

الآلية

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قال تعالى:

(وَعَلِمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ (٣١)

صدق الله العظيم

سورة البقرة

Dedication

I dedicate this work to:

My dear family,

Teachers,

And colleagues

Acknowledgements

I am grateful to many teachers whose contributions have strengthened this research. I extend my sincere thanks to Dr. Mohamed Eltayeb for his tireless efforts, supervision, and contribution to this work.

Abstract

This study is designed to investigate " the Effectiveness of Using Writing Skills in improving Written Performance at Secondary School Level. The main aim of this study is to reflect the importance of the teachers' role in improving written performance for secondary school students. The data of this study were collected through questionnaire. It was designed and distributed to (30) secondary school teachers at Umbada Locality. The respondents who participated in this study were randomly selected from different secondary schools in Umbada Locality. The researcher used descriptive analytic method. The study found out that teaching writing needs more efforts than other language skills; in addition to that, writing provides additional contact with the language outside the classroom so it is an important means of communication. The findings also show that some of the writing problems are due to the teachers' role in teaching writing skills; in addition, the time given to English period is too short for practicing writing skill. The study recommends that teachers should give opportunities for their students to practice writing inside and outside the classroom.

المستخلص

تناولت هذه الدراسة فعالية استخدام مهارات الكتابة في تحسين الاداء الكتابي لدى طلاب مرحلة الثانوية. تهدف هذه الدراسة الى عكس اهمية دور المعلم في تحسين الاداء الكتابي لطلاب مرحلة الثانوية. جمعت البيانات الخاصة بهذه الدراسة باستخدام وسيلة الاستبانة فقد اختار الباحث (٣٠) استبانا لعدد ثلاثين معلما من مرحلة الثانوية بمحليه امده. تم اختبار العينة المشاركة في الدراسة عشوائيا في عدد من مدارس المرحلة الثانوية بمحليه امده و استخدم الباحث الطريقة الوصفية التحليلية. حيث اظهرت نتائج البحث ان تدريس مهارات الكتابة يتطلب مجهودا كبيرا مقارنة بمهارات اللغة الأخرى ،بالإضافة الى ان مهارات الكتابة تتطلب اتصالا اضافيا باللغة خارج فصول الدراسة و لذا تعتبر من وسائل الاتصال المهمة. خلصت الدراسة الى ان معظم مشكلات مهارات الكتابة ترجع الى دور المعلم في التدريس الكتابة و بالإضافة الى ان زمن الحصة لا يكفي لتدريس هذه المهارة. اوصت الدراسة بأنه على المعلم ان يقوم بمنح الطلاب فرص التمرن و التدريب على مهارات الكتابة داخل وخارج الفصل.

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