A Proposed Program to Address and Detect Grammatical and Spelling Errors Committed by Students of Arabic language at the Faculty of Education, Bahri University

By

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Abstract

This study aimed to identify methods for detecting common grammatical and spelling errors committed by students of Arabic at the Faculty of Education, Bahri University. It also aimed to attract students' attention to common grammatical and spelling errors that may be found in their writings during their study. The problem of the study was to answer the questions: What are the ways to detect written grammatical and spelling errors committed by students in exams? And how can a proposed program be designed to detect students' grammatical and spelling errors? What is the effect of the proposed program in addressing students' grammatical and spelling errors? The researcher used the experimental approach to test the validity of the hypotheses and the descriptive approach to answer the questions and obtain information and data. The results showed that the arithmetic mean related to detecting grammatical errors for the control group in the post test was 17.6, and that the arithmetic mean for the experimental group in the post test was 17.6, and the value of (t) was 14.0 and the alpha value was 0.000. The results also showed that there were statistically significant differences at the significance level of 0.05 in detecting grammatical errors between the control group and the experimental group. Moreover, the arithmetic mean for detecting spelling errors for the control group for the post test was 37.21, and the arithmetic mean for the experimental group for the post test was 76.142. It was also found that the t-value was 24.1 and the value of alpha was 0.000, and that there were statistically significant differences between them in favor of the experimental group that received a training course in detecting spelling and grammatical errors. The arithmetic mean value between the pre and post analyses in grammar was 42.12 and 81.62, respectively. The results also showed that the t-value was 11.3, and that the level of significance was 0.000, and that there were differences in the arithmetic means, that is, there were statistically significant differences in students' writings in terms of grammar in favor of students in the post-test, which indicates an improvement in their writings in grammar. Perhaps the reason for this is due to the use of the training program, and that the value of the arithmetic mean between the pre and post analyses in spelling was 39.01 and 88.21, respectively .It was also found that the t-value was 17.1 and the level of significance was 0.000. There were also statistically significant differences in the students' writing arithmetic means in terms of spelling. The study recommended the design of specialized training programs to enable students to detect grammatical and spelling errors, and to reconsider the number of hours of the grammar course in quantity and quality so that students can detect errors at first sight.

Introduction

The weakness ofthe teacher in his specialization and his inability to master his subject is one of the reasons for the weakness of students and the low level of their scientific and educational level. It is therefore one of the reasons for the decline of the educational institution that gains its importance and resonance from the importance of education. The essence of the

educational process is language. There is no education without language because it is the means of expression and the transmission of ideas to others. Language is a set of words and structures that the nation expresses its purposes and uses as a tool for understanding, comprehension, thinking and spreading culture. 1

And since the language is culture, which is civilization, and learning, which is development, its weakness leads to the weakness of the nation and its retreat, and thus nations retreat and foreign, cultural and cognitive dependence appears, when errors in the rules of Arabic spelling prevail in books, the press, letters, reports, and in every written text[2]

The importance of grammar stems from the importance of language itself, as it is one of its important branches. Therefore, it is clear that opinions indicate that grammatical rules represent the pinnacle of language studies. Perhaps the best evidence for this is what Al-Dulaimi said (and it is one of the sciences by which eloquent speech is granted, for language sciences are six ((language, rhetoric, grammar, meanings, statement, and creative)) 3

Al-Dulaimi explained the importance of Arabic grammar, as it serves as the backbone on which all members of the body rest. [4]Perhaps the reasons for this weakness are due to the fact that most of them do not receive the knowledge of their language easily and they do not receive it with eagerness and desire. The cause of the problem may be the prescribed material itself, and here we mean the grammar of the Arabic language; Syntax, spelling, and written expression, all of which were affected, and its authorship took quite some time. The cause of the problem can also be attributed to the teaching methods used or to the student himself because of his neglect of this subject under the pretext of its difficulty. And if the grammatical rules are the guardian of the tongue and the pen, then the rules of correct drawing protect the writers from making mistakes.[1]

It is necessary to reform and develop our educational institutions that raise a person and teach him his language, because these institutions, their teachers, their curricula, and the general conditions surrounding and influencing them are responsible for this general linguistic weakness, and they are still lagging behind in their contents and methods to keep pace with what is required in the behavior of young people and their minds, strengthening them in their Arabic language, and preparing the climate that implies the necessary familiarity and love between the learner and his language, and the rush to learn and master it. This depends on the successful preparation of teachers who excel in their studies, and the need to reform, change or develop Arabic language teaching curricula and simplify their methods.

