

Dedication

To:

**My Father, Soul of my
mother, My children I
dedicate this work..**

Acknowledgements

Definitely, no work of value could be accomplished without the help of Allah, hence countless thanks to Allah, the Creator.

My deep thanks are due to the director of education at Kutum locality, my teacher Mohammed Ahmed Abdullah Ismaeil "Dabbos" for his support and kindness. I would also like to thank all my teachers throughout my academic career.

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Abstract

This study is an attempt to evaluate teaching writing in the SPINE (Sudan Practical Integrated National English) series, books 4, 5 and 6, the activities, the material and teaching strategies used.

The study surveyed teachers' and pupils' attitudes towards teaching writing in secondary schools in an attempt to help teachers as well as syllabus designers and pupils, in respect to the skill under investigation. The study also examined whether the traditional classroom in terms of size and group dynamics is conducive to stimulate writing and the quality and adequacy of writing activities in SPINE.

Forty (40) teachers and a hundred (100) secondary school pupils from Omdurman locality participated in this study. Three instruments were used for data collection: Two questionnaires for teachers and pupils, textbooks 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 investigated, in addition to the lack of authentic materials in teaching writing, large classes and that little emphasis was given to the teaching writing.

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

ملخص الدراسة

حاولت هذه الدراسة تقويم تدريس مهارة الكتابة في الكتاب الرابع ، الخامس والسادس من سلسلة SPINE والأنشطة ومادة الدراسة والإستراتيجيات المستخدمة في التدريس للمدارس الثانوية ، شملت الدراسة أيضاً آراء التلاميذ والأساتذة حول تدريس مهارة الكتابة في المرحلة الثانوية. كما هدفت الدراسة إلي مساعدة الأساتذة ومصممي المنهج والتلاميذ بشأن المهارة قيد البحث. كما إختبرت الدراسة قابلية فصول اللغة الإنجليزية في خلق بيئة تشجع علي الكتابة فيما يتعلق بحجم الفصل وفاعلية إدارة المجموعات.

شارك 40 أستاذاً و 100 تلميذاً في هذه الدراسة من المرحلة الثانوية بمحلية أم درمان.

وتم استخدام ثلاث أدوات لجمع البيانات: إستبانات للأساتذة والتلاميذ، تحليل لمقررات اللغة الإنجليزية بالمرحلة بجانب الملاحظة الصفية.

نتائج الدراسة أظهرت أن عدم مقدرة التلاميذ علي الكتابة باللغة الإنجليزية يعزي الي فقر وعدم كفاية أنشطة الكتابة في المقرر بالإضافة إلي عدم وجود مواد حقيقية لتدريس مهارة الكتابة ، بالإضافة إلي حجم الفصول وعدم التركيز علي تدريس الكتابة.

أوصت الدراسة بإجراء بعض التعديلات في أنشطة الكتابة في سلسلة SPINE وإدخال مواد حقيقية تعمل علي تطوير هذع المهارة.

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