This study was carried out with the objective of analyzing the learning and teaching situations of English writing skills at Senior Secondary schools of Aligarh Muslim University. At this present time when globalization is at peak, every activity requires written information in the form of letters, applications, notices, C.V/Biodata etc. Writing skill have become so important in regard to students’ future needs that they should be properly imparted to students. It is necessary that teachers should be more vigilant, serious and develop ways to capture the interest of students through different techniques when undertaking this skill. As a wrong endeavor would lead to improper transference of the communication and thereby a wrong impression for the future writer.

As a student of this University, I thought that writing was one of the serious and a conscious activity and a wrong endeavor would lead my copy to be remarked which would be an embarrassment for me. Sometimes the topics too seemed not so interesting while at other times I was inclined towards my other subjects too much. And this attitude led me to neglect it or skip it off for which I faced consequence in my future endeavors. This topic of research was a very practical kind of thing as to critically analyze the present status, trends, situations, practices prevailing at senior secondary level regarding writing skills were very much similar to those which I as a student once faced. The present work has been divided into five chapters followed by a Bibliography.

Chapter 1 is a detailed introduction to the reader about Writing skills, its scope which includes the stages, approaches, types etc. and the
parameters through which it is dealt. Chapter 2 deals with the critical study of the present prescribed textbooks at senior secondary level. This chapter has also tried to analyze the efficiency of these textbooks through a set of criteria-based questions. Chapter 3 deals with the critical examination of the teaching of writing skills. This chapter has taken into account the factors such as the syllabus, attitude of teachers and learners, context, needs, motivation etc. which affect the learning and teaching of writing skills. Chapter 4 deals with an assessment of students' writing skills through a set of questionnaires, and its analysis and results. Chapter 5 contains the conclusion of the preceding chapters.

This study is based on facts and findings through empirical data and interviews collected from teachers and students. It therefore represents the underlying problems and confusion which teachers and students face owing to different factors which affect the learning and teaching of writing skills. This study may be of some help to researchers, teachers, and syllabus designers to consider the factors involved in the teaching of writing skills of English language.