

Educational Practices for Writing Difficulties and Remediation Methods



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Writing is one of the Arabic language skills concerned by knowing how to draw the words and the letters correctly when it's related to the art of Arabic calligraphy, and this skill is undoubtedly essential for His saying: {Nun. By the pen and what they inscribe} [Al-Qalam: 1].

Writing is as it was defined by Abd Al-Bari, 2010: "a very complex process. It requires the writer before he begins to determine the topic he will be writing about, to set out his goals from writing about this subject in particular, as well as setting out his ideas, paragraphs, phrases, sentences and words, and, the audience he will address to".

Writing is an important feature of the individual's life and society; it is a human social phenomenon and an essential element of culture, one of the most important means of linguistic communication between the self and the others. It will remain the most important tool that carries human thought from one generation to another.

There is no doubt that writing is a human characteristic, as it is an industry of all the human industries, which is an honorable one. It is considered a human distinction from animal. It also looks at what are the consciences and carries out the purposes to distant countries and civilizations. In addition it keeps us aware of the first books of sciences, knowledge, and the newspapers, so it is an honorable one considering these aspects.

Writing is a life necessity and a means of exchanging information, ideas and communication among individuals, a means of transferring civilizations and cultures from one nation to another and from generation to generation.

The importance of writing for our children in the different stages of education is evident in the fact that writing is a collection of the language arts, through which students employ their information and ideas in the written subject, they also use what they learned in language lessons based on comprehension, in addition to what was mentioned above, training the students on good writing develops their thinking skills, so we say: The writer thinks by his pen, and this is reflected in the way he presents his subject, he organizes his ideas, and his style in the choice of the words and the sentences leading to a specific and intended meaning.

Writing difficulties are one of the obstacles children suffer with during the study period, so that the child confronts

many difficulties related to learning; such as comprehension, reasoning, perception and pronunciation difficulties. Learning disabilities also include children with physical, mental or psychological disabilities, as well as children with hearing or visual impairment. Learning difficulties vary from one child to another therefore, it is necessary to identify these difficulties and learn how to remediate and overcome them.

In addition, it is one of the academic difficulties experienced by students at an early age, especially in childhood, and also known as the group of difficulties associated with language, and the method of using the writing tools for spelling or the expression of spoken words, these difficulties are related to the child's mental and motor abilities, so he cannot understand the nature of letters and the correct way to deal with them while learning to write. There are many studies and research that dealt with writing difficulties, and each research looked at it from different angles, in some it was considered as motor disorders, and in others it was described as related to perception and comprehension, and the world believes that writing difficulties are a dysfunction of the brain related to the child's inability to use the correct way to write words.

A child who suffers from writing difficulties loses many basic





skills that must be learned and mastered at an early age. The most important of these are the skill of using the pen (writing tool), his inability to move the pen correctly in order to tie sentences together, his inability to copy words from their original sources to the notebook or paper draft, and also loses many other basic writing skills .

The reasons for writing difficulties are related to the person itself, which are related to the existence of motor or perceptive deficiencies, as well as the lack of visual memory and the use of the left hand, in addition to lack of motivation and neglect, students do not pay attention to the instructions or what they write, or reasons related to their surrounding environment such as the family and school, for example the parents' neglect for minor problems since childhood may lead to the accumulation and intensification of the problems, as well as compulsory teaching and the lack of teacher's supervision and correction of their students' mistakes .

There is a variety of educational approaches that can be used in the remediation of writing difficulties and their application in the field to overcome these difficulties. Based on the source of the language concept, the Arabic language teaching approaches in general and writing in particular are five:

1- The Implicit Approach can be used educationally to teach writing, through the following:

- Enable the learners to observe basic language skills to simulate practical application away from theories, especially the first cycle of basic education.
 - To guide the learners to observe simple sentences in their structures, in some of their integrals and some others of their methods; to simulate them in the lessons of expression.
 - Provide some writing areas in normal language situations, so that the student acquires writing skills.
- 2- The Occupational Approach** can be used educationally to teach writing, through the following:
- Consider the development of the learners writing skills in normal and diverse situations.
 - Consider the occupational expression subjects such as showing the learner to manage a meeting, or participate in it as well as writing letters and emails.
 - The class activity and other activities are an important component of the language curriculum because it provides the learners with the language practices they have learned (their sounds, structures, rules). These activities lead to fluency and the development of the entire language skills.
- 3- The Integral Approach** can be used educationally to teach writing, through the following:
- Adopting active teaching methods in different language



activities; to guide the student through learning and writing being the center of the learning process.

- The use of language skills in each category in an integrated and balanced way, where a skill is not improved at the expense of another one, taking into account the developmental characteristics of the students.

4- The Communicational Approach can be used educationally to teach writing, through the following:

- Provide the learners with the opportunity to use the language in all its forms, the language arts skills, and the appropriate design situations that are quite similar to the linguistic situation outside the school walls.
- This emphasizes on the social language approach and that language is usually acquired, and it entails caring for both arts: listening and speaking which are the most used language skills in the public life and within the school, leading to the rest of the language skills acquisition including reading and writing.

5- The Dramatic Approach can be used educationally to teach writing, through the following:

- Convert as many texts as possible into representative works.
- Employing representative play (drama performance) in educating children, as playing for the child is life in itself,



through which he/she can express his/her true personality away from the domination and interference of adults, and by which his/her language skills are developed.

- Developing the communication skills by developing the learners' skills to express their voice, movement, signals and gestures (verbal and nonverbal language).

In addition to the above educational approaches in the teaching of language arts skills in general and teaching writing in particular, there are some other approaches such as: the written operations approach, the holistic approach, and the inspirational approach... All these approaches are educational and pedagogical; therefore, we recommend designing the Arabic language teaching according to the teaching of integrated approaches that will benefit the learner without dividing them into separated sections or segmented information, as well as renovating the methods of Arabic teaching in general and methods of the writing art teaching in particular, in addition to diversify in the texts submitted to the learners in terms of including supportive and enhance texts, as well as texts dealing with multiple perspectives; like listening and reading, understanding and comprehending, conclusion and analysis, perception and criticism, and applying grammatical and spelling rules, both verbally and written.