Mastering the language has become an urgent need, as it exceeded the limits of its function as a means of understanding between people, to become a national necessity. The Arabic language is considered the strong link that unites the Arab nation and unites its people, and it is the mainstay of its national project of civilized renaissance. [2]

Despite the importance of preparing the teacher in the process of developing education, his preparation is dominated by a formal character, which led to real suffering for the graduates of these institutions by feeling the gap between his fragile academic preparation, which often lacks possession of the basics of the subject of specialization, and what he faces in his life, and

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(2) Fack, Johan, Arabic Studies in Language, Dialects and Styles, translated by: Ramadan Abdel Tawab, Al-Khaji Library, Cairo, 1997, p. 36.

if he is an Arabiclanguage teaxhery, in particular, he is the main pillar in the educational field, because he teaches the language that one passes through while teaching other subjects.

One of the basics of qualifyingthe Arabic learner academically is to be able to draw the letters correctly, and to be able to write words in the manner agreed upon by the people of the language, otherwise they cannot be translated into their meanings, and to be able to choose words and place them in a special system, otherwise it is impossible to understand the meanings and ideas that they denote. Hence, the importance of language emerges, as it is not limited to learning spelling and calligraphy, but rather includes the ability to express meanings and ideas through spoken or written expression. Writing, in particular, is the mirror in which all elements of the individual's linguistic ability appear. This writing ability is the standard that does not make mistakes in determining the intellectual and linguistic capabilities of its members. [1]

Many scholars have noted the importance of grammar, and their opinions sometimes agreed on this importance, and differed at other times. Equivalent meanings in the utterance, and by it the predicate that is the origin of the speech is known, and if it were not, the subject would not be distinguished from the accusative, nor the genitive from the adjective, nor the exclamation from the interrogative...nor the adjective from the affirmation[2].

Grammatical rules are a means to control speech and the correctness of pronunciation and writing. Teachers should not exaggerate in teaching them an exaggeration that distinguishes them from the rest of the branches of language. Rather, they should take care of the extent that helps students achieve practical benefit in the integrity of their phrases, preserving their tongues and pens from error, and making them able to understand the audible and readable speech.They should avoid complicated matters that are far from the essence of the language because they do not understand it, so they are forced to memorize it in order to fulfill their purposes, such as discretionary parsing and the various aspects of which most of them are useless. Not only that, but there are also the closest and easiest ways to teach grammatical rules and to think about the appropriate way to dress them in attractive clothes that tighten hearts and keep them away from complexity and twisting. [3]

The teacher represents an essential pivot in the educational process, and is one of the strategic inputs that guarantee academic success. From this point of view, one of the researchers indicates the need for the teacher to have the qualities that qualify him to play his effective educational role. These traits include academic preparation, mastery of learning and teaching skills, and positive attitudes towards the teaching profession. Numerous studies have shown that the degree of teacher interaction with students affects success. These studies include (S.D.Soli. and Dovine), which confirmed that good interaction is one of the characteristics of high-achieving students, while low-achieving students showed negative interaction with the teacher, in addition to the lack of listening and commitment.[4]

Since the teacher is the cornerstone of the educational process and through him this process succeeds in achieving the vision and mission, the continuous development processes can only be achieved through the teacher's possession of the teaching skills. The reform and development of education requires an advanced teacher in terms of preparation and care, as it is one of the important and influential inputs in the educational process.

The development of education is mainly based on preparing the modern teacher. To achieve this, teacher preparation programs must be reviewed [1]. Moreover, the teacher represents the main pillar in the education process, so his preparation must receive attention and study. Because it is the backbone of the profession and its main engine, it is primarily

responsible for achieving the goals of education, and one of the factors for the development of the society [2].

The teaching profession requires those who practice it to have skills, experience and knowledge in order to be able to deal with the teaching profession effectively, and this is the goal of the faculties of education in Sudanese universities, through the programs they offer to student teachers in the cultural, academic and vocational aspects (educational and practical education).

The issue of developing teacher preparation and training is one of the most important topics that have been and still are the focus of any development and reform process. For this purpose, teacher preparation and training institutions in Sudanese educational colleges and universities have focused on preparing the teacher comprehensively in order to qualify him scientifically and educationally through various programs so that he possesses the teaching skills necessary to perform his role as intended. Therefore, the teacher's mastery of these skills not only gives him confidence and psychological security, but also enables him to design teaching and learning strategies and prepares for him the appropriate educational teaching environment to achieve the desired goals [3].

They stated that spelling is: "Transforming the sounds heard and expressing them in written symbols that translate what is going on in a person's mind and his conversation with others, in order to refer to it when needed, and the ability to keep it for another time, or transfer it to others who did not witness the conversation, and did not listen to it."

