Abstract:

The aim of this research is to design a program based on the review process to address writing difficulties of students in girls-friendly schools and to learn about the effectiveness of the proposed program in addressing writing difficulties. The research was based on descriptive and semi-experimental approaches. The research group consisted of 25 male and female students at sixth year of elementary stage from Robayaat girls-friendly school in the village of Arab Robayaat, Dairout Educational directorate. Research tools included writing skills test to measure students' writing skills level. The research led to the conception of the proposed program based on the review process to address the writing difficulties of students in girls-friendly schools. It emphasized the effectiveness of the proposed program in addressing the writing difficulties of students in girls-friendly schools. The research recommended setting programs that allow the development of review process skills and paying attention to language activities that help to address the difficulties of writing that face pupils. It also recommended paying attention to active learning strategies that depend on the learner's positivity, such as the strategy of brainstorming, collective discussion and collaborative learning. It suggested looking after the organization of classes in a way that allows the application of teaching methods by organizing seats in a square or letter U form. It also stressed on the allocation of classes for writing in the school schedule in schools at various stages.

Keywords:

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