

Acknowledgements

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Abstract

The study investigates the written performance of the Sudanese EFL students. The study aims to assess the written texts produced by the students in order to find out how successful they are in their use of writing as a mechanism through which meaning is communicated.

To achieve the aim of the study, the researcher employs the analytic descriptive method. The subjects of the study consist of 65 Sudanese EFL teachers drawn from some Sudanese universities and 240 fourth level students who are taking English as their major in five Sudanese universities. Three tools were used for data collection: writing test, two questionnaires (one for the teachers and the other for the students) and an interview with the students.

By using the statistical program SPSS, the study has revealed that Sudanese EFL students do not possess the ability to cope with the different modes of writing. This makes them unable to develop an understanding of how to employ the linguistic, cultural and social knowledge to develop an idea into a meaningful and comprehensive written text. The study has also shown that students are not able to depend on the strategies of writing so that they can produce texts which stimulate readers and keep their attention. Furthermore, the study has revealed that the students are not prepared to benefit from their

teachers and peers while they are writing; they never ask for advice or any clarification but do their writing individually. Moreover, the study has reached the conclusion that the students' inability to know what the readers know and what they want is one of the factors that lead students to produce less informative written texts. The study has concluded that the poor communicative competence the students possess stems from different factors: (1) the instruction the students receive in writing does not revolve around the issues that enable them to develop their abilities as writers, (2) the students are not motivated enough to exert efforts and seek opportunities to engage into deliberate writing and intensive reading so that they can promote their writing abilities, (3) the environment in which writing is done do not enhance and foster students' ability to create writing which is sophisticated and communicative in nature, (4) teachers also do not encourage these students to view writing as a mechanism through which meaning is negotiated, and (5) the sorts of feedback these students receive on their writing do not contribute to the development of students' writing proficiency. To help the students develop their writing skills, teachers should help the students be knowledgeable about the different modes of writing and be knowledgeable about the lexical and grammatical structures required by each mode. Teachers also need to help the students develop the linguistic skills

they need in the process of writing so that they can produce effective and comprehensive written texts.

(Abstract (Arabic Version

مستخلص

تناولت الدراسة الاداء الكتابي لطلاب الجامعات السودانية و ذلك بغرض تحليل و تقييم النصوص المكتوبة من قبل هؤلاء الطلاب حتى يتم الوقوف على م قدرتهم على إستخدام مهارة الكتابة كآلية للتواصل مع القراء. و لتدقيق هذا الهدف استخدم الباحث المنهج الوصفي التحليلي.

تتكون عينات الدراسة من مجموعتين. المجموعة الأولى تضم 65 مدرساً تم إختيارهم من بعض الجامعات السودانية و المجموعة الثانية تضم 240 دارساً و دارسة للغة الإنجليزية بالمستوى الرابع في خمس من الجامعات السودانية. جمعت البيانات لإجراء هذه الدراسة عن طريق ثلاث ادوات وهي الإستبانة و الاختبار و المقابلة.

باستخدام برنامج الحزمة الاحصائية للعلوم الاجتماعية (SPSS), اظهرت الدراسة عدم م قدرة الطلاب على التعامل مع مختلف أنواع الكتابة مما جعلهم غير قادرين على توظيف معرفتهم اللغوية والثقافية و المجتمعية لتطوير فكرة ما إلي نص مفهوم ذي دلالة لغوية. كما توصلت الدراسة أيضاً إلي عدم قدرة الطلاب في الإعتماد على المهارات الكتابية لكتابة النصوص التي يمكنها إستمالة القراء و الإستحواذ على إنتباههم. فضلاً عن ذلك توصلت الدراسة إلي عدم استعداد الدارسين للإستفادة من وجود المعلم وزملائهم الطلاب بجانبهم أثناء عملية الكتابة؛ حيث لا يرجع الطلاب الى المدرس او الى زملائهم الطلاب للاستئصاح و توضيح بعض النقاط بل انما يقومون بعملية الكتابة كل على حده. و توصلت الدراسة ايضاً الى ان عدم م قدرة الدارسين على إدراك ما يعرفه وما يحتاج إليه القراء يمثل أحد العوامل التي تجعلهم غير قادرين على كتابة نصوص ذات مدلول.

توصلت الدراسة الى ان طلاب اللغة الإنجليزية بالجامعات السودانية لا يتمتعون بالكفاءة العالية التي تمكنهم من الخوض في التواصل الجيد وذلك للأسباب التالية (1) ما يدرسه الطلاب في مادة الكتابة لا يتناول المواضيع التي يمكن أن تساعد الطلاب على بناء قدراتهم الكتابية، (2) إنعدام الدوافع الذاتية التي قد تحث الطلاب على الكتابة و تجعلهم في بحث دائم عن موضوع ما للكتابة عنه، (3) البيئة التي يدرس فيها الطلاب لا تساهم على رفع قدراتهم الكتابية؛ التي تمكنهم من تحرير مواضيع بالغة الجودة، (4) قصور المعلم في حث الطلاب على أخذ الكتابة كآلية لتحرير المعاني و (5) مردود التغذية الراجعة لا يساهم بالقدر الكافي على تطوير كفاءتهم الكتابية. و لمساعدة الدارسين على تطوير مهاراتهم الكتابية يتوجب على المدرس مساعدة الطلاب على الالمام بمختلف انواع الكتابة و على الالمام بالمفردات و التراكيب اللغوية التي يحتاج اليها كل نوع. و على المعلم ايضاً مساعدة الطلاب على تطوير المهارات اللغوية التي يحتاجون اليها في عملية الكتابة حتى يتمكن الطلاب من كتابة النصوص التي يمكن ان يفهمها القراء بكل سهولة.

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