It is also known as ([1]): "correct drawing of words; correct writing is written with training and organized anchors, seeing correct words, paying attention to their images, and observing their letters accurately."

Spelling occupies a prominent position among the branches of language because it is the basic means of written expression, and it is the artificial method that man made in the phases of his preparation to translate what is in himself, to those separated from them by temporal and spatial distances, and it is not possible for him to communicate with them through oral speech ([2]). Spelling is not a separate subject from the other branches of the Arabic language, but rather closely linked to them, because the error in spelling leads - necessarily - to the difficulty of reading the written, its ambiguity and vagueness. Correct writing is a way to clarify the idea and understand the meaning ([3]).

Spelling rules are a specific linguistic system, the subject of which are the words that must be separated, which must be connected, the letters that must be added and that are omitted, the hamza[ﺍ]and its various types, whether it is single, or on one of the three soft letters, the soft [ﺍ], the feminine ha'a[ﻪ]and ta'a[ﺕ], the punctuation marks, and the conventions of the subjects study, nunation and its types, sound lengthening its types, the reversal of the three movements, the substitution of letters, and the solar and lunar lam [ﻝ] ([4]).

Types of spelling

Spelling is of three types

Writing the Holy Qur'an:
The Mushaf is written based on what was drawn in the Imam's Mushaf (Uthman'sMushaf, may God be pleased with him), even if it violates the spelling rules such as:

- The connection of the letter taa [ت]with the word when in His saying, come: " ولا تحين مناصAnd there is no way out".
- Separating the letter lam [ل] from the letter haa[ه] in the Almighty's saying: " ومال هذا الرسولAnd what is this Messenger…"
- Drawing the closed letter taa [ت] with open letter taa[ت] in His saying: (إن شجرة الزقومThe trees of Zaqum), "امرأت فرعونPharaoh's wife" and "ابنت عمرانDaughter of Imran".

This writing is limited to the Holy Qur'an alone:

Prosody writings

Prosody writes texts according to pronunciation without being bound by orthographic rules, such as:

(وشمسand shashams) instead of (الشمسand the sun), and this writing is for poetry performances.

Terminological writing

It is the prevailing writing among the writers, and it is the one that set the spelling rules in order to control and fix them, and in which the spelling rules were derived from the scholars of Basra and Kufa and from some of the words of the Imam's Qur'an, and from the Arabic grammar. **[1]**

Problem Statement

The linguistic problems that students of colleges of education suffer from is the problem of spelling and grammatical errors. This problem was not only the result of the modern century, but rather it is an eternal problem, rather it is an eternal problem that still accompanies students and has not stopped at a certain limit, but rather it is growing and poses a great danger to the learning and teaching process. If we look closely at this problem, we will find that the weakness of the students in spelling and grammar is a weakness resulting from the weakness of the teacher.

Thus, the problem of this study can be identified as follows:

1. What are the ways to detect grammatical and spelling errors committed by students?
2. How can a suggested program be designed to detect students' grammatical and spelling errors?
3. What is the effect of the proposed program on treating students' grammatical and spelling errors?

Research Objectives

The objectives of this research were as follows:

1. Identifying ways to detect students' common written grammatical and spelling errors.
2. Attracting students' attention to identify common grammatical and spelling errors.
3. Enabling students to draw letters and words clearly and legibly, and develop writing skills so that the reader of the written material does not fall into confusion because of that, and this requires giving each letter its right of clarity.

4. Enhancing students' ability to write the linguistic vocabulary that written expression calls for, in order to allow communication with others through proper writing.
5 .Improving written methods and developing expressive wealth in vocabulary and linguistic patterns, and throughout applied dictation texts.
6. Developing the accuracy of observation and attention.
7. Raising the level of reading and expression.

Significance of the study

The importance of the study stems from the importance of preparing and training teachers in educational colleges to become scientifically and educationally qualified in their specializations and possess the teaching skills necessary to perform their role as intended. Therefore, the teacher's mastery of these skills not only gives him confidence and psychological security, but also enables him to design teaching and learning strategies and prepares for him the appropriate educational teaching environment to achieve the desired goals.

Hypotheses

1. There are no statistically significant differences at the significance level of 0.05 between the experimental group and the control group in detecting grammatical errors in the test applied to them.
2. There are no statistically significant differences at the level of 0.05 between the experimental group and the control group in detecting spelling errors in the test applied to them.
3. There are no statistically significant differences between the averages of the correct answers in the test of the study sample before and after applying the proposed program.

Methodology and tools

The researcher followed the experimental approach to test the validity of the hypotheses and the descriptive approach to answer the questions, to obtain information and data related to the research, and to interpret the results using appropriate statistical methods to verify the validity of the research hypotheses.

