Arabic Writing, Spelling Errors and Methods of Treatment

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Abstract—This study aimed to identify The Impact of Accounting Knowledge in Enhancing the Performance of the Internal Auditors in the Jordanian Industrial Public Shareholding Companies. To achieve the objectives of the study a questionnaire was developed related to the subject of the study based on the previous studies. This study attempts to investigate the most important difficulties and problems that resistant studying Arabic Writing, Especially dictation lesson, The researchers revises the pre- studies and literature to answer these important questions: - What are the most kinds of failing to master Arabic Writing, and the main factors that cause this failing? - What are the clear and common mistakes in studying Arabic Writing? - What are the successfully methods and strategies to teach to Arabic Writing? The researcher revises the pre- studies and literature, and produced wide information about: definitions, Kinds of Arabic Writing, factors of failing in studying Arabic Writing, especially dictation, the main principles to study Arabic language, Integrated Approach in studying Arabic Language, suggested program to answer failing and weakness in studying Arabic language.

Index Terms—Arabic writing, spelling errors, methods of treatment

I. INTRODUCTION

Since the end of the first century AH, linguists and grammarians have worked hard to study the classical Arabic language. This language is related to the Holy Qur'an, and they have defined its characteristics in terms of sounds, formulas, constructions, meaning, syntax, and word function within this sentence.

Abd Al-Tawab (1999) saw the emergence of Arabic as its various branches related to the study of the Holy Quran. The Holy Quran was the focus of these studies, both those relating to the interpretation of the Holy Quran and the development of its provisions, the aspects of its miraculously, And the formulation of sentences, methods, even those relating to the drawing of spelling, or the art of calligraphy, all these studies were primarily to serve the Quran, and the disclosure of aspects of the miracle, and thus facilitate the dissemination of the Islamic religion, and legislation, Language and language Is a religious emulator, even that the scientific institutes have combined religious and linguistic knowledge in their curricula, and the most important thing is that the teacher of the Arabic language is often read, interpreted, updated or spoken. Arabic has become a universal language in the eyes of the orientalist Quran and Islam, and thus became Arabic sacred language, and if the Quran was not Arabic.

The linguists believe that the language is a system of sounds connected to each other in patterns; to express meanings stored in memory, used in the process of communication between individuals and groups (Ahmad,1972) and the language of thought, so the language uses symbols to express this thought, On the language spoken, but also includes the written (Mahmoud,1982), and the language spoken and written two complex instruments through which all the scenes of life and experiences to memory or verbal writing (Al-Mubarak,1981), and the person acquires the ability to speak before writing; and because of the importance of writing, God has sworn by its tools, : ( N, pen and what they call….). The verse (Al- Qalam: 282), The verse says: "O ye who believe! If you judge the religion for an indefinite period, write it." (Al-Baqarah: 282). Writing has a profound impact on the lives of individuals, groups and nations. The importance of writing in the advanced levels of education Language, so as to express feelings, ideas, record information (Al-Naqah,1985) and connect the past with the present, they are the memory of history, and the vessel of cultural achievement (Abu Odoh,1986)

II. JUSTIFICATIONS OF THE STUDY

A review of the theoretical literature on the problems of Arabic writing in general, and dictation in particular, found that there is an increasing interest among linguists and educators to seek effective solutions and methods in reducing the mistakes in writing in general and in spelling in particular.

- This study is in response to calls for educational development in most Arab countries, which calls for improving the language proficiency of our students.
- This study draws attention to the importance of developing the Arabic language levels functionally, especially the written level (Abdo, 1990).
- The researchers noted through their work in the education system the low level of students in the expression, the incidence of multiple spelling errors, the juxtaposition of the colloquial and the recommendations of the official, linguistics and educators to address this phenomenon, so this study contributes to this aspect.

III. THE STUDY PROBLEM

The problem of the current study is that it tries to identify the difficulties and causes of weakness in the Arabic language at the level of spelling, and the detection of obstacles to mastery of spelling; as many of the official bodies and the popularity of Hala weakness of the level of students in Arabic, especially in spelling. Recommendations calling for the disclosure of these common errors, and explaining the reasons, and the development of methods and methods of treatment appropriate to reduce the spread in newspapers, magazines, books and studies (Shehata, 1987). In the opinion of the researchers, the Arabic language is indivisible, and its division into branches comes as a means of facilitating and facilitating the students studying. It is known that the study of all branches of Arabic is to reach the proper (oral and written) expression, so learn the grammar is to evaluate the tongue and pen of the melody in the Language, and to learn spelling rules helps the integrity of the writing of linguistic error, as well as learning to read is to increase verbal wealth, ideas, images that serve expression.

