

بسم الله الرحمن الرحيم





شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

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بالرسالة صفحات
لم ترد بالأصل



Ain Shams University
Faculty of Education
Department of Curriculum and Instruction

**Developing the Writing Skills for the
Students of English at the
Faculty of Arts
Al-Fateh University
Libya**

A Thesis Submitted for the Degree of Philosophy
in Education, Instruction and Curricula of
Teaching English as a Foreign Language

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2000

*By the name of Allah;
Most Gracious, Most Merciful*

*My Lord !
Relieve my mind
And ease my task for me;
And loose a knot from my tongue,
That they may understand my saying.*

*Surah xx ; 'TAHA' ,
Verses : (24, 25,26,27)*

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Abstract

In fulfillment of the requirements for the Philosophy of Education the present thesis was designed to "Develop the Writing Skills for the Students of English at the Faculty of Arts, Al-Fateh University, Libya".

This study includes theoretical and practical parts. The theoretical part is intended to provide the study with the needed literature review and the recent related studies. The practical part is intended to apply the treatment on the subjects. Three main instruments were used in this study; needs' questionnaire, pre-post writing test and satisfaction questionnaire.

Guidelines were given to students at the beginning of the course to help them evaluating their own and their peer's writing work. Students were encouraged to work individually, in pairs and in groups using the proposed guidelines. The guidelines were designed to help student focussing their evaluation on the ideas rather and organization. Errors which do not make it difficult for the students to understand the message such as spelling and mechanics, were given less attention.

The teacher's role in the peer evaluation technique in writing is to present the teaching point, discusses it with the class and assign the exercises. While the students were engaged in writing individually, in pairs and in groups, the teacher walked around the class to encourage them working, and help them overcome the problems they might face. Exercises were given to the students before, during and after each section. A quiz was given after each teaching point.

The results obtained were analysed statistically. They showed a significant difference between the control and experimental group in favour of the latter. They proved that the experimental group students made a considerable progress in writing compared with the control group students.

TABLE OF CONTENTS

	Page
Acknowledgements	iii
Abstract	iv
Contents	v

CHAPTER I BACKGROUND AND PROBLEM

<i>Introduction</i>	1
Teaching English in Libya	4
The Pilot Study	12
1. Examination	13
2. Questionnaire	14
Statement of the Problem	15
Research Questions	15
Hypotheses of the Research	15
Aims of the Study	16
Significance of the study	16
Delimitation	17
Definition of Terms	17
Procedures	20
Organization of the Remaining	21

CHAPTER II REVIEW OF LITERATURE AND RELATED STUDIE

Review of Literature	22
Definitions of Writing	22
Importance of Writing	24
Difficulties of Writing	25
Writing and Other Language Skills	26
Responding to Writing	30
Approaches to Teaching Writing	35
a. Product Approach	47
b. Process Approach	49
Review of Related Studies	45
Comments on the Studies	81
The Suggested Approach	84

CHAPTER III METHODS AND PROCEDURE

1. Design of the Study	97
2. Subjects of the Study	98
3. Instruments of the Study	98
a. Questionnaire	100
Validity	101
Reliability	101
Administering	101
Statistical Analysis	101
b. Pre-and-Post Test	102
Validity	103
Inter-Rater Reliability	104