ResearchLimits
1- The current research was limited to a sample of fourth-level students of Arabic at the College of Education, University of Bahri, considering that they are about to graduate, and they have obtained the greatest portion of educational attainment in the college, and they apply the field education course, which is considered a practical aspect of what they studied in the college
2- The research was limited to the subject of training by preparing a training program for students to detect the mistakes related to some Arabic language lessons in grammar and spelling for each student.
3- The program was limited to training in analyzing errors in grammar, spelling and monitoring students' grades.

The research sample:
The total sample size was 30 students. They were chosen randomly from the College of Education, Department of Arabic Language, fourth year, specializing in language; 15 students represented (the control group) and 15 students represented the (experimental group). The

questionnaire was presented to the two groups before training, then a training course was conducted for 3 lectures to introduce the experimental group to the types of errors in grammar and spelling.

Research Instrument:

A proposed program has been prepared to address fourth-year students' mistakes in grammar.

Previous studies:
Kamel(2010):

The researcher dealt with a proposed program to address the mistakes committed by students teachers specializing in the Arabic language at the Faculty of Education in Fayoum. The study aimed to identify the common written errors committed by students teachers specializing in the Arabic language at the College of Education in Fayoum, and to identify the specific topics that should be given attention to teaching them, in quantity and quality, in the field of the Arabic language in the College of Education in Fayoum. The hypotheses of the study were that there are statistically significant differences between the averages of correctness in the writings of student teachers – the research sample – before and after applying the program proposed to them in terms of: A- Grammar. B- Spelling. C- The general form of writing (handwriting), as shown by the t-test, and explained by percentages.The results of the study showed that the calculated "t" value between the pre-analysis and the post-analysis in grammar is greater than the tabular "t" value (466), which indicates the presence of statistically significant differences at the level of 0.01 in favor of student teachers in the post-analysis. This indicates an improvement in their writing. The results also showed that the calculated "t" value between the pre-analysis and the post-analysis in spelling is greater than the tabular "t" value at the level of 0.05, which indicates that there are statistically significant differences in favor of student teachers in the post-analysis, and thus indicates an improvement in their writing. The results also showed that the "t" value calculated between the pre-analysis and the post-analysis in handwriting is greater than the tabular "t" value at the level of 0.01, and this is not statistically significant.This means that there are statistically significant differences in favor of student teachers in the post-analysis. The researcher recommends reconsidering the time allotted for studying grammar in the study plan in the Department of Arabic Language for primary education students in the faculties of education. The researcher also recommends setting a course to teach the rules of spelling and the rules of calligraphy, similar to the rules of grammar.

Al-Maliki (2008):

The researcher dealt with the effectiveness of a proposed training program in providing mathematics teachers with some active learning skills and on the achievement and attitudes of their students towards mathematics. The study aimed to find out the effectiveness of a proposed training program in providing mathematics teachers with some active learning skills and its impact on the achievement and attitudes of their students towards mathematics. To achieve this goal, the experimental approach was used, as the study was applied to two samples: the first sample included mathematics teachers at the primary stage at the Education Office in Al-Safa; (12) teachers were given a training program on active learning, and their pre and post performance were measured by the performance measure of active learning skills. The second sample included the students who attended the training program from the fifth grade of primary school; (273) students who were taught through active learning. Their performance was measured by means of an achievement test and an attitude scale towards mathematics; pre and post scale. The "t" test was also used for correlated groups to test the hypotheses of the study. The results of the study showed that there were statistically significant differences at the level (α = 0.05) between the average performance of mathematics teachers (study sample) on the

performance scale of active learning skills before and after receiving the proposed training program, in favor of the post application. There are statistically significant differences at the level (α = 0.05) between the average performance of the fifth grade students (study sample) in the pre and post performance on the scale of attitude towards mathematics in favor of the post application.

There are statistically significant differences at the level (α = 0.05) between the mean scores of the fifth grade students (study sample) in the pre and post performance of the achievement test (as a whole and for each level separately) in favor of the post application. Based on the results of the study, a number of recommendations were presented, the most important of which are: the need to adopt general strategies for training in-service teachers on modern teaching methods, as this has an effective impact on teachers' performance and professional growth, and this will be reflected on students' achievement and attitudes towards mathematics .Moreover, teachers should pay attention to the higher levels of Bloom's **Taxonomy** such as (structure - analysis - evaluation) and train students in that, and not be limited to the lower aspects and levels of education. Mathematics teachers should also be urged to prepare and adopt various educational activities and tasks that work to develop students' positive attitudes towards school mathematics.