IV. THE STUDY QUESTIONS

The purpose of this study is to uncover the most important problems of Arabic writing in general, the reasons for spelling errors in particular, and the methods of treatment, specifically the answer to the following questions:
- What are the most important manifestations of weak spelling?
- What causes poor spelling?
- What are the common mistakes in spelling in which many learners are located?
- What are the most effective methods, methods and strategies for treating spelling errors?

V. THE IMPORTANCE OF STUDYING

This study contributes to the treatment of spelling weakness, emphasizes the importance of spelling in public and private life, and provides the curriculum makers with recommendations, results and ideas that may help in planning to facilitate the teaching of Arabic in general and the spelling lesson in particular. And thus provide some solutions to address spelling error (Abu Shabab, 2005).

VI. PREVIOUS STUDIES

Some researchers have conducted several studies on common spelling mistakes, which the researchers have learned, and the use of their content, analytical methodology, results, and recommendations, as follows:

1) The study of Al-Qaisi (1988), entitled: Common mistakes of students in the preparatory stage in spelling level in written expression.

The study aimed to identify the most common errors in written expression among middle school students, then classification and analysis to the following strategies: The grammar system, the colloquial system and the phonetic system (the dialect), the system of use of punctuation, and the results showed that the weak level of achievement has a significant impact in the incidence of spelling errors, the lower the higher the level.

2) The study of al-Yaqoub (1990), entitled: Common mistakes among students of the governmental community colleges in Jordan, which aimed to uncover the common mistakes of the students of the government colleges in Jordan.

The results showed the weakness of the students in writing the medium and extreme pieces. The weakness of students in reading, the poor experience of educational teachers, the lack of possession of advanced teaching methods, the lack of use of modern technology, and lack of guidance to students to their mistakes, and therefore lack of training to correct those mistakes.

3) El-Badawy's (1997) study entitled: An educational program based on the integrated approach to addressing some of the common spelling mistakes in the eighth grade.

The aim was to uncover the common spelling mistakes of the eighth grade students in Jordan, Based on the integrative approach in addressing these spelling errors, Badawi built an educational program consisting of determining the spelling activity to be treated, the theoretical background, the common picture of that error, the special purpose of that spelling activity, then the procedures.

The program has been determined from ten activities: the weak, the rounded letters in the output, the replacement of the three letters of the tides with the short movements, the tethered and tapped drawing, the existing thousand and the soft ones, the letters that are pronounced and not written, Hook and cut, medium hummus cut, and Hamza cut extreme pieces.
4) The study of Abu Shabab (2005), entitled: **The effectiveness of the linguistic mental processes of dictation and educational dictation in the achievement and development of creative thought for the students of the basic stage of UNRWA in Jordan.**

The study aimed to uncover the effectiveness of linguistic mental processes of dictation. The results showed significant differences in spelling achievement due to the linguistic mental processes of dictation (Editorial, educational, and regular) for the Editorial group, and Significant market in the creative thinking of the three ranges (fluency, flexibility and originality) is due to the mental processes of language dictating editorial, educational and normal for the spelling editorial group.

5) A study of Barakat (2009), entitled: **Weakness in writing among the students of basic education in Jordan: its diagnosis and treatment.**

which aimed to reveal the real reasons for the weakness of writing in the Arabic language in the fourth, seventh and tenth grades Students, teachers and educational supervisors in the Amman schools, and to construct and evaluate a remedial model. The results showed that what constitutes the students change the image of the character by changing its position, and the character control, and the arrival and separation of characters. In addition to these studies, the researchers find a noticeable interest in the phenomenon of weakness in spelling writing at all levels of education. These spelling errors are common among all learners, but decrease as the student rises to higher levels. The studies have also tried to propose programs and therapeutic methods, including: the use of the integrated approach in teaching spelling, and attention to the teacher, which is the cornerstone in the success of teaching spelling and other branches of Arabic, in addition to providing material and moral incentives.

The researchers believe that the practice and training on reading, spelling, Standards for writing and monitoring of spelling errors, and emphasizing them during the processing of linguistic texts, and determining a certain percentage of the student to master this spelling. Mistakes in a discouraging manner can reduce the prevalence of this phenomenon, in addition to enhancing the role of parents, the media, and official attitudes in the interest of the psyche in official institutions.

