and that vocabulary is one of the most important features that determine writing quality The current article focused on the impact of vocabulary on writing in EFL learners

Vocabulary also described as the ability to use words in the generation and understanding of sentences. Beck, McCaslin, &McKeown, 1980 study(cited in Yonek,2008)There is a substantial body of evidence demonstrating a link between vocabularies and students' ability to read and comprehend passages

Researchers have also explored the role of vocabulary in three main "aspects of students' writing performance

;shaping teachers' perceptions of writing quality (a)

,predicting students' overall writing performance (b)

enhancing the quality of students' written compositions" (c)

.( Papadopoulou, 2007,p.35)

Papadopoulou,2007 said that "there is a positive relationship between mature vocabulary (assessed by lexical choice) and high quality ratings. Particularly, when Neilsen and Piche' (1981) compared the effects of syntactic complexity versus lexical choice on the ratings of writing quality, they reported high quality ratings for passages with mature vocabulary regardless of the passages' syntactic complexity

Similarly, according to Papadopoulou,2007 " examined the role of vocabulary in formatting teachers' judgments of college freshmen's .:written arguments

It was reported that the appropriateness of words used, rather than the " simple production of words,was more important in influencing teachers' judgments of writing quality. The number of diction or wordchoice errors per 100 words written was found to be a particularly strong predictor of writing quality". Papadopoulou,2007,p.102) "Vocabulary is also considered as a strong predictor of students' overall writing performance when vocabulary scores are compared to more elaborated criterion measures of written expression such as the Test of Written Language .(Towel;Hammill& Larsen, 1978)

Significant research has been conducted on the effects of vocabulary instruction on reading performance but studies investigating vocabulary instruction and writing are few (Duin& Graves,1987). It also illustrates the effects of vocabulary instruction on the quality of students' written products". Yonek, (2008,p.68)

Despite the correlations between verbal ability and writing, the nature of the relationship between the two is less certain. A rich vocabulary allows writer to get a richness of thought onto paper. However, the writer's real pleasure comes not from using an exotic word but from using the right word. In other research, effective writing has also been shown to be . reliant upon verbal working memory

Those students who have considerable difficulty in producing well written compositions suffer from underdeveloped oral proficiency levels.According to Bereiter&Scardamalia, 1987 study,(cited in Lee,2003)Further research shows that verbal memory limitations impact

both quantity and quality of writing . In writing, using correct verbs, .propositions and grammatical point is so important

### **Vocabulary and writing: Finding the right words 2- 3- 2**

In some ways, the ability to write effectively hinges upon having an adequate vocabulary even more than does the ability to read. Once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use .correctly

Writing is dependent upon the ability to draw upon words to describe an .event

The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her .writing

Yonek( 2008) notes, "variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts and at any level, written communication is more effective .when a depth of vocabulary and command of language is " (p. 25-26)

### **Principles of vocabulary development 3 -3- 2**

Since words are the writer's most important tools, vocabulary development must be an important and ongoing part of classroom

learning. In Laflamme (1997) study (cited in yonek 2008) offers several key principles that should guide the creation and implementation of a comprehensive vocabulary development program

Teachers must offer direct instruction of techniques or procedures for .1 developing a broad and varied vocabulary. This instruction can be provided both formally through the language arts program, and informally through various classroom interactions-such as story time-with .students

New vocabulary terms must be connected to students' previous .2 knowledge and experiences. If students are unable to contextualize new words by attaching them to words and concepts they already understand, the words will likely have little meaning to them, and if meaning is lacking, the chances are pupils will memorize terms and concepts for .testing purposes only or largely

Students should be able to contextualize the vocabulary terms they .3 have learned and use them in society. In order for students to do this successfully, they must first learn to become comfortable using these words in the classroom. Students should be required or encouraged to incorporate new vocabulary terms into their oral and written reports and .presentations

Practice and repetition are important methods by which students can .4 become familiar with new words and understand how they may be used correctly .Students should be frequently exposed to the same words .through practice exercises, classroom use, and testing

Teachers should model an enthusiasm for and curiosity about new .5 words through their own behaviors and attitudes. Teachers who are enthusiastic about vocabulary development will

automatically look for "teachable moments" throughout the day, pointing out interesting words as they crop up in texts, stories, or conversation; asking students to explore alternative ways of expressing concepts; and helping identify colorful, descriptive ways of speaking and writing