Suleiman (2005):

The study examined the effectiveness of a computerized program in developing literary appreciation skills in the Arabic language for primary school students in Jordan.It aimed to find out the effectiveness of a computerized program for developing literary appreciation skills in the Arabic language for primary school students in Jordan by answering the following questions: What are the literary appreciation skills suitable for eighth grade students, and what are the components of the computerized program for developing literary appreciation skills for eighth grade students? What is the effectiveness of the computerized program in developing literary appreciation skills among eighth grade students, and does the effect of the computerized program differ in developing literary appreciation skills according to the gender variable?

The researcher built a list of skills suitable for the eighth grade level. The model included four main skills, which were presented to a number of arbitrators and modified based on their suggestions. Then a test was designed to measure the skills of literary appreciation, and the study sample included 141 male and female students from the eighth grade in the Kasaba Directorate of Karak Governorate. The sample was divided into two groups; Experimental group and control group. At the end of the application period, a literary appreciation skills test was conducted on the two groups of the study sample.

The results showed that there were statistically significant differences at the level of 0.05 between the mean scores of the two study groups in the post-test due to the method and in favor of the experimental group that was taught by the computerized program. There were also statistically significant differences at the level of 0.05 between the mean scores of the two study groups in the post-test due to the gender variable and in favor of females. There are also statistically significant differences at the level of 0.05 between the mean scores of the experimental group on the post-test of literary appreciation skills due to the gender variable in favor of females.

Research Procedures

Training Methods:

The researcher used a training method appropriate to the students and their experiences, the training material, the desired objectives, the nature of the trainees' work, the training location, and the means available for training. It is also known that the method that suits one group of learners does not necessarily mean that it is compatible with another group, as in-service training methods can be classified into four main methods: theoretical training method, practical training method, self-training method, and programmed instruction training method. The method of lecture, guided seminar, brain storming, debate, free discussion, publications and periodic meetings are among the most important methods of theoretical training. The practical training method includes various activities such as case studies and seminars.

Study Steps:

This study was conducted according to the following steps:

1. Presentation of the theoretical framework of the research problem, its objectives, significance, hypotheses, limits, steps, and previous studies.
2. Selection of the research sample of students in the College of Education.
3. Analyzing the content of the training program and presenting it to two arbitrators.
4. Dividing the study sample into two groups (a control group and an experimental group).
5. Scheduling, analyzing and interpreting the results of the pre- and post-test questionnaire for the experimental group.
6. Scheduling, analyzing and interpreting the results of the questionnaire for the control group (which did not receive any training program)
7. Designing a proposed program to address the common written errorscommitted by students specializing in the Arabic language at the College of Education, Bahri University.
8. Applying the proposed program to treat linguistic errors for students specializing in the Arabic language
9. Scheduling, analyzing and interpreting the results related to analyzing the language errors mentioned in the training program.
10. Writing recommendations in light of the results.

The proposed program to treat the mistakes committed by students teachers in writing
Theoretical framework of the training program

The program has been prepared on the basis of studies and research on educational competencies programs necessary for the student teacher in the faculties of education, majoring in the Arabic language. The goal of the program is to train students to detect grammatical and spelling errors and to understand and employ basic language knowledge, information and skills in grammar and spelling. The researcher was keen to prepare the program on the basis of the foundations on which education based on specialized and academic competencies was built.

Recently, interest in competency-based teacher preparation programs has increased, as it has begun to be widely used in most of the programs used in developed countries. Moreover, "UNESCO" has developed many training programs in developing countries on the basis of the principles upon which teacher education based on competencies was based.

Mahmoud Kamel Al-Naqa believes that efficiency means:

A. Competence in the role of preparation, when we teach the theoretical aspects of knowledge, concepts, skills and attitudes.

B.   Efficiency in the role of performance, when training the learner on the application, because if the correct performance is the only criterion for competence, then the graduate is professional, and we do not need the theoretical aspects.

Therefore, Abdel-Rahman Kamel Abdel-Rahman believes that educational competence is the mastery of information. This concept means assimilating and understanding information, as it goes beyond doing specific things. Rather, this concept reaches the choice of doing the work and applying it, knowing the reason for this choice and application. This concept includes activities that require thinking. Accordingly, the adequacy in the program for treating students' errors in writing means the implementation of the educational activity that is based on a set of facts, concepts and rules that are evident through educational behavior that reaches the level of skill.