**VII. THEORETICAL LITERATURE**

**A. Dictation in Arabic**

Dictation: is the drawing of Arabic words by means of the linear representation of spoken voices, with symbols that allow the reader to rephrase in its original form, in accordance with established rules laid down by linguists (Abu Sharifa and Abdul Qader, 1990). Shehata (1984) argues that dictation drawing is a specific language system its subject words which must separate or collect and letters, and the letters that are removed, and the characters to be deleted, and all kinds of humming, and T- femininity, and Taat, and replace letters solar and moonlit (Shehata, 1984).

In the view of Marouf (1991), the spelling is: the conversion of the sounds understood to the written symbols (characters), these characters are placed in the correct positions; for the integrity of the word, and the appearance of the meaning of the words may be equal to the letters, The character of each letter in Arabic has its own voice, which does not change by changing its position from the word. If the student is able to draw the letters aware of their movements and controls, he is able to distinguish between the three letters of the tide and their movements He can write any word, taking into account some rules Yeh difficult that can be solved later (Maarouf, 1991).

In summary, the dictation is a drawing of the Arabic sounds or symbols agreed upon by the linguists, according to precise rules that must be mastered in order to reach the proper learning desired, and that lack of mastery will result in a linguistic error that leads to the imbalance of meaning.

The links between spelling and the other branches of Arabic are closely related, because the branches of language are all integrated to achieve the purpose of language, which enables the learner to use the language properly for understanding and understanding. The importance of proper spelling instruction in the various colors of language activities and the aspects to be linked Dictation: expression, reading, public culture, calligraphy, and good habits: listening, listening, hygiene, coordination, and regulation (Ibrahim, 1976).

The Arabic dictation is less subtle and more easily compared to other languages. Arabic dictation is governed by precise rules and regulations. As a result of the great efforts made by the early linguists (Hamouz, 1989), the researchers argue that despite the scarcity of anomalies and the ease of learning the spelling rules, Obstacles to the learning and teaching of Arabic writing in general, and dictation in particular, such as: movements, sounds, letters and sounds, and the association of the rules of spelling dictation , and the existence of exceptions, and the different images of the same letter according to its position in the word, and the methods and methods used in teaching spelling. These are A study to try to treat weakness in the mastery of these basic language proficiency among our students at all levels of education.

**B. Phases of Spelling Instruction**

The correct spelling is an important and fundamental process in education, as it is a key element in increasing the individual's culture, and the social need to convey ideas and express them, and to stand on the ideas of others. The spelling of the text is distorted by the spelling error, impairs the comprehension of the sentence, impugs the value of the author (Khater, 1986), prevents understanding of the meaning correctly, refers to the weakness of the author, and
links the weak learner to the spelling Add Lara in his career, it is difficult for him to join a job, or complete his education (Shomali,1995).

Regrettably, the common mistakes are often made in common traditional ways; the teacher can limit the mistakes of his spelling pupils, and teach them in business observation cards.

The knowledge of the rules of spelling and its provisions requires artistic and performance movements, and some researchers have proposed six stages to master these rules and provisions, which are: (Zayed, 2007)

1- **Pre-Pronunciation**: Any forms of incorrect characters.
2- **The stage of the initial pronunciation**: and begin to write almost similar forms of letters.
3- **The stage of naming letters and sounds**.
4- **Transition dictation stage**: the completion of most of the learned voices.
5- **The stage of dictation**: in which the student mastered the writing of most of the votes of the rules and rules of spelling.
6- **The stage of dictation idiom**: In which the student becomes able to master the characters, and the distinction of sounds, and practice spelling writing according to the rules of spelling is sound.

Thus, the spelling lesson should be used as a tool for the colors of linguistic activity within the integrative approach. Therefore, the training of students in spelling is focused on three things: to enable students to write spelling, to speak well, to express their ideas clearly and precisely

**C. Types of Spelling**

Abu Shabab (2005) states that there are three types of dictation, namely:

1- **Educational dictation**: It is a type of dictation, in which the student trains to write words similar to the one dictated to him. The student is trained to simulate the pattern orally and in writing with the analysis of audio and script, and then write similar words in the test.
2- **Editorial dictator**: It is a type of dictation in which the student writes words and texts written in the test, and then write the reason by which these words written in the same spelling, that is to say his creative mental processes.
3- **The Usual spelling (a test)**: It is a type of dictation, which focuses on testing and measurement, and not on training and education, in which the student writes the text after reading, and then tested in the writing of that text.