Schools, teachers, and students must be committed to vocabulary .6 development over the long term

The teaching of vocabulary must be an interdisciplinary project, .integrated into the curriculum at every level

**Effects of vocabulary Instruction on writing and using vocabulary to 4- 2- 3 improve writing skills**

Efforts to improve writing performance through vocabulary instruction have been limited making generalizations about the role of vocabulary .instruction unwarranted

However, a few studies examining the effects of vocabulary instruction on writing reveal some promising findings between the two. While improved vocabulary can enhance students' writing skills, there is no guarantee that it will do so automatically. Improvement in vocabulary will result in improved writing skills only if the teacher is able to create a classroom that takes writing seriously. In Corona, Spangenberger 1998 study (cited in lee

in such a classroom, process and environment are closely (2003 intertwined and interdependent. The process does not come alive unless the environment is conducive to it. The following are techniques teachers .can use to create a writing-centered classroom

Sharing vocabulary-rich literature by reading books, poems, and stories .1 that contain interesting vocabulary, teachers can both introduce new

words and provide a forum for discussing them. It helps the students ,become better writers

Helping students to look for interesting words. There are many .2 different forms this can take. For example, students could pair up and look through books for words that catch their attention, then write down .common words that the author could have used instead

Offering a variety of writing opportunities. A writer-centered classroom .3 emphasizes using written expression to communicate ideas. Writing is an important part of all areas of the curriculum. The authors go on to note that students have a greater investment in their writing when they are given choices about their assignments. Such choices may include journal or diary entries, weekly logs summarizing journal entries, book reports, outlines, poetry, autobiographies, short stories, or any number of .variations on the above

Providing sample time for students to fully experience the writing .4 process . The teaching of writing should be approached as a process that must be studied in depth, and substantial blocks of time should be .devoted to writing

Allowing students to conference with teachers and fellow students. .5 When writing topics are chosen, students should meet with their teacher to discuss ideas and answer questions. The teacher's role is to encourage, build on existing strengths, and help the student expand his or her abilities. Conferencing with fellow students gives the budding writer the opportunity to share ideas, brainstorm, and rework his or her project. Resarch(Henry, Scott& Wells, 1999;cited in Yonek 2008) has shown Teachers who are following principles relating to vocabulary development: valuing words is critical to student learning, wide reading

and direct instruction are critical components to vocabulary learning, and modeling word consciousness with a focus on language use encouraged students to pay attention to words

## **WritingAbility - 2-4**

Writing is one of skills that distribute all people ideas. They can imagine their brain and knowledge through written communicate indirectly, not facedly with other people ,Tony Parkins (2002)

### **The DefinitionofWriting 2-4-1**

There are many definitions taken from some experts about writing. Heaton says that the writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. On the other hand, Langan states that writing is hard work for almost everyone. Writing is a skill like driving, typing, or preparing a good meal as Johan L (1998) According to Oshima, writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a 'product'. Trimmer states that writing is also opportunity. It allows you to express something about yourself. To explore and explain .ideas,said by Joseph ,etal (1995)

The writer can write their experiences, because their experience can help them in writing. They can imagine and explore their ideas and opinions. "You can gain the confidence by writing and learning from your own work and that of others. Experienced writers are one source of lesson that you may find helpful. In learning English, there are four skills that must be mastered by students. They are reading, listening, speaking, and writing. From those, writing is considered as the most difficult

one to master because it uses special skills in the production. The special skills are the choice of word, the use of structure, the mechanic and writing. To be able to choose the right word means that you must have a large number of vocabularies and know the words' meaning and how they should be used. Therefore a person may master the ability to write only if he or she successfully masters listening, speaking, and reading skills. The students learn writing means the students learn their native language and students learn the second language or foreign language. But one thing may be thought that writing can be easily done by everyone.

