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Investigating the Role of Vocabulary in Developing Writing Skills among the Students EFL

تقصي دور المفردات في تطوير مهارة الكتابة لدى طلاب اللغة الانجليزية لغةً أجنبية

A Thesis Submitted in Partial Fulfillments of Requirements of M.A Degree in English Language (Applied Lingustics)

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2016

Dedication

I would like to dedicate this project to

my parents,

friends

and everyone who supported me.

Acknowledgements

Abstract

This study aims to investigate the role of vocabulary in developing EFL students' writing skills. The sample of the study consists of 10 teachers and 30 students of secondary school in Omdurman Locality. The main findings of this study are; students are not aware of many problems concerning vocabulary, students are not aware of vocabulary learning strategies and poor vocabulary negatively influences EFL writing. The researcher recommended that students must be aware of many problems concerning vocabulary, students must be aware of vocabulary learning strategies and teachers should focus on teaching vocabulary.

المستخلص

تهدف هذه الدراسة إلى تقصي دور المفردات في تطوير مهارة الكتابة لدى طلاب اللغة الانجليزية لغةً أجنبية. شملت عينة الدراسة عدد 10 معلمين و30 طالب من المرحلة الثانوية في محلية أم درمان. ومن أهم المخرجات التي توصلت إليها هذه الدراسة: أولاً: الطلاب غير مدركين لمعظم المشاكل التي تتعلق بالمفردات، ثانياً: الطلاب لا يعرفون خطوات تعلم المفردات، وأخيراً: عدم المعرفة الكافية للمفردات تؤثر سلباً على مهارة الكتابة. على ضوء تلك النتائج توصلت الدراسة للتوصيات الآتية: يجب على الطلاب أن يكونوا على معرفة تامة بالمشكلات المتعلقة بالمفردات وخطوات تعلمها، واخيراً يجب على المعلمين التركيز على تدريس المفردات.

Table of Contents

Chapter One

Introduction

Chapter One

Introduction

1.1 Background:

Ronald Carter (in Carter and Nounan (eds.), 2002) views that when learning or researching into vocabulary, necessity of asking oneself some vital questions concerning how words are learned and what does it mean to learn a word?. He admits that though the definition of leaning a word depends crucially on what we mean by a word, it also depends crucially on how a word is remembered, over what period of time and in what circumstances it can be recalled and whether learning a word also means that it is always retained. He also sees that knowing a word involves knowing its spoken and written contexts of use, its patterns with words of related meaning as well as with its collectional patterns, its syntactic, pragmatic and discoursal patterns. That means knowing a word actively and productively as well as receptively.

EFL lexicography involved developments represented in extensive corpora of spoken and written language and the creation of sophisticated computer-based access tools for such corpora. By late 1990s all major English learner dictionary projects incorporate reference to extensive language corpora and develop computational techniques for extracting lexicographically significant information from language corpora (Ibid, 2002).

1.2 Statement of the Problem:

Ellis (1995) while approaching vocabulary acquisition, identifies four main points on explicit- implicit vocabulary learning:

1. A strong implicit-learning hypothesis.

2. A weak implicit – learning hypothesis.

3. A weak explicit-learning hypothesis.

4. A strong explicit – learning hypothesis.

All the four hypotheses hold different attitudes of vocabulary learning and comprise different learning strategies.
Given the complexities of word knowledge and factors involved in knowing a word, most researchers accept that different types of word knowledge are learned in different ways, i.e. that different strategies entail different purposes for vocabulary use and different kinds of storage of the word in the mind (Coady and Huckin, 1997; Stanorvich and Cunninham, 1992).

At advanced levels reading by means of inferential strategies may be central to vocabulary development. At beginning levels, strategies memorization, bilingual translation and glossing can be valuable in learning, e.g., phonetic and graphological shapes and patterns of words. In learning the surface forms of basic concrete words, explicit learning may be the best route. However, for semantic, discoursal and structural properties of less frequent, more abstract words, implicit learning may be better. Coady and Huckin (1997) suggest strongly that the explicit-implicit vocabulary – learning continuum is a good bases for vocabulary learning research . All above- mentioned strategies are what needed by EFL learners in order to improve their language abilities.

With regard to writing, Marrow et al. (2003) see it a complex interaction of cognitive and physical factors that allow for the creation of ideas and information with written symbols and words. Factors mostly affecting writing include conceptual knowledge, vocabulary, and knowledge of standard forms. Bailey (2003) affirms that assessing most of academic courses takes place through written assignment in which writers should be clear why they are writing: to report on a piece of research the writer has conducted, to answer a question the writer has

been given or chosen, to discuss a subject of common interest and give the writer's view, to synthesis research done by others on a topic, etc.

However, Bailey sees that a writer needs to read a variety of text types so as to identify suitable types and recognize their features and to be familiar with the rather formal vocabulary widely used in academic writing.

1.3 Significance of the Study:

This study derives its significance from the fact that learning words is seen by many as the main task and obstacle in learning a second or a foreign language.

1.4 Objectives of the study:

The main objectives of his study is represented in the following:

1. Highlight the importance of vocabulary building in developing English language skills, particularly writing skills.

2. Identifying the vocabulary problems that hinder students writing skills.

3. Finding remedial ways to help students develop their word-power to improve their writing abilities.

1.5 Questions of the Study:

1. What type of vocabulary problems do students encounter?

2. To what extent students aware of vocabulary learning strategies?

3. What is the role of poor vocabulary in learning?

1.6 Hypotheses of the Study:

H1. Students are not aware of many problems concerning vocabulary.

H2. Students are not aware of vocabulary learning strategies.

H3. Poor vocabulary negatively influences EFL writing.

1.7 Methodology of the Study:

This study adopts the descriptive analytic method. Its population consists of students at secondary schools in Omdurman Locality, Sudan.

The study sample consists of two groups given a questionnaire and test on vocabulary, including a writing task. Collected data will be statistically processed to reach meaningful findings.

1.8 Limits of the Study:

The research is prepared to be done in the fields of investigating the role of vocabulary developing EFL students writing skill in study of secondary school students in Omdurman Locality in the year 2016- 2017.

1.9 The Plan of Study:

1. Ch. One: Introduction

2. Ch. Two: The Literature Review and the Previous Studies.

3. Ch. Three: The Methodology of the Study.

4. Ch. Four: Analysis and Discussion,

5. Ch. Five: Conclusion

Reference

Appendices

Chapter Two
Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.0 Introduction:

This chapter consists of two parts: the first part is literature review and the second part is previous studies. In the first part the researcher, presents some roles of vocabulary and writing skills. Also the researcher tries to show some previous studies which were carried out by some researcher.

Part one

Theoretical framework work:

2.1 Definition of Vocabulary:

Lewis (2000) defines Vocabulary as "the listings of the words used in some enterprise". It refers to the words that must be known to communicate effectively- while Diamond and Gutlohn (2006) state that vocabulary is knowledge of words and words meanings. Similarly, Simpsonard Weinner (1989) says that vocabulary are collective words with brief explanation of their meaning.

Krashen, (1998 as cited in Harrell (2004), Miller, (1999) as cited in Zimmerman (2007), state that vocabulary is a set of words that are the basic building blocks in the generation and understanding of sentence. According to Gardener (2009)- as cited in Adger, (2002), vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language are learnt words and a relationship between words, phrases, categories of words and phrases.