The researchers believe that it is possible to add other types that achieve the goal of the spelling lesson, including: summarize some texts, or find spelling errors in other texts provided to students include errors associated with the spelling lesson, or a large number of copies of students who suffer from weakness in spelling.

**D. Spelling Error**

The language of the ancient linguists called the linguistic error (melody), and promised it a defect that should not be lost. The linguistic development through the Islamic civilization renaissance was the creation of manuscripts that alert to these linguistic errors, including: Al-Kasa'i (189 AH), And the author (216 h), entitled: (What the Common Folk), Ibn Al-Skeit (244 h) entitled: (Reform of Logic)

It is noticeable that there is a gap between the theoretical thought in teaching Arabic language and the practical reality of teaching it in our schools now, and this gap is widening day by day. It is well known that there is a strong relationship between grammatical, morphological and spelling rules. For example, Which taught me that the feminine is not the masculine teacher, and so is the last act of the triple inn. - if - evaluate his expressionistic expression du And the writing of inshallah, the writing of a hundred and a thousand, the decapitation of the words seailed with an extreme mahzah, and the attribution of the original seal, And the writing of a son and a daughter, and the writing of the letters close to the director and the characteristic, especially the luminous and luxurious, and other common mistakes (Zayed, 2007).

**E. Arabic Writing Difficulties and Problems Associated with Dictation**

The Arabic writing system is confronted by many problems, especially in the spelling lesson. The difficulties and problems are summarized in the Arabic script. As follows:

1- **System shape**: It is intended to put the movements on the letters, which are the plug and the opening and the fracture, which are short sounds, and similar to the letters saturated tide, and here is the error between the movements and similar characters of the tide, as well as Tnwen and silence and distress, the word (flag) can be read on Several faces if not controlled movements, and say it is mastered.
2- **The difference between the drawing of the word and its voice**: especially in the words in which the letters say and do not write, such as: this, this, that, but, those, and Taha, and some of the characters that write and do not speak, such as: A differentiation in the struggle, did not fight. Doubt between sound and drawing is easy to write.
3- **The correlation of the rules of spelling Grammar**: The student to learn the rules of derivation, and the substitution, and the location of the interview, and the type of character to be written.
4- **The Difficulty of Spelling Rules**, and many: such as middle and extreme, and their forms, many that need training and practice (Ibrahim, 1976).
5- **The Number of Exceptions**: Especially the drawing of the Hamza of pieces, and the many forms, and provisions, and Almahzah on the line in the middle of the word if it was preceded by A, such as: the question, prophecy, and
middle Hmah have many complex rules, rarely mastered by adults, how to young, Is either static or moving, static or moving, static after moving, moving after static, and for each particular rule, which hinders the control of spelling in students (Al-Qaisi, 1988).

6- **The Difference Between Linguists in The Drawing of Some Words Because of The Difference in Spelling Rules:** The middle of the word in the word: responsibility, or responsibility, and read, read or read, all the correct drawing (Abu Shabab, 2007).

7- **The Difference of Drawing The Character According to The Position of The Word in A Misspelled Word:** There Are Letters Remain On One Image: Kaldal, and the wolves, the wolves, the deer, the shadows, the wow ... and there are letters with two pictures: Kalba, Walt, Photos: Kalkaf, and Mim, and there are letters with four pictures: Kalain, Guine, and distraction. Iknik about the psychological impact caused by this confusion in the psyche of the learner.

8- **Al- Iajam:** Pointed letters , it is noted half the letter are Iajam, such as Dal and Thal, and that the number of points varies according to the letters dotted, and the status of the dots varies according to the letters, this alone is a problem.

9- **The Letters Arrived and Separated:** Arabic writing is characterized by a combination of letters together, which makes characters lost in the word, not to mention that the writing system arranges some of the letters vertically and horizontally, so the student needs to know the location of each of the letters adjacent to him. Some of the difficulties are in the spelling lesson (Shehata, 1992).

10- **Expression:** The Arabic word in Arabic is changing the movement of the last change in the composition of the language Raafa, and a lamp, and a jar, and a package, the name of the Ma'arab raise and focus and drag, and the verb Raab and raise and stand, and there is a movement, and another to prove the character, may be deleted, not to mention the case The word in the place of lifting, or monument, or traction, or assertion, may be changed in the middle letters in the word: such as the present tense hollow and missing, and in the development of the incomplete and the lifting of the example, and these factors constitute an obstacle to the student for their lack of proficiency grammar and grammar, Is a difficulty in the spelling lesson, as confirmed by the results of the study Kaisi (1987).

