ABSTRACT

Writing is a very important skill for the students of Senior Secondary learners. This present study has been divided into five chapters.

The first chapter is a detailed study of writing skills which includes the definition, of and scope and parameters required for this skill. Writing is the most complex of all the skills learnt in an individual's life and is acquired through a set of teaching strategies rendered in a formal environment or sometimes transmitted through one’s language in a formal setting.

Writing appears to be a neat outlay of printed or written text on page but it is never so as writing represents the most complex activity which a writer undertaking, beginning from jottings and sentences to a coherent piece of text.

Writing consists of three stages which are as pre-writing, writing and revising. These stages, however, do not occur in a linear manner.

Generally speaking, writing is of four types: narrative, descriptive, expository and persuasive. Writing is approached through a set of parameters to make the written language acceptable and logical to its readers. These parameters consist of mechanics, grammar, syntax, contents, process, audience, purpose, word choice, organization etc.

The second chapter tries to critically analyze the prescribed textbooks of the Senior Secondary school at the Aligarh Muslim University.
Textbooks play an important role in the learning and teaching of writing skills. It is the use of textbooks which creates uniformity in the classroom. The textbooks prescribed at Senior Secondary level of Aligarh Muslim University consist of core and supplementary textbooks. The core textbooks *Hornbill* and *Flamingo* have given place to writing skills specifically while supplementary readers *Snapshots* and *Vistas* have focused more on reading skills and text-based questions.

The third chapter is a critical examination of the teaching of writing skills. English writing skills play an important role in the academic development as it provides students with the comprehensibility, fluency, ability and confidence which they would require in future. Therefore teaching of writing skills requires careful planning and implementation of strategies specified by the syllabus, apart from the other factors which affect and influence the learning and teaching of writing skills.

The fourth chapter is an assessment of students’ writing skills through questionnaires circulated among teachers and students. The results have revealed the status of writing skills being taught and learnt. Some recommendations have also been suggested for the proper teaching and learning of the skill.

The fifth chapter which is the conclusion summarizes the preceding chapters and suggests some remedial measures for improving the teaching of writing skills.