2.2. Types of Vocabulary:

There are various types of vocabulary. The main of these types are:

1. Reading vocabulary a literate person's reading of vocabulary is all the words he or she can recognize when reading. This is generally the

largest types of vocabulary, simply because a reading tends to be exposed to more words. Reading vocabulary refers to the words we need to know to understand what is read.

2. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech- this vocabulary is aided in size by context and tone of voice.

3.Writing vocabulary:

A person's writing vocabulary is all the words he or she can employ in writing- moreover, writing vocabulary is stimulated by its user.

4. Speaking vocabulary

A person's speaking vocabulary is all the words hear she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse, though slight unintentional- may be compensate by facial expressions, tone of voice or hand gesture.

5. Academic vocabulary:

Academic vocabulary is used to explain a curriculum concept but not content specific and may apply to a variety of curricula. It refers to the words associated with the content knowledge. It is the language that you use to think, talk and write about the subject matter you are studying. It concern with word meanings that are learned with in highly specialized knowledge domains such as belong, geography, medicine, and physics.

6. Specialized vocabulary:

Specialized vocabulary is a specific group of words, or specialized vocabulary used by students in their study special areas of knowledge, about their subjects, one approach to identifying specialized vocabulary, is to consult experts in a particular field to help identify technical vocabulary (Schmitt 1997). Schmitt lists various difficulties with specialized vocabulary, such as their level of knowledge of the subject,

the systematic of their approach to developing the list and how difficult is to identify the technical words.

7. Technical vocabulary:

Technical vocabulary are words associated with a particular content area or topic. There are several approaches taken to the identification of technical vocabulary. One approach is to use the intuition of a subject expert. This can be done is three way, by using a ting scale as used in this study (Baker, 1988, Farrell, 1990).

2.3 Vocabulary Knowledge

Certainly, the term vocabulary refers to the knowledge of words and their meaning. However, this definition is to limited because words come in two words: oral and print. Oral vocabulary refers to the words we recognized and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Word knowledge also comes in two kinds: receptive and productive. By receptive vocabulary, we mean the words that we recognize we hear or see them- productive vocabulary includes the words that we use when speak or write.

To summarize these definitions of the term vocabulary, we can say that it's defined as the knowledge of word and words meanings in both oral, print language in productive and receptive forms or to put in another way. Vocabulary refers to the kind of words known by student to read a text with comprehension. (Hiebert and Kamil, 2007)

2.4 Vocabulary Development:

Vocabulary development process by which people acquire words babbling shifts towards meaningful speech as infants grow and produce their first words around the age of one year, in early word learning, infants can typically produce about 50 words and begin to make word combination.

In order to build their vocabularies infants must learn about meaning that words carry – the mapping problem asks how infants correctly- constraints theories, domain generally view social pragmatic accounts, emergenist conditional model have been proposed to account for the mapping problem throughout their school years, children continue to build their vocabulary. In particular, children begin to learn abstract words. Beginning around age 3-5, word learning take both in conversation and through reading-word learning often involves physical context, builds on prior knowledge take place in social context, and includes semantic support Anglin, (2000).

2.5 Vocabulary Building:

Vocabulary building is intended to help students learn terms that are important to the content taught is science. The international reading association promotes teaching vocabulary to improve comprehension as a goal; the national research council organized by the national Academy of Science has established that all students should achieve scientific listening.

An essential aspect of scientific listening is gaining a greater knowledge of the subject matter associated   with physical, life and earth science.

Greek and Latin Roots: (newton, E., N., T. Padack, 2008)

Key to building vocabulary is packed with this kind of information. Because the English language and the content areas contain so many multisyllabic and technical words, teachers of language arts, science social studies and mathematics will find this book particularly helpful in supporting their students as they learn to discern word meaning. (Liane, Onish, 2010)

2.6 Importance of Vocabulary:

- Vocabulary size has been directly linked to reading comprehension.

- Linguistic Vocabulary is synonyms with thinking vocabulary.

- Wilkins (1972) once said, without grammar, very little can be conveyed- one cannot speak, understand read or write a foreign language without knowing a lot of word.

- Horwitz (1999) states that with respect to vocabulary learning all groups of EFL student agreed that the important part of learning language was learning vocabulary.

- Krashen (1989, p-440) makes a pertinent remark about the importance of vocabulary number of words is necessary for mastering; a learners realize that knowing numbers of word is with them, not grammatical reference.

2.7 Words:

Word is group of letters separated by white space. Thus the word, apple another word, predawn another, perpendicular another of meaningful, and house boat still another. Unfortunately by this some definition want, wants, wanted and wanting also different words (Graves, 2006, p.13.

Word are composed of meaningful 'bit' of language (the word mean /ing/ful is itself composed of at least three such bits) and that word are free standing: in the free standing word laughing, we can use another potential word, laugh, but not a wording- much of how we recognize words are on this institute basis and we shall assume that this sort of institution is reliable basis for knowing what we mean when we take of words (Carter and McCarthy, 1988,18).

Word is used to designate an intermediate structure smaller than a whole phrase and yet generally larger than single sound segment (Jackson & Amvelce, 2007. P.57).

Word a large number of English word affect by the addition of suffixes or prefixes acknowledge of affixes and roots has two values for a learner of English it can be used to help the learning of unfamiliar word

by relating these words to known word or to known prefixes and suffixes and it can be used as a way of checking whether an unfamiliar words has been successfully guessed from context (Nation 2001, p.278).

2.8 What dose Knowing a New Mean:

It is not enough just to know the meaning or meaning of a word you also need to know:

- Which words it is usually associated with:

- Its grammatical characteristics.

- How it is pronounced.

- No knowledge.

-General sense, such as knowing mendacious has a negative connotation.

- Not any special pronunciation problems with new word (Braves, 2006, p-12).

2.9 Meaning of Word:

However, there are a lot of other aspects of meaning that it is important to be aware of particularly when you are studying at more advanced level of English.

 1- Ploysemy or multiple meaning:

 A great many words in English have more than one meaning examples are the word head, used to refer to the object on top of the body, on top of a glass, on top of the company or department.

-synonym:

Synonyms are two or more forms with very closely redacted meaning, which are often but always intersubstitutable in sentence example of synonyms are the , pairs broad- wide, hide= conceal- answer – reply, finish – end.

- Antonyms

Two forms with opposite meaning are called antonyms and commonly used examples are the pairs quick, slow, big- small, long- short, old, young, male- female.

- Homonym

Is used when one form written or spoken has two or more unrelated. Examples are the pair banks (of a rive) bank (financial institution) pupils (at school), - pupils (in the age).

- Homophony:

When two or more same pronunciation they are describe as homophones- some example are meat- meat, flour- flower.

Hyponymy:

When the meaning of one form is included in the meaning of another, the relationship is described as hyponymy and some typical example daffodial flower. Dog animal, carrot- vegetable (Palmer 1995, 85-100).

2.10 Writing Skills:

Introduction:

Teaching foreign language skills (listening, listening, speaking, reading and writing) is a complex process – A yechezidat (2005) mentioned that River (1997) has investigated the issues of the four skill . he came out with a conclusion that the time spent by normal person in communication activities devote 45% of energy to listening, 30% to speaking 15% to reading and only 7% to writing.

Adam Simpson 2006 stated in the past, writing was something that teachers expected learners to be in class without giving any prior thought to the meaning of the finished product. As a consequence learners, attitude towards writing.

We are less that positive. This was compounded by the fact that this skill was often relegated to the status of homework due to pressures of time and syllabus requirements so writing is less.