11- **Use of Short Voices:** This confuses the student for not being able to distinguish between the three movements and the letters of the tide to which they relate, the use of letters that represent the shortness of the student has the difficulty in distinguishing between the short movements and throughout, Extinguishing sounds are an important step in the development of Arabic writing (Al-Yaqub, 1990).

12- **Different Spelling of The Quran Spelling of drawing Spelling:** in several places, is the increase, or deletion, or the connection, or separation, and the extension and capture.

13- **The Diversity of Punctuation Marks:** compared to other languages, and the correlation of these marks with other Arabic branches that the student needs to master before the spelling lesson.

In the study of Ibrahim Al-Qaisi (1988) found that the common mistakes in the written expression, which is one of the difficulties of spelling and problems, the most important of which are:

1- **The letters that are added or deleted by the term:** "Tallmo," and the writing , "Please," and the truth is that you should be right and that you should be "right" and "right" but "right" and "right" (From this house) and the right of this house, (some movies) and the right movies, (I ask them) and the right will ask, (this hero) and the right thing, (Khalid ibn al-Walid) and the right Khaled bin al-Walid.

2- **False spelling by increasing the character on the word, or decrease the character, or replace the letter, or provide the characters right delay,** such as: who is in school and right, who attended the young and old and small and large right, the curves and the right exams, sacrifices and the right sacrifices, , To take the example and the right to take, burned the houses and the right houses.

3- **The mistakes of the long and short movements:** A thousand a long hole, as well as the waw and the yaa and these errors: in the health and the right and right and wellness, the exam ends and the right ends, the third and secondary right, it is active and the right that, Which is the right and right, and these benefits and right.

4- **T, tethered and knotted and Haa:** And these errors: in the right and right groups, and I stabbed right and a stab, raised the bathroom and the right breeding, hardened thirst and right of severity, while the Messenger and the right believes in his messengers, hatred and the ball and right ball, the first student and the right student First.

5- **Hamza of pieces and hooks, including:** Bassol for your health and the right to ask, to express my words and right to start, the presidency of the manager and the right to lead, by the victory of Muslims and the right to victory, for it was right and for it, warmth and tenderness and right warmth, of something and right thing, slow movement and right to slow down, The right of the day, the battle ended and the right and ended,

6- **The difference between color and color:** sometimes and right sometimes.

7- Replacing the letters: towards: from his promises and the right benefits, from the place of place and right to, that the human is conditioned and right connected.

8- **Grammatical errors, and from the lifting:** sharp sharp and strong right and sharp and strong, and in the monument, towards: appointed him a leader and the right leader, and in the trajectory about one and one seat and right and one row and one seat, the winners and the right of the winners.

9- **From Colloquial Errors,** towards: he has two small and right two men, polymerization and right.
10- **Replace the letters coming out of one exit, towards:** the destruction of many warriors and the right to save, between his muscles and right his muscles, and the defenseless defending the Muslims and the right shadow, the Jews are hard and right and ravenous, Zalk man and the right is (thalika).

In the opinion of the researchers that common mistakes that have not been mentioned in the studies and literature draw intensity over the letter weakening, especially J descent; the intensity has an impact on the change of meaning, towards: This is my book, and this is my book, the first is the speaker J: The second yaa is the descent J: any Jew, or a Christian.

Barakat (2009) finds that the difficulties faced by students are exaggerated, they exist in all languages, and that the Arabic characters are characterized by harmony, conciseness, beauty and shape in the building skill.

**F. Examples of Common Misspellings**

In view of the increased interest in dealing with common spelling mistakes, Fahd Zayed (2007) has identified a set of common spelling mistakes in which many students fall into a book of common mistakes without tabulation or analysis, which can be emphasized by educational planners, linguists, teachers, And students alike, and to increase the benefit will be classified by the researcher, namely:

- Do not differentiate between the tethered and the absence of the absent, as their words: Bilrafah and baneen: the right to well-being, the waters of Jordan: the right water.
- Do not differentiate between the waw of grouping and waw for group caused by A differentiation, as saying: We are sellers of fruit: the right sellers of fruit.
- Do not differentiate between the soft and the existing thousand and the cabin, as their saying: Our enemies do not dictate: and the right and the enemies of our enemies, grow money: and the right grew.
- Do not differentiate between the meaning, such as: Future vision: the right vision of the future.
- Not to differentiate between substitution and implication, such as saying: Frames to travel: the right to travel.
- Lack of mastery of some spelling rules, towards: if he does what he wants: and the right to do what he wants, the establishment of God: and the right, In Shaa Allah.

