

Dedication

To:

My parents, brothers and sisters, I dedicate this work.

Acknowledgements

My gratitude goes to the soul of the late doctor Mohammed Altaybe Alkabashi , my supervisor, whose guidance and directions helped me to produce this research in its present form. May Allah have mercy on his soul.

Special thanks are also due to Dr. Salaheldin Adam Eldouma who helped me a lot to finish this research by giving his guidance and beneficial advice. My gratitude also goes to all M.A. Teachers.

Abstract

This study aims at investigating secondary school pupils' and teachers' attitudes towards writing in English. The subjects of the study were 151 pupils and 30 teachers from different schools. Some of the study objectives are that this research attempts to shed lights on the importance of attitudes of EFL pupils towards writing in English. It also investigates the difficulties and problems of teaching writing in secondary schools and whether writing activities which provided in the English syllabus in secondary level are not adequate enough to develop writing. The research adopted the descriptive analytical method in order to investigate their attitudes towards writing in English, four instruments were used for data collection. A questionnaire for the teachers, another one for the pupils, textbook analysis and classroom observations. The main findings of the study show that the pupils' attitude towards writing is negatively affected by the way through which the writing materials within the SPINE series are selected, graded and designed. Based on these results, the study recommends that there is a need for further refining of the writing activities in SPINE and incorporation of authentic materials, particularly, materials for developing, selecting and grading the contents of writing materials. Also, SPINE series should be carefully designed by different specialist such as psychologists, language specialists and educationalists.

مستخلص الدراسة

تهدف هذه الدراسة لمعرفة و جهات نظر طلاب المدارس الثانوية و المدرسين نحو الكتابة باللغة الانجليزية. استخدمت أربع أدوات لجمع البيانات المطلوبة حيث شملت الدراسة ثلاثون معلماً للغة الانجليزية قاموا بملى استبانة لمعرفة وجهات نظرهم عن الكتابة باللغة الانجليزية، كما شارك مائة وواحد وخمسون طالباً بملى استبانة أخرى لنفس الغرض . و تعمل الدراسة ايضاً علي معرفة الصعوبات و المشاكل التي تواجه تدريس الكتابة في المدارس الثانوية وما إذا كانت الإنشطة التي يقدمها المنهج كافية لتطوير الكتابة باللغة الانجليزية . اتبع البحث المنهج الوصفي التحليلي و أظهرت نتائج البحث أن وجهات نظر الطلاب تتأثر سلباً بكيفية اختيار المواد ، تصميمها و تسلسلها في المنهج. وتبعاً لتلك النتائج قامت خاصة فيما يتعلق بتطوير و اختيار و تسلسل محتويات مادة الكتابة . بوضع بعض التوصيات منها الدراسه كما أوصت الدراسة الأستعانة بكل المختصين من علماء نفس و اللغويين لوضع منهج يشجع علي الكتابة باللغة الإنجليزية.

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