

Sudan University of Science & Technology
College of Graduate Studies & Scientific Research



**Problems of Teaching Writing Skill to Beginners in EFL:
A Case Study of Sudanese Basic Level Schools Pupils**

**مشكلات تدريس مهارة الكتابة للمبتدئين في اللغة
الانجليزية:**

**دراسة حالة تلاميذ مدارس مرحلة الأساس
السودانية**

**A Thesis Submitted in partial Fulfillment of the
Requirements of M. A in ELT**

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Dedication

I dedicate this research to my parents' to my children and my husband with love.

Acknowledgments

I would like to express my deep gratitude and profound thanks to my supervisor, Dr. Salaheldin Adam Ahmed Eldouma, Who has keenly supervised this work.

I am also very grateful to the English language staff at Sudan University of Science and Technology and other Sudanese Universities who taught us the courses and lent us support throughout the programme. My thanks are also due to my family for encouraging me to pursue postgraduate studies. My thanks are also extended to my friends for sharing their experiences during and after the programme courses.

ABSTRACT

This study is an attempt to investigate the problem of teaching writing skills in Sudanese basic level in the areas such as grammar, vocabulary, punctuation marks, spelling and the syllabus.

The study surveyed teacher's experiences and attitudes and pupils abilities in writing.. The study also examined whether the mother tongue interference affects writing negatively and the quality and adequacy of writing activities in SPINE series.

Forty teachers and sixty basic school pupils from Karary locality participated in this study. Four instruments were used for data collection: a questionnaire was conducted for teachers, while two writing tests for the pupils, textbooks analysis and classroom observations were also used in this research.

The findings of this study showed pupils were weak in writing English due to the poor and inadequate writing activities provided in the textbooks, in addition to the lack of vocabulary, large classes and that little emphasis was given to the teaching of writing.

Moreover, most of teachers are not motivated and do not exert efforts to encourage learners to write good topics.

The study recommended that there is a need for further reviewing of the writing activities in SPINE and incorporation of authentic materials particularly material for developing writing skills. Spelling should also be given more emphasis while teaching writing.

ملخص الدراسة

حاولت هذه الدراسة استقصاء مشكلات تدريس مهارة الكتابة لدى تلاميذ مرحلة الأساس السودانية مثل مشكلات في المواضيع النحوية والذخيرة اللغوية والإملاء وعلامات الترقيم ومحتوى المقررات الدراسية. شملت الدراسة أيضاً آراء الأساتذة حول تدريس مهارة الكتابة في مرحلة الأساس. كما بحثت الدراسة ما إذا كان للغة الأم تأثيراً سالباً على تطوير مهارة الكتابة، ومدى كفاية الأنشطة الخاصة بالكتابة في كتب اللغة الانجليزية المعروفة بسلسلة SPINE.

استقصت الدراسة أربعون أستاذاً وستون تلميذاً في هذه الدراسة من مرحلة الأساس بمحلية كرري. استخدمت الباحثة أربعة أدوات لجمع البيانات لاستبيان الأساتذة واختباران في الكتابة للتلاميذ، تحليل محتوى مقررات اللغة الانجليزية بمرحلة الأساس بجانب الملاحظة الصفية.

أظهرت نتائج هذه الدراسة ضعف التلاميذ في مهارة الكتابة باللغة الانجليزية ويعزى ذلك الى ضعف و قلة أنشطة الكتابة في المقرروعدم وجود مواد مأخوذة من بيئة التلاميذ لتدريس الكتابة بالإضافة إلى ضعف الذخيرة اللغوية وحجم الفصول وعدم التركيز على تدريس الكتابة. كما أوصت الدراسة بالاهتمام بتدريس الإملاء وعلامات الترقيم وإجراء بعض التعديلات في أنشطة الكتابة في سلسلة SPINE وذلك بإدخال مواد من بيئة التلاميذ لتعمل على تطوير مهارة الكتابة.

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