2.11 Definition of Writing:

Byrne (1996) defines writing as encoding of a certain message or idea through writing in a shape of a sequence of the sentences put together in syntactic way- the way of ordering the writing sentence should include same conscious mental effort such as making notes, drafting and revising.

Furthermore, White and Arndt (1991, p.3) define writing as a form of problem solving a voice involves such process as generating idea, discovering a voice with which to write, planning, goal setting, monitoring, and evaluating what is going to be written and searching with language with which to express exact meaning in the light of aforementioned definition, the current study define writing as mental process which includes generating ideas writing these idea in ordered sentences and revising these ideas for evaluation purpose. Good writing must include sufficient knowledge of grammatical rules, lexical items and logical connections.

Hedge (1988,p. 301) point out that writing has been a neglected area of English language teaching for some years.

2.12 The Nature of Writing:

The need for writing in modern literate societies marked by pervasive for print media much more ostensive than is generally realized. When on examine the everyday word, are finds people some of which may be one hooked as being routine or commonplace or unimportant.

These varieties, however, all represent the ability to control the written medium of language to some extent. It is fair to say that most people on a typical day, practice some forms of writing and virtually everyone in

every walk of life completes a dormouse number of forms (William et al , 1996:3).

2.14. Types of Writing:

Several writers have proposed typologies of writing: Davies and Widdowson (1974) River and Temperley, 1978), Ron White 1980), and Anita Pinces (1982). All of these make primary distinction between personal; writing and public or professional writing. This basic distinction can be further elaborating into categories.

1- Personal Writing:

Personal writing is writing for oneself, and includes various kinds of aide, memories, as well as diaries and journals. These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the foreign language classroom. As we have seen, keeping journal in English provides valuable practice opportunities.

2- Study Writing:

Study writing is also oneself and may never be shown to other. The student make notes white reading, takes notes in lectures and makes summaries for exam revision. All of these types require skills, which can usefully be taught to students learning English for study purposes.

3- Public writing:

Public writing is writing as member of the general public to organization or institutions, so that there are certain conventions to keep to in the writing. It includes such activities as writing letters of enquiry, complaint, letters to the editor from filling.

4- Creative Writing:

Can include poem, stories, rhymes, drama, all types of writing which again are mainly for oneself but which may be shared with others. It is a kind of writing most commonly found at primary and lower

secondary level in mother-tongue classrooms. In these contexts in has the values of helping personal and social development, building confidence and self-esteem, and developing writing skills through narrative. Some teachers report great success we creative writing in general-purpose English classes to adults, but careful decisions are necessary about its appropriateness and likely success with particular group of adults.

5- Social Writing:

Social writing is categories which includes all the writing that establishes and maintains social relationships with family and friend; that is, personal letters, invitations, notes with congratulation, condolence, telegrams, and telephones messages many of these will be relevant to EFL students who need to learn the correct formats and formulas.

6- Institutional Writing:

Relates to professional roles and is needed by business executive, teachers, engineers and students in these and other field. It may well be possible to drawn up a core of this type of writing which all professional people need to be able to write e.g. reports , summaries, minute memories, etc. however, each area of activity will have its own specialized texts, such as legal contracts- language student in these more specialized group can usually draw up specification of their own need in writing English. (Hedge, 1988).

2.15 The Purpose of Writing

Identifying the purpose beyond writing always is considered of great importance, because the purpose assist in determining what will be include, it influences the style as well as the tone which will be adopted.

William & Deborah (1998:64) claimed that there are three main purposes for writing; to inform, to entertain, to persuade- so when a paper explaining the effect of debate, a piece of story about an adventure happened by somebody in the past would clearly entertain and inform and

spell out how to manipulate past tense rule. As well as a paper about a practical joke played on a friend would entertain not all writing that entertain make you laugh, about they would arouse the reader's interest and emotions.

As college writer, frequently students will be called upon preparing persuasive writing and argument often purpose in writing overlap, although there are only one primary purpose for the paper but it may fulfill more than one purpose.

2.16 The Structure of the Writing:

Pre-writing:

Pre-writing or planning out what is going to be written is an essential step in the writing process and should account for 70 percent of the writing time. Murray, (1982)- According to research & Evaluation Department of Kamehameha Schools in an over of research on teaching writing a process, April 2007, Hilloeks (1986) stated. Researches indicates that skilled writers spend significantly more time organizing and planning what they are going to write. Students spend little time thinking and planning how to express their thoughts before they start writing them down therefore, they do not have enough information and idea that could enhance their writing.

Pre-writing is the first step in the writing process. It is the act of gathering thoughts and ideas about the topic. It begins the when the students are ordered top write a composition. The starting point is thinking about how to gather information about the topic. There are many devices that used for gathering and organizing the initial information. This stage is called pre-writing. (Pamela Arno (2004).

Writing:

This seems to be little point in using up classroom time with students working individually on a composition, and teacher waiting

15

passively for them to finish. If the teacher wants to set individual, unassisted writing tasks these can be done as homework and then collected for marking- (A good deal of research has found that written work has to be handed back in the next lesson, with comments not just marks, it is more effective for the student, learning as well as easier on the teacher, to organize the writing stage as a writing workshop. In a writing workshop, the students work on their compositions in the classroom but not silently and individually.

They consult each other, or co-write (two or three students put together a single, co-operative, essay, while the teacher moves from student to student or group to group, reading over their what they are doing and providing feedback or answering questions- question might be about grammatical phrasing or lexical items, but they are just likely to be about the strength or validity of a point, about the order in which to present information, (Kellogg, 1988).

Re-writing:

Few of us and few great writers, get it right first time. This does not only mean grammar, but all aspects of a piece of writing the mood, the emphasis, the development , the choice of effective words and word combinations, etc. it is useful to distinguish two kinds of rewriting: editing and proof reading the editing process is really an extension of the writing stay, involving the students in taking a critical look at their writing in order to be sure that written product the outcome of their writing process, is as they intended it to be often the student get so bound up in the creative process that they lose sight of their larger goal, the complete text. Editing permits them to make minor proofreading simply means re-reading the text and correcting minor errors much as mis-spelling verb tense consistently and stylistic features. The rewriting stage consists of reading through and trying to apply a reader's perspective in

order to assess how clearly readers might follow the idea (Tricia Hedge, 1988: p23).

2.17 The Importance of Writing:

Axelrod & Cooper (2001.1) replied to the question, which was raised and is still rising by many studies about what are the implications of writing on people through five point as below:

1. Writing influences the ways people think. 3
2. Writing contributes to the ways people learn.
3. Writing fosters personal development.
4. Writing connects people to one another.
5. Writing promotes success in college and at work.

Sanders (1988) summarized the importance of writing in the following points:

1- It provides for different learning styles, some learners who do not learn through oral practice easily can learn through writing.

2- It provides the learners with convincing visible evidence that they are developing knowledge of the language, motivates them to go on.

3- It expresses learners to more than one medium and also provide additional contact with the language outside the classroom.

4- It is used for formal and informal testing.

The developing of writing is unique an outstanding invention in the human learning process. It developed gradually with eminent success. But even if writing was not as important for as many public uses as it was in the past, it would still be valuable in education, because it facilitate thought. Writing can help you to think critically can enable you to perceive relationships, to deepen perception, to solve problems, to give order to experience. It can help you to clarify you thoughts- often you discover what really think and feel about people, ideas, issues and event only in the actual process of writing.

2.18 What do we write?

It's helpful to keep in mind some of many uses we are likely to make of writing, for example are a personal level, most of us use writing to make note of something (thing we have to do-or want other to do, like our shopping list and to keep record of thing we want to remember, we send messages and write letters to friends and few of us have to fill forms form time to time (especially or questionnaires, occasionally we write formal letters for examples, if we change our job) a part from this the apart.