Sabitani (1997) also identified a group of common spelling mistakes in which students can be placed in a special author without arrangement or analysis. In order to increase their usefulness, the researcher will classify them as follows:

- The rules of Hamza extremist written on the letter tide appropriate for the movement before the Hamza.,
- Do not differentiate between tethered and unscrupulous.
- No distinguish between T’ tied and Haa with pronoun.
- Do not distinguish between T tethered and T twisted.
- No differentiate between the soft Alif Almqoura Alif.
- And the lack of mastery of the rules of the separation after the group waw.
- Lack of mastery of grammatical rules.
- No rules of increase and deletion in some words.
- The lack of mastery of exchange rules, towards: others and the right others; because the other one.
- Errors in single, compound and round numbers.

**G. Treatment of Common Mistakes in Arabic Writing, Especially Spelling**

Many educators and linguists complain about the weakness of the level of students in Arabic at all scientific levels, which is a chronic problem, some of which may be attributed to the curriculum and the other to grammatical terms.

This is a great danger, as the classical language will fade, and we can not agree on any dialect in the Arab countries. The Arabic language was originally created to serve the Holy Quran,. And understanding the provisions of Islam, and without our great Arab heritage, and not just a language of communication, it is a sacred language, and has ensured us the Lord of Glory to this Quran in that language; he said: “We have descended from the male and we have to keep.” Al-Hajar: 9, and our interest in language Arabic should be derived from this premise, which is related to the Holy Quran and its service, and dissemination Islamic religion, the Arab heritage and authentic (Abdul Tawab, 1999).

It is noted that among our intellectuals there is a dangerous feeling that our beautiful language is a complex language, difficult to learn, many homosexuals, so the enemies of Islam took this opportunity and called for the use of slang to distract Muslims from understanding their holy Quran and the teachings of their great religion. Arabic is available in all languages. Arabic is not an innovation between languages, and the original is to summarize these rules in a few pages and to be graduated with the student in his or her academic stages (Abdul Tawab, 1999).

There is no doubt that the teacher of Arabic is the cornerstone in solving this problem, and therefore the responsibility lies great, as most enrolled in the faculties of literature are weak graduates, and join them forced, after blocking the faces of the rest of the colleges, and you are surprised to see students of science colleges And the medicine is in Arabic, they say poetry, and taste, unlike the students of the faculties of arts, so select the students of the Faculty of Arts pick, and entice the rewards.

It is a mistake to think that the teaching of grammar and focus on it is a teaching of language, and this thinking is similar to the study of presentations to create a poet, as all these methods echoed by the student at an early age unconsciously, forgotten, and the original to be trained on communication or writing. In this way, the student learns
about the structure of the language and its meanings, memorizing and understanding, and then measures it. The focus and encouragement of reading the literary texts, especially the Holy Quran and the Hadith, has a profound impact on Arabic learning. For those who seek the queen and collect their gift, he should take himself by keeping their word and the words of the salaf, and addresses the Arabs in their arms and poems ... until he descends to a large number of his words, from the system and the revolution is the status of those who lived among them (Ibn Khaldun, 2006).

In the view of Abdul-Tawab (1999) that the control of texts has a significant impact on the understanding and pronunciation of the word properly, and the media can play a role in the dissemination of the media. One of the most useful methods and methods used in this context to address the common mistakes in Arabic writing, especially spelling, is the comprehensive educational approach based on the complementary approach proposed by al-Badawi (1997). It identifies some of the spelling errors that Arab children suffer, including: Character forms, and the convergence of their voices, and movements related to the letters of the tide, and this calls for specialists further analysis, training and treatment, and do not forget here the relationship between the validity of spelling and good comprehension, the quality of expression of meanings, Reading, and reading. The proposed program includes a set of activities related to some spelling errors, in terms of: theoretical background, common image of spelling error, special purpose of activity, educational procedures, as follows:

- **Activity 1: Diligence (the mark of intensity above the weak character)**
  - Theoretical background: It means all two similar characters The first static and the moving one become one sharp character.
  - Common image of the spelling error: Do not put the intensity above the weak character, such as: secret, shadad ... etc.
  - The special purpose of the activity: to draw the student intensity over the weak character, which sounds like two letters.
  - Educational procedures: The teacher demonstrates the concept of attenuation, gives examples, and trains on drawing the correct of the weak

