

## DEDICATION

*To my beloved family  
with gratitude, allegiance  
and eternal love*

## ACKNOWLEDGEMENT

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## ABSTRACT

This study is intended to investigate the problems of teaching and learning free writing in English language at the secondary level in the Sultanate of Oman. The study aims at highlighting the difficulties that face learners as well as methods for helping them to get a good mastery and command of producing free writing. The study also emphasizes the adoption of a pupil-centred teaching and learning process taking into consideration the new trend of ELT and the integration of modern technology into teaching free writing. In addition, much emphasis has been placed on grading and integrating the three types of composition (controlled composition- guided composition- free composition). One hundred and eighty learners and fifty teachers were selected randomly to carry out the investigation. Two versions of a questionnaire , an observation and a writing test were selected as data gathering tools. According to the analysis of collected data, secondary school students face many difficulty in writing English composition. It has been verified that they are weak as relates to the form and content of composition they produce. Moreover, a great number of teachers do not adopt the appropriate techniques for teaching composition. The results of the experiments showed that by making use of technology, learners' interest and achievement can be enhanced. the findings of this study would be helpful and beneficial for both teachers and learners.

## المستخلص

سعت هذه الدراسة الي معرفة مشاكل تدريس و تعلم كتابة التعبير باللغة الانجليزية في المرحلة الثانوية بسلطنة عمان. هدفت الي إلقاء الضوء علي الصعوبات التي تواجه الطلاب و ذلك في لمساعدتهم علي تعلم و إجادة كتابة التعبير باللغة الانجليزية. ركزت الدراسة علي استراتيجية جعل الطالب محور العملية التدريسية و التعليمية مستصحة التوجه المعاصر لتدريس اللغة الانجليزية كتدريس الطلاب في مجموعات مع دمج التقنية الحديثة في تدريس التعبير الحر. أكدت الدراسة علي ضرورة التدرج و التكامل في تدريس انواع التعبير الثلاثة (الموجه، شبه الموجه، الحر). تم اختيارمائة و ثمانون من الطلبة و الطالبات و خمسون معلما كعينة عشوائية من مجموعة الطلاب و الطالبات و المعلمين بالمرحلة الثانوية بسلطنة عمان. تم تصميم نسختي استبيان و امتحان كتابي واستمارة ملاحظة كأدوات لجمع المعلومات. بناء علي المعلومات التي جمعت و بعد تحليلها تبين أن مستواهم ضعيفباللغة الانجليزية مما يؤكد ضعف المستوي في شكل و محتوى التعبير. إضافة لذلك فان عددا كبيرا من المعلمين لا يستخدمون التقنيات المناسبة في تدريس هذا الفرع من اللغة الانجليزية. تبين أن ذلك تعزيز لرغبة الطلاب و ادائهم نتائج التجربة انه بتبني تدريس الطلاب في مجموعات مع جهاز عرض الشرائح ضوئيا يمكن تعزيز رغبة الطلاب و أدائهم. علي ضوء هذه النتائج فان الباحث يوصي ضمن اشياء اخري بضرورة تفعيل المعلمين للتقنيات الهامة في تدريس التعبير الموجه و شبه الموجه ثم التعبير الحر. ترغيب الطلاب و تدريبهم علي استخدام اللغة و المحادثة في مختلف المواقف يعتبران عاملان أساسيان يمكنان من رفع مستوي الدارسين و تحصيلهم و قدرتهم علي كتابة التعبير بطريقة جيدة. في الختام يتمني الباحث ان تكون نتائج هذه الدراسة مفيدة ومساعدة للمعلمين و الطلاب علي السواء.

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