2.19 Writing Strategies

Writing can be viewed as an ill-structure problems a problem with numerous potential solutions but not specifically defined criteria for deciding what count as a good solution- therefore, strategies that are useful in writing will be strategies that are more likely to be useful for other will structure tasks (such as designing a house them for well-structure problem with greed- upon solution procedures in 1986 study John Huges and Linda flower developed an influential model of writing strategies. Huges and flower identified there basic writing process- planning, sentence generation and revising – planning and revising have been the subject of the most research- when student plan, they think about what they are going to write about and organize these idea before they start writing (Kellogg, 1988).

2.20 Cognitive Strategies

Cognitive strategies are those skill or behaviors employed directly in specific learning tasks (such as looking up a word in a dictionary)- cognitive strategies primary refer to written and verbal repetition as well as some mechanical means involving vocabulary learning (Schmill 1997). Cognitive strategies can be general or specific (Presley & Wolosh, 1995) general cognitive strategies are strategies that can be applied across many

different disciplines an situation (such as summarization or setting goals for what to accomplish whereas specific cognitive strategies tend to be more marrow strategies.

2.12 The Reason of Writing

A good deal of writing in the English writing classroom is undertaken as and to learning for example, to consolidate the learning of structure or vocabulary or to help pupils remember new items of language. In this context, the role of the writing is little different format role in form than any other subject. It allows students to see how they are progressing and to get feedback from the teachers, and it allows monitoring and diagnosing problems much of this writing is at the sentences level and what Ron write 1980 call sentences call sentences level reinforcement exercises. They clearly have their value in language learning but successful writing depends on more than the ability to produce clear and sentence. (Alan Maley, 1988. P,7).

2.22 Writing Assessment

Burns (1982, 484- 483)

Illustrate the assessment as assessing student mastery of what is being though in dispensable and integral part of the educational procedures- there is a close relationship between instruction, and evaluation however, some evaluation procedure such as standardized test, which designed to measure student achievement at any particular, are not easy identified with the instruction.

On the other hand, Weigh (2004, 91) mention that teacher assess their student to.

- Find out what student already know.
- Identify the progress of students.
- Check whether teaching objectives are achieved.
- Know what have been already know.

2.23 The Process of Material Writing:

Most materials writer more in this direction an use some or all of these step if not always precisely in this order: a movement from the identification of a need for materials to their eventual use in the classroom some such simplified version of the material- writing process is also clearly how publishers are constrained to work.

The one directional simplicity of this model, however, may be what makes so many materials whether published reveal in simple although undynamic way how the implication raised in the statement on the previous page may be arranged into simple sequence of activities that teacher may have to perform in order to produce any piece of new material. Brian, T, (1998).

2.24 Difficulties of Writing:

There are many different difficulties that face writing process. Kabbashi (2007: 88) states many of these problems, which affect pupils writing competence as follows:

- Pupils are unable to construct sentences.
- They think in Arabic rather than English.
- Their hand writing is hardly readable.
- They possess how linguistic confidence.
- Their writing is full of grammatical errors.
- They can't express their idea.

2.25 Improving Writing:

Helping student with getting idea together, planning and drafting and having revising editing done, is considered as only a part of the teacher's task. Another important role. According to Hedge (2005), comes with our response to student writing and the way in which our feedback

helps them to improve their work. Hedge gives four reasons to show why feedback is important.

a. Writing requires a lot of conscious effort from students so expect feedback an can became discouraged if it is forthcoming.

b. As writing is a more conscious process, learner monitors writing to a greater extent than they are able to monitor their speech.

c. Writing is easier to revise than speech because it is permanent and a viable.

d. As good writers constantly review and revise their writing our feedback can help them to develop the strategies of good writers (Hedge, 2005).

2.26 Characteristics of Good and Poor Writer:

Good and Poor writers vary in the way act before, during and after writing.

Before writing.

Good writers.

- State a purpose for writing.
- Consider their role in writing.
- Identify the type of writing.

Poor writers:

- Do not state a purpose for writing.
- Do not consider their audience.
- Do not make plans for writing.

During writing:

Good writers:

- Change their ideas as they write.
- Reshape their plans.
- Make a first draft.

- Leave accuracy until later.

- Consent rate on getting the content right first.

- Revise form and content of writing.

Poor Writers:

- See plan as strait- jackets.

- Follow the original plan through without deviation.

- Do not allow the interplay between writing and thinking that can create new ideas.

After writing:

Good Writers:

- Edit their writing

- Consider whether the overall structure is clear.

Poor writers:

- Assume that their writing is clear to others because it is clear to them.

- Concentrate accuracy in grammar, punctuation, etc without considering whether or not the structure is clear (Hedge, T. 2005, pp.52- 54).

Previous Studies

1) Adam Arbab (2010) conducted study on "Evaluating Teaching Writing skills in Sudanese secondary schools (at Sudan University of Science and Technology.

The main aims of study were to evaluate teaching writing in Spine Series, book 4, 5 and 6. The activities, the materials and teaching strategies. Three instruments were used for data collection, two questionnaires for teachers and pupils, textbook analysis and classroom observations. The findings of this study showed that pupils were not able to express themselves (writing) in English due to the poor and inadequate writing activities presented in the textbooks in teaching writing, large classes and that little emphasis was given to the teaching of writing.

The study recommended that there is a need for further refining of the writing activities of authentic materials, particularly material for developing writing skill.

(**2) Abdelnasir Babo (2011**) conducted a study on the "Influence of vocabulary awareness on Developing EFL learners writing skills in secondary level" at Sudan University of Science and Technology.

The main of the study are to find out what hinder the learners to engage in writing using the new lexical items, to discover the reason of behind learners lexical items for writing and to draw the attention of both teachers and learners to the importance of semantic properties of lexical data, the researcher used reading and writing test were designed for secondary school students, the main finings of this study show that teachers do not equip students with techniques for developing broad varied vocabulary for their writing ability; the syllabus does not put emphasis on the developmnet of learning and teaching vocabulary which results in effective writing. It also aims to give opportunities to study

reinforce and practice different integrate vocabulary teaching to writing tasks.

(3) A study was conducted by **Osman** (2010) to investigate the problem of English Language vocabulary learning at Sudan University of Science and Technology to investigate the problem that some vocabulary items arise on the pupils who learn English as a second language, with their ambiguous shapes, sounds and their different meaning; homonym, homophones, and ploysemy, the major finding of the study were:

1- polysemy and homonymy cause problems in pupils understanding.

2- Teachers under training often face problems in understanding polysemy and homonymy.

Comment:

This study shares some points of view in types of vocabulary and understanding importance of writing.

There are differences between previous studies and correction, the previous studies used a questionnaire as a tool to collect data and thus study used both a questionnaire and a test as tool to collect data.

there are similarities between this study and the previous studies mentioned above first all the researchers from the same field deal with factors related to leaning English as the second language.

Some factors are common between most of the previous studies and current study such as the teachers don't equip students with techniques for developing broad varied vocabulary for their writing ability.

Chapter Three

Methodology

Chapter Three
Methodology of the Study

3.0 Introduction:

This chapter presents the procedures of the data collection from the population of the study, using questionnaire for the teacher's and writing test for the students.

3.1 The Population:

The population of this study are Sudanese secondary schools students in Omdurman Locality. The researcher has collected the data throughout a test and questionnaire distribute to the sample of the population (secondary school students in Omdurman Locality).