### **The Characteristic of Writing 2-4-2**

Langan states that there are four characteristic of writing. They are unity, support, coherence, and sentence skills, Barli, B (2012). The clearly explanationas follow

#### **Unity**

The first essay is more effective because it is unified. All the details in the essay are on target. Bram pointed (1995:20); the word 'unity' is synonymous with 'oneness'. All sentences in a paragraph should focus on the one thing expressed in the topic sentence

**Support** The writer tells us repeatedly that sulking, blaming others, and trying to understand the reasons behind the disappointment are the reactions people have to let down

**Coherence** plays a crucial role in making paragraph read well. Every coherent paragraph contains smoothly-connected ideas. Each sentence moves on naturally

SentenceSkillsIf you can find and explain briefly the twenty sentence-skills mistakes made in the first essay. Use the space provided

### **The Stages of Writing Process- 2-4-3**

The processes of writing are not simple. There are some steps that must be noticed by the writer. According to Calderonello, there are five common components of writing process. They are inventing, planning, drafting, revising, and editing. Inventing is any activity that involves the writer in discovering and generating what he wants to say. It can take place at any time, even during drafting, reading, talking, thinking, brainstorming, doodling, going over notes, and using a specific inventing method to examine and increase example of inventing activities. Planning is a series of strategies designed to find and formulate information in writing. To create and shape your text, you need to consider all the ideas, however mundane or unsettling, that come to you.

Drafting is a series of strategies designed to organize and develop a sustained piece of writing.

Trimmer points that revising is a series of strategies designed to reexamine and reevaluate the choices that have created a piece of writing.

Editing means polishing a piece of writing by making word-level changes: in spelling, mechanics, usage, word choice, and so on.

## **The Aspec of Writing 2-4-4**

Lado states the process of writing test is deal with integrated or with separate factors such as punctuation, spelling, structure, and vocabulary. They are as follow

PunctuationGower points that the conventions of English capital letters and punctuation are not universal and might have to be taughtBram also states using correct punctuation is .indispensable to careful writing

Spelling Parkin ,etal state,as students learn new words,they should also learn to spell them. Manyof uswho are learners of English might agree that most English words are spelled‘ strangely ’.We find the spellings difficult to remember. To spell well, however, is something that cannot be ignored. StructureThe head of a phrase has the same . structural function as the total phrase in a particular structure

## **: Previous studies**

Previous studies focusing on the relationship between vocabulary meaning and writing quality are few and continue to be needed some : of them are

One of the related study is that of Sariatun ,(2009 -2010) Correlation between English Vocabulary Mastery and students' Writing Ability of the Eight Grade Students of SMPIT Rahmatan LIL‘ , who studies 80 grade students . their findings indicate that there is positive relationship between English vocabulary mastery and writing ability of the eighth

grade students of SMPIT Rahmatan Lil-‘Alamin Seloaji Babadan . Ponorogo in academic year 2009/2010

Amy Man Lai Chi states in his study about Applying Formal Vocabulary to Academic Writing: Is the Task Achievable? It can be said that there is a necessary connection between English vocabulary mastery and student,s writing ability .The writing ability can be developed through vocabulary mastery .On contrary , the mastery of vocabulary can help the writer to explore the idea towards written form . I absolutely agree with them in their point of views because vocabulary is a core component of language proficiency and provides much of basis for how well the . learner could be write in a good quality

Jack .c.Ricard in his study " methodology in language teaching : Anthology of current practice " he states that the vocabulary is important to be mastered for students . The writer may write his or her idea well if he or she knows much more words .The understanding of words may be . achieved through writing ability

John Langan ,(2003 ) in his study " writing skill and vocabulary " reached to the fact that, if the students have a little of English vocabulary, the writing ability is low . If the students have much of English vocabulary . the writing ability is high

According to Hussien Nassaji, in his research under the title " the relationship between Depth of vocabulary knowledge and L2 learners lexical inferencing strategy use and success , he reveals that those who had stronger depth of vocabulary knowledge used certain strategies more . frequently than those who had weaker depth of vocabulary knowledge

Eleni papadopoulou, Ph .D (2007 ) in this research under the title " the impact of vocabulary knowledge and writing performance of third grade

students " he states it mws expected that the vocabulary instruction would not only enhance students knowledge of words but also improve . students ability in writing

Shi Limin , in his research " How does the vocabulary knowledge affect chinese EFL learners writing quality ? " reaches to the results show that the vocabulary knowledge has much stronger correlation with writing . quality

To conclude I can say , many studies and researches are carried out to investigate the importance of vocabulary knowledge in writing . However , these studies are all carried out in the context of traditional way and all participants according to my point of view are language learners in traditional learning mode .Inspite of this they give true and positive . results