Program Objectives:
The proposed program aimed at training student teachers on grammar and spelling rules to treat their written errors as follows:

1.   Providing the trainees with teaching skills that enrich the educational situation.
2.   Enlightening the trainees with some theories of teaching and learning grammar and spelling.
3.   Envisioning the trainees with some teaching approaches in teaching grammar.
4.   Providing the trainees with the skill of formulating goals.
5.   Providing the trainees with the skill of preparing and implementing the daily lesson plan.
6.   Providing the trainees with the skill of employing grammatical, spelling and writing rules.
7.   Providing the trainees with the skill of formulating and directing class questions.
8.   Providing the educator with the skill of creating an appropriate learning environment.
9.   Providing the trainees with the evaluation skill.
10.   Providing the trainees with the opportunity to experiment and practice various teaching styles.

Program content:
Based on studies and research on training programs, this program was designed, and it aimed at training students to understand and employ grammar and spelling rules and to treat or reduce errors in grammar and spelling. The content of this program may be as follows:

A-   Grammar and spelling issues.
B   Plans for teaching grammar and spelling rules.
C   Model lessons in grammar and spelling.

Grammar and Spelling Topics
Grammar Subject:
It includes the following: (object, participle, past participle, subject, conjunction, construction of the imperative verb, hamza (ء) for the uninflectional, the genitive, poison in and its predicate, the broken plural, the five verbs, the noun for'was' and its predicate, predicate and interrogative, the accusative signs of the present tense, the six nouns, the signs of assertiveness of the present tense, the sound masculine plural, discrimination, adverb).

Spelling topics:
They include the following:

1.   The connection of the preposition lam (ل) with nouns known as "لليل for the night."
2.   Punctuation marks.
3.   Distraction, Al-taa Al-Morbatah (ة), and Al-Taa Al-Maftuhah (ت).
4.   Nunation of the glottal stop hamza.
5.   The hamza on the yaa (ي) in the middle of the word.

6.   The hamza on alif (أ) in the middle of the word (رأس head – يزأر roaring).
7.   A singular hamza (أ) in the middle of the word .
8.   Al-Hamza nunation (Tanween Al-Fath).
9.   The glottal stop hamza in verbs .
10.   Deletion of the alif (أ) from the beginning of the word.
11.   Conjunctive and disjunctive hhamzas.

Grammar and spelling teaching plans:
Grammar teaching plan:
Day: Class and Division:
Date: Subject: Class:

Teaching objectives:
       Understanding grammar, analyzing it, and using more examples in meaningful sentences with an explanation of the structural relationships, their images, and showing the differences between terms and grammatical concepts.

Teaching Aids :
       Emphasizing the need to organize the blackboard accurately, display it appropriately, and use modern educational and technological means.

Teaching Steps:
       Write the lesson details for each of the following stages:

1.   Preface and Introduction.
2.   Presentation of the rule (text).
3.   Generalization and elaboration of the rule.
4.   Application and solution of exercises: (with planning for each exercise and solving at least one model).
5.   Homework.

Special Notes:
       The trainer retrieves it after training the students on it in terms of diagnosis and treatment.

Spelling teaching plan:
Day: Class and Division:
Date: Subject: Class:

Teaching objectives:
       To understand and use spelling rules.

Teaching Aids:
1.   The additional blackboard: writing the text on it, and benefiting from white and colored chalk, especially to write new words related to the spelling rule, or display them using an appropriate technological educational means.
2.   The original blackboard: to write the meanings of some words, usually the spelling rule, and some explanations thereof.
3.   The textbook, story, or book from which the dictationtext is chosen.

Teaching steps:
1.   Preface and Introduction: Reading the (spelling rule) topic of the lesson, reading in a clear voice, with sound pronunciation, and discussing with the trainees their understanding and their use of the topic of the lesson.
2.   Dictating the text, then re-reading it again.
3.   Collecting books to correct and evaluate them.

Special Notes:

The trainer's notes on understanding and employing the learners include the spelling rule, the subject of the lesson, a diagnosis, and treatment.

Results and discussion

First: Tabulating and interpreting the results of the pre and post analysis of the written errors included in the questionnaire to detect spelling and grammatical errors:

Table (1): *The frequencies of the pre- and post-experimental test for the grammatical subjects*

Topics	Pre-test			Post-test			Sig. level
	Number of times correct	Number of times incorrect	Frequency	Number of times correct	Number of times incorrect	Frequency	
Object	6	9	15	14	1	15	0.000
Past tense [t ت]	7	8	15	15	0	15	0.000
Subject	8	7	15	14	1	15	0.000
Adjective	5	10	15	15	0	15	0.000
Conjunction	5	10	15	15	0	15	0.000
Imperative verb form	9	6	15	14	1	15	0.000
Making fathah or kasrah on hamzah of ان	6	9	15	13	2	15	0.000
The uninflectional	4	11	15	14	1	15	0.000
Genitive	7	8	15	15	0	15	0.000
Noun and predicate of [if إن]	6	9	15	13	2	15	0.000
Broken plural	4	11	15	15	0	15	0.000
The imperfect verbs	6	9	15	14	1	15	0.000
The noun and predicate of ['was كان]	4	11	15	15	0	15	0.000
The declarative and interrogative [how كم]	3	12	15	15	0	15	0.000
Present tense accusative signs	8	7	15	15	0	15	0.000
The six nouns	6	9	15	14	1	15	0.000
Subjunctive signs of the present tense	4	11	15	15	0	15	0.000
Vocative style	8	7	15	15	0	15	0.000
Sound masculine plural	6	9	15	14	1	15	0.000
Distinction	4	11	15	15	0	15	0.000