From two schools in Omdurman Locality secondary school boys.

3.2 The sample:

Choosing a sample for a research is one of the essential procedures for providing answer to the questions raised by the study. Thus the research sample consist of (10) teachers from (Omdurman) who have taken part is providing the necessary data through the questionnaire also (30) student have been chosen from one secondary schools.

3.3. Research Tools:

Teachers' questionnaire and student test were used to collect the necessary data.

3.4 Validity and Reliability:

3.4.1 Validity of the questionnaire:

The questionnaire was given to teachers who are staff member in Sudan University for Science and Technology, Department of English Language the made same modifications to assure its validity.

3.4.2 Reliability of questionnaire:

For ease of checking reliability of the questionnaire, it was designed according to the following formats.

The main choice (agree- neutral- disagree) piloting stage, the questionnaire was distributed to group of English teachers at Sudanese secondary school in Omdurman. This procedure was done by counting the frequency of responses, then percentage of each statement was calculated to the number of piloting according to the number of piloting sample.

3.4.3 The Validity and Reliability of the test:

Reliability is defined as the extent to which or any measurement procedure the same result on reported trails.

Validity is defined as the extent to which instrument measures what it purports to measure and calculate in many ways represented coefficient, the researcher knows that the validity of any tool is determining whether it is accurate distributed copies of the test these experts to give their judgments, opinions and advices about this tool the experts referred to teacher's there's they works in Sudan University of Science and Technology.

3.5 Summary:

In this chapter "chapter three" the researcher has given full description of the research population, sample, tools and validity and reliability that used in the study.

The next chapter "chapter four" will be devoted for data analysis.

Chapter Four

Data Analysis and Discussion of Results

Chapter Four

Data Analysis and Discussion of Results

4-0 Introduction:

This chapter presents and discusses teachers' questionnaire, which was analyzed to state their opinions in regard to (The Role of Vocabulary developing EFL students in writing). The students' responses to the test were also analyzed.

4-2 Analysis of Teachers, Questionnaire:

Table (4-1): Students are not aware of vocabulary learning strategies.

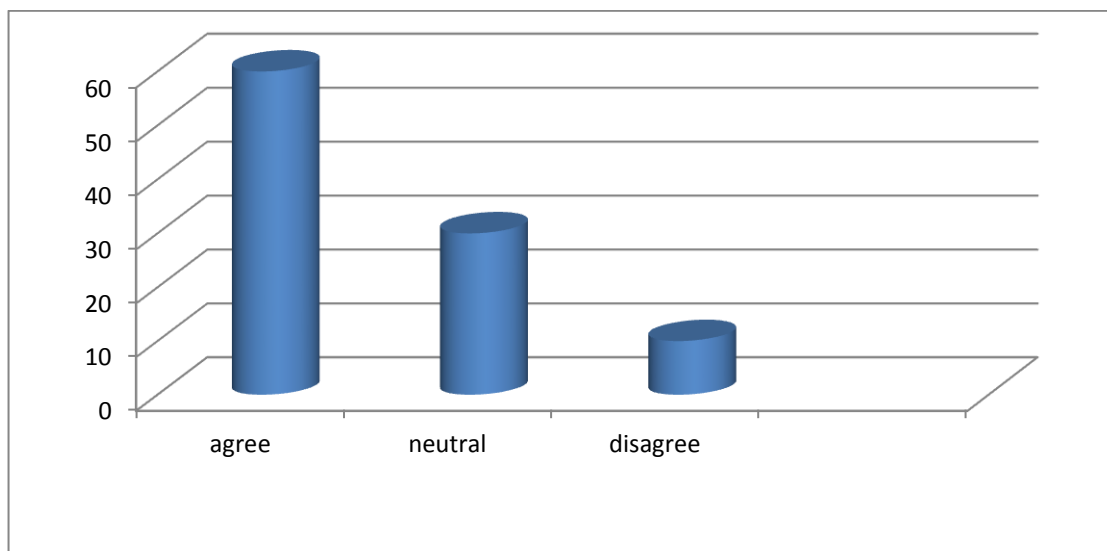| Options	Frequency	Percentage
Agree	6	60%
Neutral	3	30%
Disagree	1	10%
Total	10	100

Figure (4-1)

The above table and figure show that the majority of the respondents of teachers, questionnaire(60%) are in favor of the option (agree) , (30%) are in favor of the option (neutral) and only (10%) are in favor of the option (disagree).

Table (4-2) Students are weak in using vocabulary learning strategies.

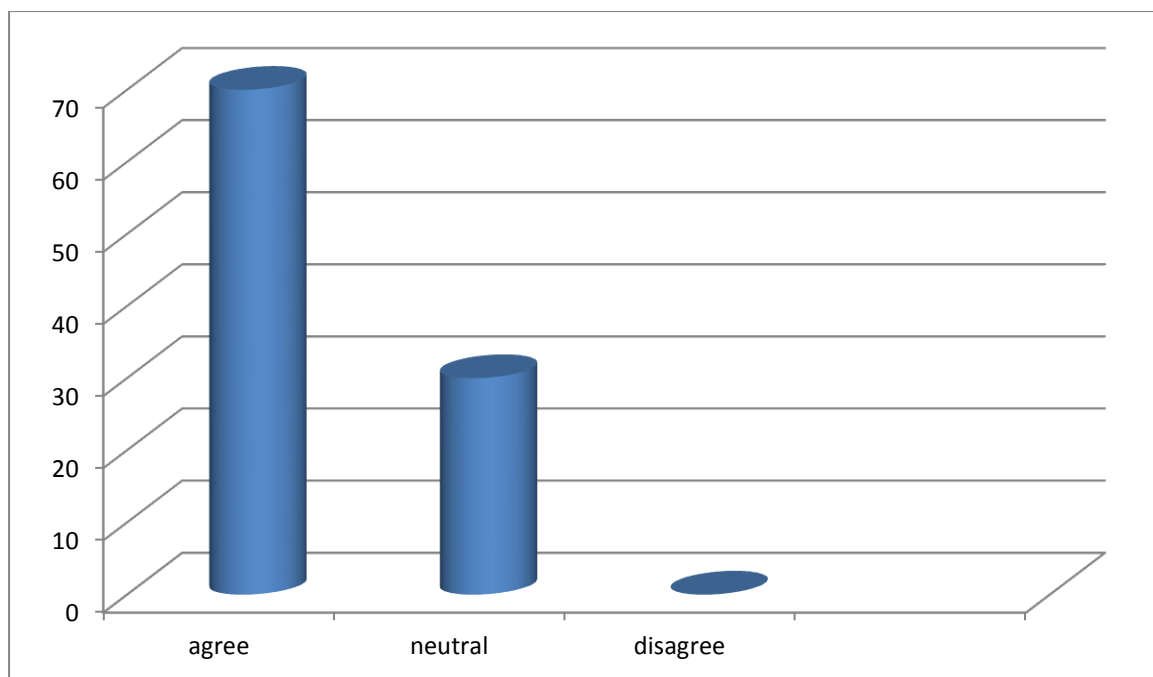| Options	Frequency	Percentages
Agree	7	70%
Neutral	3	30%
Disagree	0	0%
Total	10	100

Figure (4-2)

The above table and figure show that (70%) of the respondents are in favor of the option (agree) while (30%) chose the option (neutral) and none of the respondents chose the option (disagree).

Table (4-3) Students are not interested in vocabulary learning strategies.

