



**The effect of Employing written skills for the teachers of Arabic
Language in the performance of composition for the students of Sixth
Primary Stage**

By

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PhD Dissertation Brief Report
PhD Basic Elements

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Specialty : PhD in Methods of Teaching Arabic Language

Title of dissertation : The effect of Employing written skills for the teachers of Arabic
Language in the performance of composition for the students of Sixth Primary Stage

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1- Abstract

((What is your Study About)).

The dissertation Discusses the problem of teaching written skills and the difficulties faced and what is required to think for finding out new methods to teach it and agreed with what the new and modern assures in introducing the teachers to the written skills and encouraging them on criticism, analysis , induce and training them on that and to them depend on themselves in evaluating the phenomena and judge on them.

The researcher do believe that this work may contribute in overcoming some of the difficulties of teaching written skills to the sixth grade students in the expression performance of their pupils.

2- Significance

((What makes your study importance/ why did you do it)).

The significance of this dissertation drawn from that the Arabic Language is the language of the belief and doctrine which is the language of the Holy Qura'an, the Language of God who selected to address his words to the people of the ground. It is a language suits the holiness of the belief and doctrine absorbed and informed to the people.

While language still the expression mechanism, so, the Arabic Language was and still the best mechanism for expression and articulation. It is the true mirror that assures the human culture and what he has from science and literature types. It is one of the most accurate languages that express what do you feel and the most widen expression about what you have in yourself because of it's flexibility of derivation and it's acceptance for modification and wisdom and it has characteristics that form it's scientific personality and logic among other world languages accepted historically and coevals with it's civilization , and the most traits is the syntax, phonetics, harmony and semantics, contribution, synonymy, contradiction, formulation, and derivation. It has a good acceptance to receive the foreign pronunciations in addition to it's logic of syntax and morphology and the system of pronunciation changing and has enrichment of it's vocabularies and accuracy in expressing the exact meaning. It is a developed language in it's dimensions and wideness. It is a scientific and literature language.

The researcher believes the taking care of expressing and calling for it comes from that the language comes for expression and communication. When the pupil apply the language rules in his speech and writing- means expression- the non descriptive linguistics activities grants him an opportunity to track what he likes from cultures colors as well as the knowledge arts and assures his intensions to the liberal reading and enhance his personality ands raise him ethically and socially and stand for the vital positions that makes him a leader and respect of group opinion.

He sees , also, that inspite the significance of the expression subject , it did not take it's position among the language curriculums and he forms the most linguistics , functional and innovative practices. And still needs more interest.

These reasons makes the researcher to write his dissertation and select it's subject of the effect of Employing written skills for the teachers of Arabic Language in the performance of composition for the students of Sixth Primary Stage

3- Research Curriculums

((What questions did you try to answer))

The researcher want from his dissertation to introduce the impact of employing the written expression skills to the Arabic Language teachers in the expression performance for the sixth grade pupils. To achieve the dissertation goals , he proposed the following assumptions:

1- There are no difference of a statistic indicator upon level (050)in the medium of the pupils (boys) expression performance of the experimental group recognized by their teachers for the written expression skills and the pupils of the controlled group whom they are not recognizing the written expression skills.

2-There are no difference of a statistic indicator upon level (050)in the medium of the pupils expression performance of the experimental group recognized by their teachers for the written expression skills and the pupils of the controlled group whom they are not recognizing the written expression skills with the same group pupils .

3-There are no difference of a statistic indicator upon level (050)in the medium of the pupils (girls) expression performance of the experimental group recognized by their teachers for the written expression skills and the pupils of the controlled group whom they are not recognizing the written expression skills with the same group pupils .

The researcher tries to who the principles that must be followed upon teaching expression and the weak point in expression , and expression with the Arabic Language, expression and expression performance, writing and linguistics capability , the teacher and his preparation, and the significance of preparing the teacher and the basic aspects in preparing the teachers and the importance of the linguistic skills in preparing the teachers.

4- Methodology

((How did you plan to do it- to get answers to your questions))

The dissertation adopted several methodologies to attain the required results such as :

1- Adopted the Descriptive Method to show the importance of teaching the expression and the difficulties facing it and what is required to think for new methods to teach it coping with the new methods of introducing the teachers (male & female to the Expression skills.

2- Adopted the Analytical Method in studying the vocabularies of the previous studies dealt with the dissertation subject and show what did these methods reached and employ them to attain the purposes of this study.

3- The researcher uses the questioner method to reach to the assumptions results, whereas eh prepared a questioner of ten expression subjects presented them to a group of arbitrators and specialized in Arabic Language and methods of teaching it to select seven out of them to be the subjects of the pupils to write in.

4- He selected a group of Arabic Language female teachers in the elementary schools of Baghdad governorate, whereas he depends on selecting the intention propose , so eh selected sixteen female teachers distributed among sixteen elementary schools and devised them into two groups, each of which consists of eight teachers. And he was aware that the sample has to be equal and close in the years of services and the

educational qualification.

5- Findings

((What answers did you finally get)).