Adverb of manner	7	8	15	15	0	15	0.000

Each sentence was recorded in each of the topics included in the students' questionnaire, and each grammatical topic mentioned in it was tabulated.

Tabulating the frequencies of the grammatical subjects of the experimental group (pre and post test) and their level of significance:

Table (2) *shows the frequencies of the pre- and post-experimental test of the grammatical subjects*

Topics	Pre-test			Post-test			Sig. level
	Number of times correct	Number of times incorrect	Frequency	Number of times correct	Number of times incorrect	Frequency	
The connection of the prepositional [l ل] with definite nouns as "لليل for the night."	8	7	15	15	0	15	0.000
Punctuation marks	6	9	15	15	0	15	0.000
The haa [ـه] ta [ة and ت]	8	7	15	15	0	15	0.000
Nunation of hamzah	6	9	15	15	0	15	0.000
The hamza on the yaa [ي] in the middle of the word (warming تدفئة - lung رئة - will مشيئة)	8	7	15	15	0	15	0.000
Hamza on alif [ا] in the middle of the word (زأر – جرأة – رأس)	5	10	15	15	0	15	0.000
Hamza as singular in the middle of the word	6	9	15	15	0	15	0.000
Nunation of hamzah	5	10	15	15	0	15	0.000
Terminal alif [ا] (يرجأ – يقرأ).	6	9	15	15	0	15	0.000
Deletion of alif [ا] from the beginning of the word	4	11	15	15	0	15	0.000

| The two hamzas of conjunction and disjunction | 6 | 9 | 15 | 15 | 0 | 15 | 0.000 |

It is clear from the previous table that the grammatical topics included in the students' questionnaire for the pre-test are as follows: The most incorrect grammatical topics scored 75% or more, which are: participle, conjunction, uninflectional, broken plural, noun of 'was' كانand its predicate, accusative and interrogative quantitative, affirmative verb signs, present tense, sound masculine plural, discrimination. It also appears from the table that the grammatical subjects of the post-test were correct at a rate of 98%, and that the level of significance was statistically significant at 0.05. This indicates that the training program on detecting grammatical errors was highly successful.

Tabulating the frequencies of the spelling subjects for the experimental group (pre and post test) and their level of significance:

It is clear from the previous table that the spelling topics mentioned in the questionnaire for the pre-analysis are as follows:

The most incorrect spelling topics exceeded 60%, namely: punctuation marks. It also appears from the table that the grammatical topics of the post-test were 100% correct, and that the level of significance at 0.05 was statistically significant, and this indicates that the training program on detecting spelling errors has achieved its goal.

Discussing hypotheses

Testing the first hypothesis
There are no statistically significant differences at the level of significance 0.05 between the experimental group and the control group in detecting grammatical errors in the test applied to them.

Table (3): *The arithmetic mean, standard deviation, (t) value, and the statistical significance of the scores of the two groups:*

Group	No.	Arithmetic mean	Standard deviation	Degree of freedom	t-value	sig
Average detection of grammatical errors of the control group	30	17.5667	2.142			
Average detection of grammatical errors for the experimental group	30	22.4121	2.421	58	14	.0000

From the above table, it is clear that the arithmetic mean for detecting grammatical errors for the control group for the post-test was 17.6. We note that the level of students in detecting grammatical errors is low, and that the arithmetic mean of the post-experimental group was 17.6, and that the value of (t) was 14.0, and that the value of alpha was 0.000. Therefore, we reject the zero hypothesis (there are no statistically significant differences at the significance level of 0.05 in detecting grammatical errors between the control group and the experimental group) and accept the alternative hypothesis that (there are statistically significant

differences between them) in favor of the experimental group that received a training course. It has been proven that their academic achievement in detecting grammatical errors is better than that of the control group.

Testing the second hypothesis

There are no statistically significant differences at the level of significance 0.05 between the experimental group and the control group in detecting spelling errors in the test applied to them.