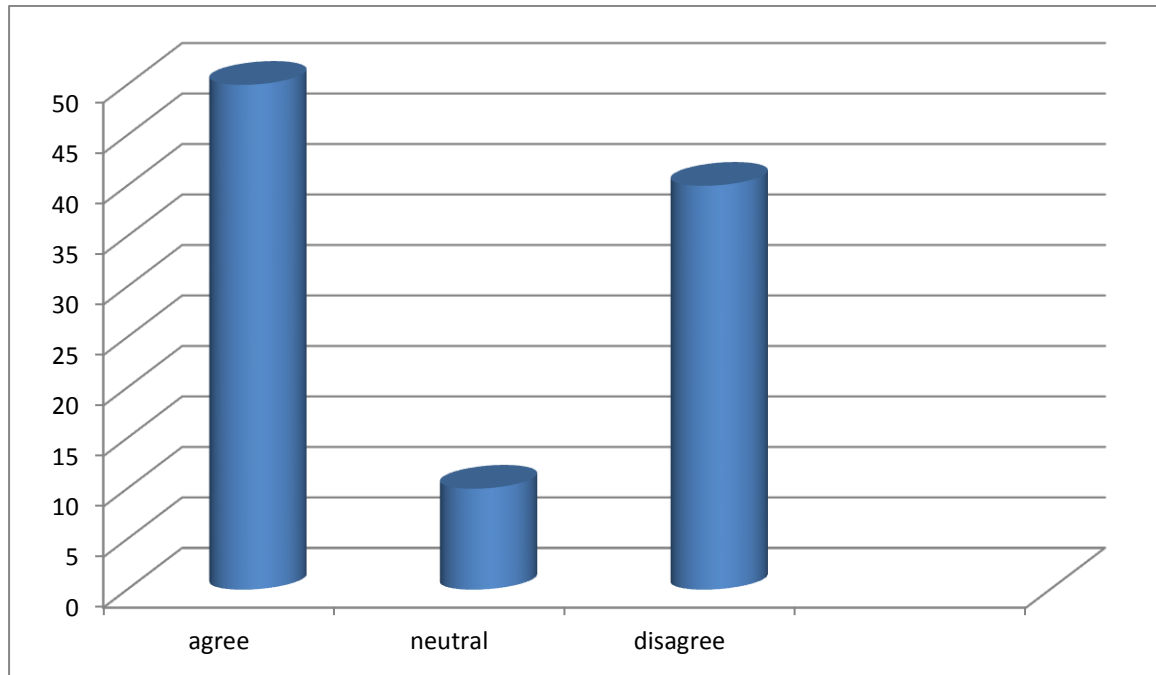| Options	Frequency	Percentage
Agree	5	50%
Neutral	1	10%
Disagree	4	40%
Total	10	100

Figure (4-3)

The above table and figure show that the half of the respondents (50%) chose the option (agree), (40%) chose the option (neutral) and (10%) chose the option (disagree).

According to the results of three items above, that represent the hypothesis number one (students are not aware of many problems concerning vocabulary), we can say these results approve the hypothesis.

Table (4-4) Students write a good composition.

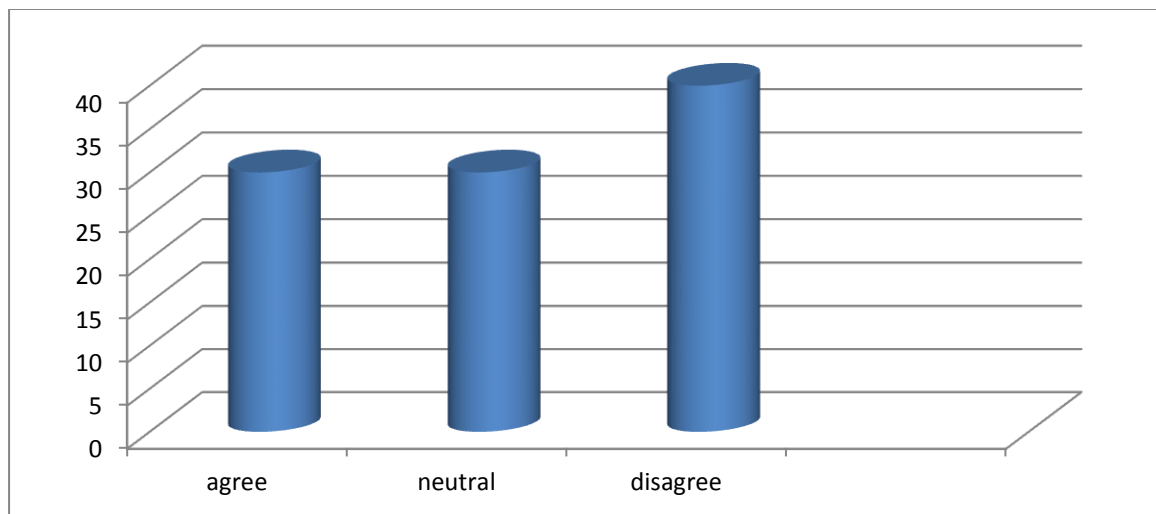| Options	Frequency	Percentage
Agree	3	30%
Neutral	3	30%
Disagree	4	40%
Total	10	100

Figure (4-4)

The above table and figure show that (30%) of the teachers, questionnaire are in favor of the (option) agree,(30%) are in favor of the option (neutral) and (40%) are in favor of the Option (disagree).

Table (4-5) Learners do not pay much attention in selecting suitable words.

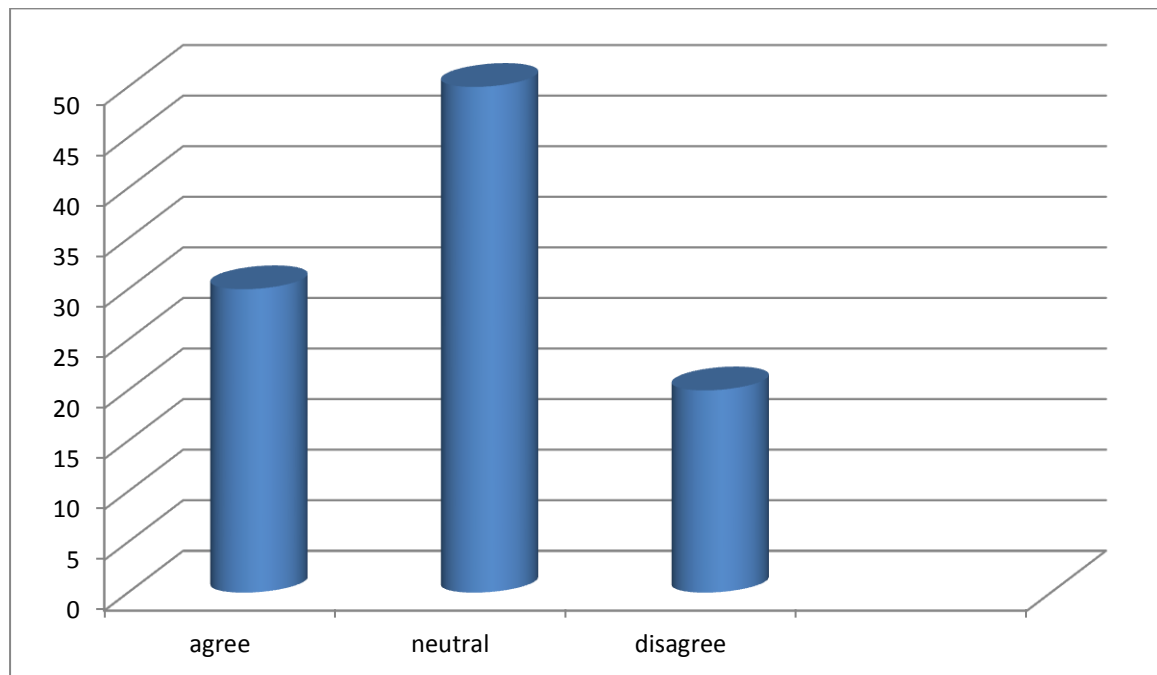| Options	Frequency	Percentage
Agree	3	30%
Neutral	5	50%
Disagree	2	20%
Total	10	100

Figure (4-5)

The above table and figure show that the (30%) of the respondents of teachers, questionnaire are in favor of the option(agree), (50%) are in favor of the option (neutral) and (20%) are in favor of the option (disagree).