- **Activity 2: Converged letters in the output**
  - Theoretical background: It means the luminous and vulgar characters converged in the output and the characteristic: Kalsin and Sad, and the shadow and the shadow, and the dew and the ant.
  - Common image of misspelling: Character is incorrectly drawn due to audio, socialization, or other factors.
  - Special purpose of the activity: to enable students to draw sound according to the meaning of the word or pronunciation of the letter
  - Educational Procedures: The teacher reviews the intended characters, trains students, and addresses spelling errors

- **Activity 3: Replace the letters of the tide with short movements or vice versa**
  - Theoretical Background: The letters of the three tenses are the millennia, the wow, and the ja, and they have short movements similar to those in the pronunciation, which are the aperture close to the thousand spines, as well as the proximal proximal to the waw, and the near-zebra fracture.
  - Common misspelling: There are common misspellings due to the fact that the three movements are not separated by the corresponding pronouns in pronunciation.
  - Special purpose of the activity: To distinguish the student in the spelling between the short movement and the similar tide
  - Educational procedures: The teacher shows the difference between the letter of the tide and the movement nearby, gives examples, how to draw the spelling of each, and trains students on it.

- **Activity 4: Drawing the tethered T and twisted T**
  - Theoretical background: The tethered tetragrammaton means the ti, which is the sign of the femininity of the singular noun, and the pronunciation of t in the connection and the end in the end. , Exercises, cars ....
  - The common picture of the spelling error is the weakness of the students in drawing the tethered and properly knotted
  - Special purpose of the activity: To differentiate the students in the spelling between the tethered and strained
  - Educational Procedures: The teacher writes examples of the tethered and tethered lines, and asks the students to differentiate between them, reaching the rules of their proper drawing, then asking them to give examples, and more training.

- **Activity 5: the soft, existing Soft Alif and Al maqsoura Alif in a name:**
  - Theoretical Background: soft alif ones are those that come in the last word, preceded by Fath, which is either: a list that turns and waits in the present tense, and turn to a compartment written in the form of yaa, and a variance in the present, and a yaa in Muthanna.
  - The common image of the spelling error: the inability of students to draw a thousand list, which is spelled correctly spelling because they do not differentiate between them.
  - Special goal of the activity: to enable students to draw words that end in stand alif and others are properly compartmentalized
  - Educational procedures: The teacher sets a set of words ending with a thousand list and other names, actions and letters, and discuss the students, and come to the rules of drawing the correct spelling
Special goal of the activity: to enable students to draw words that end in a thousand list and others are properly compartmentalized

Educational procedures: The teacher sets a set of words ending with a thousand list and other names, actions and letters, and discuss the students, and come to the rules of drawing the correct spelling

- Activity 6: The letters that say and do not write
  Theoretical Background: There are letters in Arabic that are pronounced at the time of reading and do not spell, which are exceptions. They are confined to some words, such as: this, these, but, those, David, etc.
  The common image of the spelling error: students are misled when drawing these words because of their lack of proficiency or memorization of these common words.
  Special purpose of the activity: to master the student drawing the correct spelling of the words in which the words are pronounced and not written
  Educational procedures: The teacher restricts those words, and trains students to draw the correct spelling.

- Activity 7: A differentiate Alif
  Theoretical background: A thousand differentiation means those that are increased after the group waw in the last act connected to it, or the five acts that are fixed and broken.
  The common picture of the spelling error: Do not draw a distinction properly.
  Special purpose of the activity: Enabling students to draw a thousand differentiation after the group F properly.
  Educational Procedures: The teacher monitors some past actions related to the group, and the five actions that are scored and trained, and trains the students on them, and then recommends placing a thousand extra to differentiate them from the rest of the wawat.

- The eighth activity: the link Hamza, and humming Hamza:
  The theoretical background: The link hamza is a thousand written in the first word to reach the pronunciation of the static alphabet. It is pronounced at the beginning and is deleted at the junction. First.
  Common image of the spelling error: The spelling error is often in the cut-off drawing because of its many rules
  Special purpose of the activity: Students should master the drawers of the connecting and cutting devices properly, and the difference between them.
  Educational Procedures: The teacher sets a set of words that include the drawing of the connecting and cutting devices, trains the students on their bases, and draws them with proper spelling, with reasoning.