Table 4: *The arithmetic mean, standard deviation, t-value, and statistical significance of the scores of the two groups*

Group	No.	Arithmetic mean	Standard deviation	Degree of freedom	t-value	sig
Average detection of spelling errors of the control group	30	37.2145	14.428			
				58	24.1	0.000
Average detection of spelling errors for the experimental group	30	76.142	13.142			

From the above table it is clear that the arithmetic mean related to detecting spelling errors for the post-test control group was 37.21. We note that the level of students in detecting spelling errors is low, and that the arithmetic mean of the post-experimental group was 76.142, and that the value of (t) was 24.1, and that the value of alpha was 0.000. Therefore, we reject the null hypothesis that (there are no statistically significant differences at the significance level of 0.05 in detecting spelling errors between the control group and the experimental group) and we accept the alternative hypothesis that (there are statistically significant differences between them) in favor of the experimental group that received a training course in detecting errors in spelling and grammar, because their academic achievement in detecting spelling errors is better than that of the control group.

Testing the third hypothesis

There are no statistically significant differences between the averages of correctness in students' writing in terms of grammar and spelling in the study sample test before and after applying the proposed program.

Table 5: *Arithmetic means, standard deviations, and "T" values for correctness in students' writing in terms of grammar or spelling for the experimental group*

Variable	Analysis type	Arithmetic mean	Standard deviation	Calculated t-value	Sig. level
Grammar	Pre-	42.12	17.2	11.3	0.000
	Post-	81.62	22.4		
Spelling	Pre-	39.01	15.2	17.1	0.000
	Post-	88.21	26.6		

The above table shows that the value of the arithmetic mean between the pre and post analyses in grammar was 42.12 and 81.62, respectively, and that the value of "T" was 11.3, and that the level of significance was 0.000. Therefore, we reject the null hypothesis and accept the alternative hypothesis that (there are differences in the averages in the students' writing in terms of grammar), which indicates the existence of statistically significant differences in favor of the students in the post-test. This indicates an improvement in their writing and grammar.

Perhaps the reason for this is due to the use of the training program.It also shows that the value of the arithmetic mean between the pre and post analyses in dictation was 39.01 and 88.21, respectively, and that the value of "T" was 17.1, and the level of significance was 0.000. Therefore, we reject the null hypothesis and accept the alternative hypothesis that there are differences in the averages in students' writing in terms of spelling, which indicates the existence of statistically significant differences in favor of students in the post-test. This indicates their improvement due to the training program.

Findings and Recommendations

First: Findings

‒   The grammatical topics included in the students' questionnaire for the pre-test recorded more than 75% of errors, and most of them included the participle, the conjunction, the broken plural, the noun of 'was' كان and its predicate, the declarative and interrogative كم 'how' , the signs of the present tense verb assertiveness, the sound masculineplural.

-    The grammatical subjects of the post-test included errors with a rate of 2%, i.e. 98% correct, and the level of significance was statistically significant at 0.05. This indicates that the training program on detecting grammatical errors was highly successful.

-    The spelling topics in the students' questionnaire for the pre-test scored more than 60%, which are: punctuation marks, nunation of the hamza (ء), the hamza(ء) on alif (أ) in the middle of the word (يزأرroaring– رأسhead).

‒   The grammatical subjects of the post-test were 100% correct, and the level of significance was statistically significant at 0.05. This indicates that the training program on detecting misspellings was successful.

‒   There are statistically significant differences at the significance level of 0.05 in detecting grammatical errors between the control group and the experimental group in favor of the experimental group that received a training course. It has been proven that their academic achievement in detecting grammatical errors is better than that of the control group.

‒   There are statistically significant differences at the level of 0.05 in detecting spelling errors between the control group and the experimental group in favor of the experimental group that received a training course in detecting spelling errors and that their academic achievement in detecting spelling errors is better than that of the control group.

‒   There are differences in the averages in students' writing in terms of grammar, which indicates the existence of statistically significant differences in favor of students in the post-test. This indicates an improvement in their writing in grammar, and perhaps the reason for this is due to the use of the training program.

‒   There are differences in the averages in students' writings in terms of spelling, which indicates the existence of statistically significant differences in favor of students in the post-test. This indicates their improvement due to the training program.

Recommendations

1.   The level of students in detecting grammatical and spelling errors is low. Therefore, training programs must be put in place to enable them to detect these errors.

2. Reconsidering the number of hours of the grammar course, in terms of quantity and quality, so that students can detect errors at first sight, using irrefutable evidence to correct them.

Conductingfurther studies that aim at knowing the verbal and written styles that are common in every stage of education, and the difficulties that students find in expressing ideas and meanings, especially with regard to the correctness of structures and correcting the spoken and written texts.

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