Table (4-6) Students find great difficulties when they come to write.

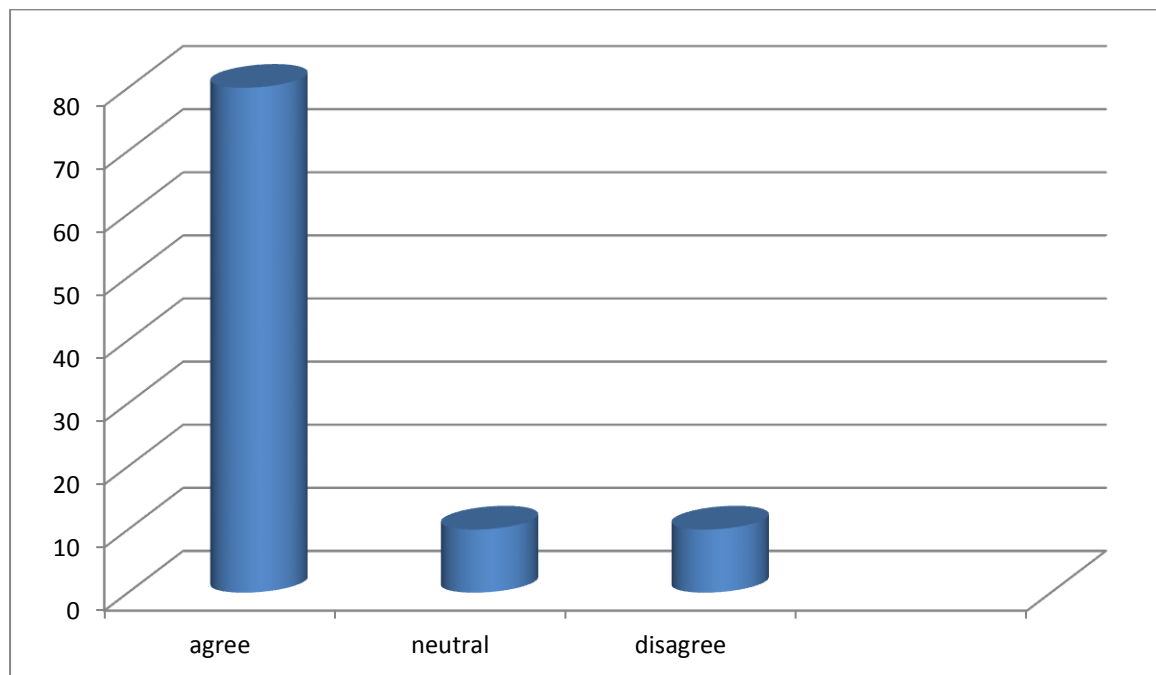| Options	Frequency	Percentage
Agree	8	80%
Neutral	1	10%
Disagree	1	10%
Total	10	100

Figure (4-6)

The above table and figure show that the great majority of respondents (80%) of questionnaire are in favor of the option (agree) while the rest are divided equally (10%) into options (neutral) and (disagree).

According to the results of the items (4, 5 and 6), which represent the hypothesis number two (students are not aware of vocabulary learning strategies), we can say approve the hypotheses

4-3 Analysis of Students' test:

Table (4-7) Question one: Complete the passage using words from the list:

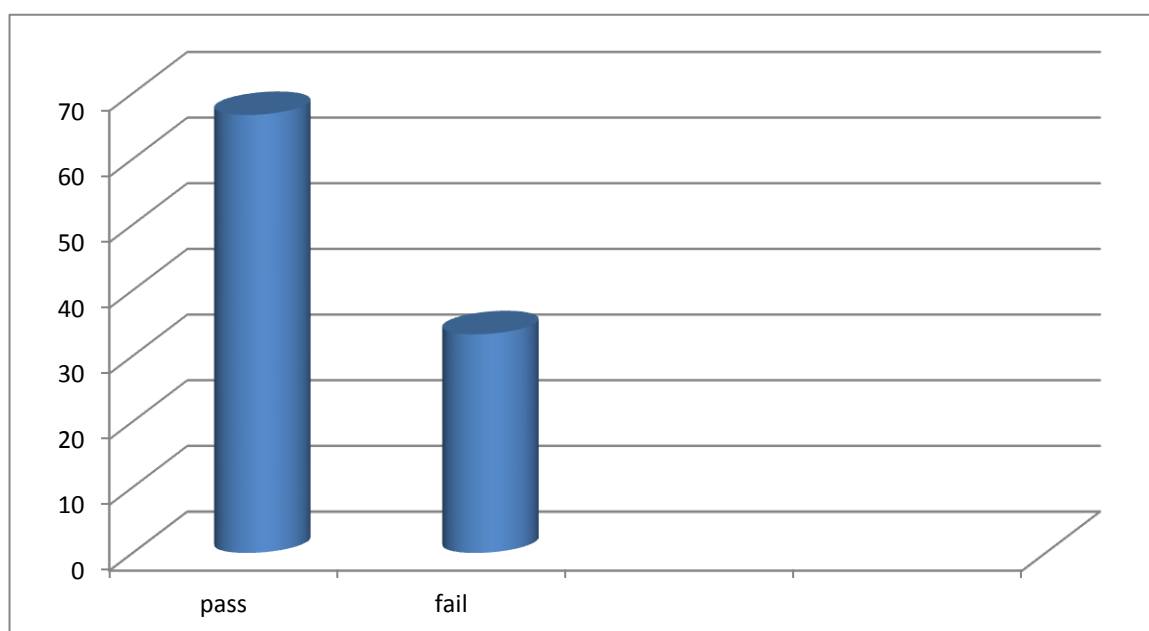| Option	Frequency	Percentage
Pass	20	66,7
Fail	10	33,3
Total	30	100

Figure (4-7)

The above table and figure show that the majority of students (66.7%) succeeded in completing a passage with given words while (33.3%) failed in completing it.