- Activity 9: Drawing of the medium piece of Hamza
  Theoretical Background: The clasp is the one that is pronounced where it occurs in the name, the verb or the character. It is called cut because it cuts the letter before it from the letter after it, and draws either on a list.
  Common image of the spelling error: inability to draw the middle Hamza on the appropriate tide character
  Special purpose of the activity: Mastering the students to draw the medium-sized medallion spells properly.
  Educational Procedures: The teacher sets out a group of words that are located in the middle of the hummus, and discusses with the students the proper drawing of the Hamza according to its rules.

- Activity 10: Srawing the Hamza of the extreme pieces
  Theoretical background: The clasp is the sign of where it occurs in the name, the verb, the letter, and wherever it occurs in the word, and it is called the cut because it cuts the letter before it from the letter after it, and draws either on a list, or on F or on J, Or on the line according to their rules
  Common image of the spelling error: inability to draw an extreme Hamza on the appropriate tide character
  Special purpose of the activity: to be proficient student drawing Hamza extreme pieces by spelling according to their rules.
  Educational procedures: The teacher sets a set of words that fall Hmaza cutting extreme, and discuss with the students the proper drawing of those Hamza according to their rules.

It is noted from this proposed program that it has absorbed many of the common spelling issues, identified them and analyzed them in four aspects: their theoretical background, the spelling error, the purpose of the activity and the procedural way of carrying out the activity. This method is undoubtedly appropriate and effective if done A teacher who is capable of his material, has good performance and execution, and a self-confident personality. Other common misspellings can be identified and treated in the same way.

VIII. Conclusion

The current study attempted to uncover the problems of Arabic writing, the reasons for spelling errors, and the methods of treatment. After reviewing the theoretical literature and related studies, the following conclusions can be drawn:

- Arabic: read, written sacred language, and a rite of the rites of Islam, approached by the practice of God Almighty; so must be mastery, and practice the four skills properly; because it is the language of the Holy Quran, which is immortal.

- Arabic is a language in which the meaning is influenced by the change of movements, or the spelling, which leads to falling into the linguistic melody, and thus change the meaning, and corrupt, and perhaps underestimated the perpetrator.
- There is a great interest by researchers and linguists in the Arabic language, in general, and the lesson of spelling in particular, and they have good efforts in trying to overcome obstacles to the people of Arabia, and their request;
- Many Arab students at all levels suffer from poor spelling, and some are due to many factors, including: membership, educational, social, and others due to the nature of the Arabic writing, and the multitude of rules.
- Failure in one of four language skills: reading, writing, speaking, and listening leads to failure in educational advancement, and perhaps in the individual's own life.
- The spelling lesson has a particular place in the language lesson, and is influenced by other levels of language: vocal, morphological, grammatical, semantic, and rhetorical, further complicating the proficiency of spelling.
- There are principles and educational foundations proposed to teach spelling rules can contribute to reduce the problems of spelling, so must be the implementers and implementers of educational curricula to take them, and benefit from that end.
- There are many attempts by a group of researchers and scholars to identify most of the spelling errors common in the Arabic writing, and get rid of the problems. Also recommend that the Arabic language teacher: academic, vocational and educational, and develop its capabilities to make the change at all educational levels.
- The study presented a set of proposed activities, strategies and programs that proved to be effective, which can be utilized, and can contribute to the mastery of Arabic writing, the most important of which is the integrated approach in the teaching of Arabic language branches.
- The results of many researches and studies indicate the importance of the role of the teacher in the success of any language lesson, so it is necessary to focus on the role of the Arabic language teacher, and training, and enhance the role and reward: materially, morally.

IX. RECOMMENDATIONS

The two researchers who build and develop educational curricula recommend that they benefit from the results of educational studies related to the problems of Arabic writing, and the proposed programs and strategies that have proven successful. The weakness of the spelling and Arabic writing course is still clear to every person with vision and insight at all educational levels.

The researchers recommend decision makers in the Arab Ministries of Education to pay attention to the preparation of the Arabic language teacher: academic, vocational and educational, and develop its capabilities to make the change required in improving the Arabic writing, and get rid of the problems. Also recommend that the Arabic language teacher, in particular, make a special effort to develop himself first, in terms of possessing the necessary linguistic proficiency and skillful technical performance, so that all of this is reflected in his student. And deepen the belonging to the culture of this nation, and its religious, historical, and scientific heritage.

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