The dissertation reached into a set of results in light of assumptions according to the following:

a- First Assumption

Which states : " There are no difference of a statistic indicator upon level (050)in the medium of the pupils expression performance of the experimental group recognized by their teachers for the written expression skills and the pupils of the controlled group whom they are not recognizing the written expression skills with the same group pupils" The researcher uses the T-test to attain this assumption , just to know the statistical differences among the medium of the two groups of pupils in the dimensional education learning examination according to the following table:

Table (1)

Results of T-test among the experimental group pupils grades and the grades of the controlling group in the dimensional test

Group No.	of Pupils	Medium	Standard deviation	Clearance	T- test Value	Statistic indicator
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Calculated list

Experimental	180	70,194	13,940	358	5,36	1,96	Indicates on level 0,05
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Control	180	62,361	13,786				
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It is clear from the above table that there are a statistical indicator's difference upon level (0.05) and a clearance degree of (358) among the medium of the two research groups pupils in the dimensional educational learning examination, whereas the T-test value calculated was (5.36) bigger than the table T-test value (1.96) and this leads to reject the first (0)zero assumption

b- Second Assumption:

Which states There are no difference of a statistic indicator upon level (050)in the medium of the pupils (boys) expression performance of the experimental group recognized by their teachers for the written expression skills and the pupils of the controlled group whom they are not recognizing the written expression skills" The researcher uses the T-Test to attain this assumption , just to know the statistical differences among the two groups of pupils in the dimensional education learning examination according to the following table

Table (2)

Results of T-test among the experimental group pupils grades and the grades of the controlling group in the dimensional test

Group No.	of Pupils	Medium	Standard deviation	Clearance	T- test Value	Statistic indicator
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Calculated list

Experimental 91 71.065 13,772 179 2,538 1,96 Indicates on level 0,05

Control 91 65.900 13,605

It is clear from the above table that there are a statistical indicator's difference upon level (0.05) and a clearance degree of (179) among the medium of the two research groups pupils in the dimensional educational learning examination, whereas the T-test value calculated was (2.538) bigger than the table T-test value (1.96) and this leads to reject the second (0)zero assumption

c- Third Assumption

Which states : " There are no difference of a statistic indicator upon level (050)in the medium of the pupils (girls) expression performance of the experimental group recognized by their teachers for the written expression skills and the pupils of the controlled group whom they are not recognizing the written expression skills with the same group pupils.

The researcher uses the T-Test to attain this assumption , just to know the statistical differences among the two groups of pupils in the dimensional education learning examination according to the following table

Table (3)

Results of T-test among the experimental group pupils grades and the grades of the controlling group in the dimensional test

Group No. of Pupils Medium Standard deviation Clearance T- test Value Statistic indicator

Calculated list

Experimental 89 69.303 14.138 177 5.145 1,96 Indicates on level 0,05

Control 90 58.822 13.109

It is clear from the above table that there are a statistical indicator's difference upon level (0.05) and a clearance degree of (177) among the medium of the two research groups pupils in the dimensional educational learning examination, whereas the T-test value calculated was (5.145) bigger than the table T-test value (1.96) and this leads to reject the Third (0)zero assumption

d- Forth Assumption

Which states : " There are no difference of a statistic indicator upon level (050)in the medium of the pupils expression performance of the experimental group recognized by their teachers for the written expression skills with the same group pupils

The researcher uses the T-Test to attain this assumption , just to know the statistical differences among the two groups of pupils in the dimensional education learning examination according to the following table

Table (4)

Results of T-test among the experimental group pupils grades and the grades of the controlling group in the dimensional test

Group No. of Pupils Medium Standard deviation Clearance T- test Value Statistic indicator

Calculated list

Experimental 91 69.219 14.099 178 0.948 1,96 Not Indicating on level 0,05

Control 89 71.191 13.877

It is clear from the above table that there are a statistical indicator's difference upon level (0.05) and a clearance degree of (178) among the medium of the two research groups pupils in the dimensional educational learning examination, whereas the T-test value calculated was (0.948) less than the table T-test value (1.96) and this leads to accept the forth (0)zero assumption

6- Conclusion

((What was your final result))

This dissertation concluded into two groups of proposals and recommendations such as follows:

1- In completing the current dissertation , the researcher proposing to conduct the following studies:

- Similar study must be conducted in another branch of the Arabic Language.
- Similar study must be conducted in another variables such as the education learning and self confidence and trends toward the subject and others.
- Similar study must be conducted in the intermediate stage

2- The researcher sees that , a concentration must be made in using the writing skills in teaching the expression subject for the elementary stage pupils since it leads to improve the expression performance of the pupils.

3- The Arabic Language teachers must be familiar with the writing expression skills for the purpose of using them in teaching the expression subject in the elementary stage.

4- Methods of teaching the Arabic Language curriculums must be included in the Arabic Language Departments in the Basis Educational Faculties and the teachers institutes as a result of the significance of using the writing skills upon teaching the written expression subject.

Consequently the researches achieved the required result from preparing his dissertation which represents his scientific and knowledge contribution to the methods of teaching field for the expression teaching subject and the difficulties that this subject is facing and finding a new methods of teaching.