Table (4-8) Write a paragraph of one of the following topic:

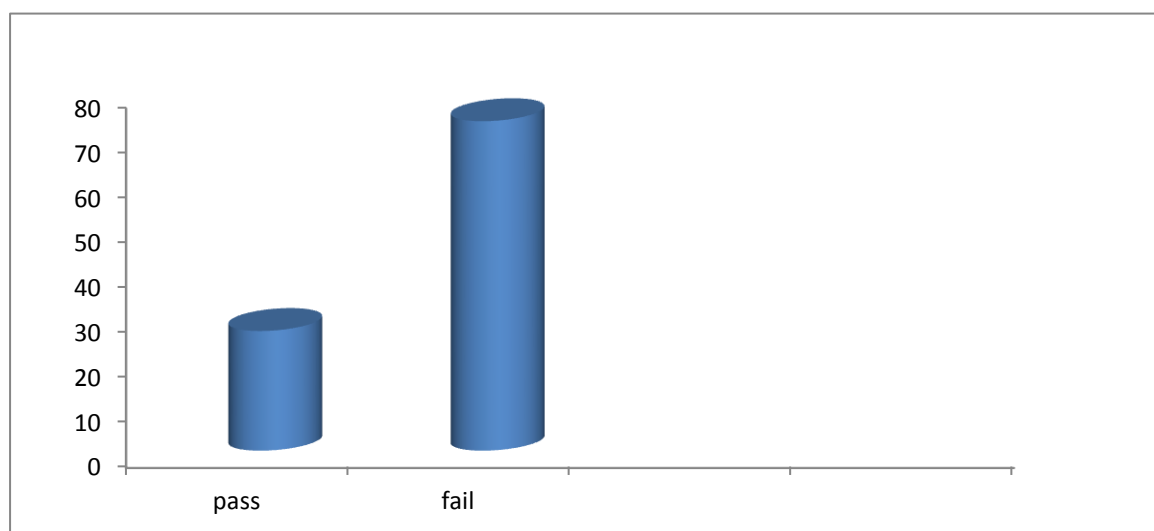| Options	Frequency	Percentage
Pass	8	26.7
Fail	22	73.3
Total	30	100

Figure (4-8)

The above table and figure show that the majority of students (73,3) failed in writing a paragraph.

Table (4-9) Draw lines connecting the pairs of opposites:

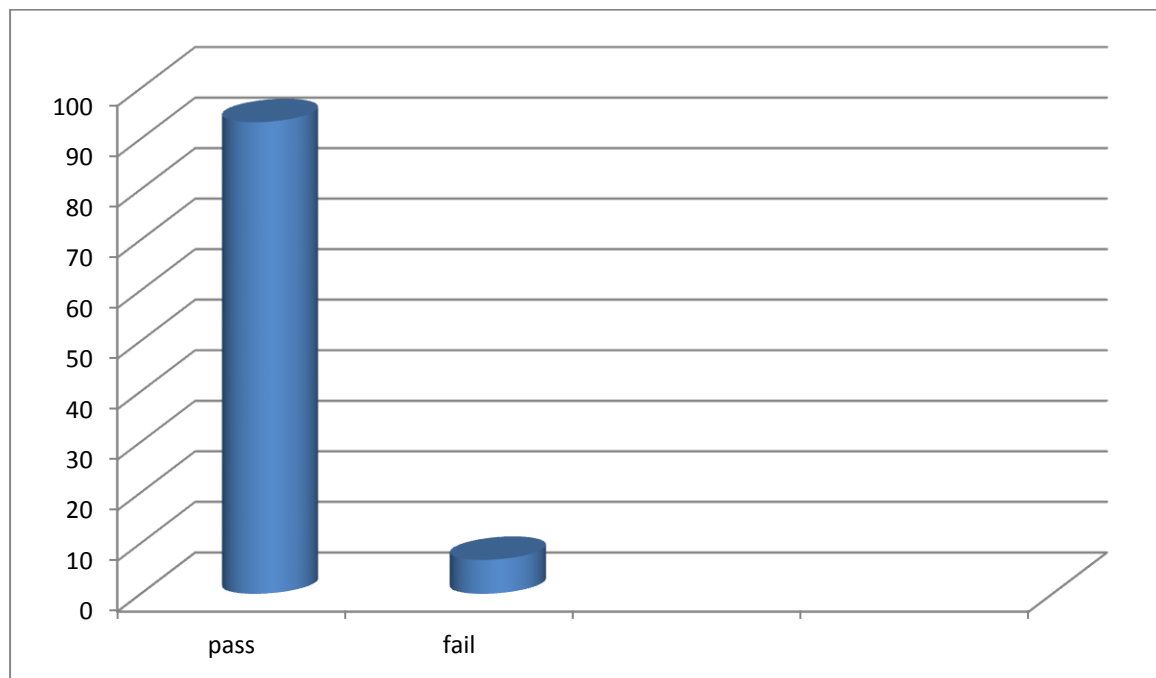| Options	Frequency	Percentages
Pass	28	93.3
Fail	2	6.7
Total	30	100

Figure (4-9)

The above table and figure show that the large majority of students (93.3%) succeeded in connecting pairs of opposites while only(6.7%) failed in connecting the opposites.

According to the above results of items (7, 8 and 9), which represent the hypothesis number three (poor vocabulary negatively influences EFL Writing), we can approve the hypothesis.

Chapter Five

Conclusions, Recommendation, Findings and Suggestions for Further Studies

Chapter Five

Conclusions, Recommendation, Finding and Suggestion for Further Studies

5.1- Introduction:

This chapter gives summary of the study in terms of its scope. Thus is consists of a summary, conclusion, recommendations and suggestion for further studies.

5.2- Summary:

The main purpose of this study is to investigating the role of vocabulary in developing EFL students writing skill.

The research hypothesized that, secondary school students are not aware of vocabulary learning strategies, students are not aware of many problems concerning vocabulary, poor vocabulary negatively inflounces EFL writing.

Chapter two related to the literature review and highlighted the relationship between this study and the previous.

In chapter three we have a questionnaire and test as data togather the information about the study, chapter four explains the results in terms of tables and graphs through statistical analysis. In chapter five I have summarizes the study and displays the conclusion, recommendations and suggestions for further studies.

5.3- Conclusion:

The study might facilitate the way of data collection to researchers for more investigations in the field of vocabulary and writing variously as long as it represents developing area for English learners. Also other

studies might be conducted on the other sides of this develop and it would be very interesting to carry out studies on the strategies that can be.

Adopted to develop writing the skills and vocabulary or survey the different specific of language that could related to writing and vocabulary.

5.4- Results

After analyzing, the data that collected by the tools of the study the following results are obtained.

1. Students are not aware of many problems concerning vocabulary.
2. Students are not aware of vocabulary learning strategies.
3. Poor vocabulary negatively influences EFL writing.

5.5- Recommendations

In the light of the results and the findings mentioned above, the researcher recommended the following:

1. Students must be aware of many problems concerning vocabulary.
2. Students must be aware of vocabulary learning.
3. Teachers should focus on teaching vocabulary.

5.6- Suggestions for Further Studies:

According to the study result and recommendation, the researcher suggests the following:

1. Analysis of vocabulary teaching strategies with references to writing skills.
2. How the teacher improve students writing.
3. Investigating the relationship between understanding vocabulary and writing ability.
4. Problems of teaching skills in secondary level.

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Appendixes

Sudan University of Science and Technology
College of Graduate Studies
Faculty of Languages

Test

Dear students:

You are kindly requested to respond to the following statements by answering the questions below about vocabulary and writing.

Question One: Complete the passage using the words from the list:

area - pirate   - government - century - south - regularly.

In the seventeenth…………………Spanish ships sailed……………to central and……………………American to fetch gold for the Spanish………………..the ship were often attacked by………….,who infested the Spanish main (the sea………………north-east of central and south America.

Question (2)

Write a paragraph not less than sixty words about one of these topics.

1. Advantages and disadvantage of shopping

2. Water

3. Computer

………………………………………………………………………………
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Question (3) Draw lines connecting the pairs of opposites:

A	B
Brave	awake
female	expensive
cheap	succeed
asleep	cowardly
fail	male