



Investing written production in the educational process in view of curriculum generation of primary school primary school as a model



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Abstract

If we talk about written production skill, we found it that is committed between all language skills, starting with oral expression, reading, writing down to writing expression; which represent the capacity of learners to use the written language according to purposeful learning methodologies which seeking to achieve the educational process, where its subjects are derived from the social reality of learner, national, religions and cultural heritage.

Keywords

Written production;
Education;
Learner;
Algerian school.

الكلمات المفتاحية

الإنتاج الكتابي؛
التعليم؛
المتعلم؛
المدرسة الجزائرية.

استثمار الإنتاج الكتابي في العملية التعليمية في ضوء إنتاج المناهج الدراسية في المرحلة الابتدائية (المدرسة الابتدائية نموذجاً)

ملخص

إذا تحدثنا عن مهارة الإنتاج الكتابي وجدناه يجمع كلٌ بين كل المهارات اللغوية، بدءاً بالتعبير الشفهي، والقراءة والكتابة، وصولاً إلى التعبير الكتابي؛ الذي يمثل قدرة المتعلم على الاستعمال الكتابي للغة وفق منهجيات تعليمية هادفة تسعى إلى تحقيق عملياته التعليمية، حيث تكون موضوعاته مستمدة من واقع المتعلم الاجتماعي، والديني، والوطني، وموروثه الحضاري.

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I- Introduction :

Written production has a special place in second generation curriculum, that is through high light the learner for his abilities and qualification, express his thoughts, opinions in way that gives him self-confidence, and express it in daily communicative situation, and he is able to sing at the end of his competence which is writing words and phrases down to a paragraph contained six of seven lines, he use his linguistic balance and his dictionary, his method and the formula he used before.

From here, the problem of our research paper can be addressed the following, what is mean by written expression? What are its types? What are the main cause that lead to weakness of learners with educational process? What are the main guided principle which can followed it in writing productive skills? How we can an educational facial model for the skill of written expressions in primary school- specifically for first and second year students of primary education-

We conclude this study with the main result of this language skill represented in written production in the light of curriculum of second generation from the primary school.

I.1. -Types of written production:

It divided into types oral or written that are: functional written production and creative written production- we point here that there is no stage of education- specially primary school- from written production, given that it become studying in the classroom which aims this approach to make the text a main focus that rotates around the branches of language, as represent the grand structure in which all linguistic, grammatical and cognitive levels appear, through it the learner is able to express his feeling and his thoughts. He create his own intellectual production

- This is a detail of the two types of written production.

1-1 functional written production:

- Functional written production is defined as “ an expression that performs a functional purpose required by the learner’s life, whether in the environnement of his education- inside the school- or outside his surroundings, editing an administrative message or letter, and helping people meet their social needs and organizing their lives and their relationships with others, therefore it is a necessary for every human being”⁽¹⁾

We can say that this type of written production is used functionally whether in practical or social life. Through it, the learner gets to know his educational issues; people learn about their daily lives, it has also received a great attention in the educational curricula in the education system. Where functional written production seeks to make the learner efficient, by investing in communicative and social situations, by writing a short text or long one - or dealing with school administration.

Therefore, written production is characterized by functional features that are not available in other expressions, it is a follow.⁽²⁾

- Direct writing doesn’t have any interpretation
- Words are limited
- His style is devoid of inspiration, artistic representation, and figurative expression.
- Its linguistic forms are limited and templates.

1-2 creative writing production:

It means that the expression aims “to show feelings and express emotions, and translate various feelings in selective phrases, well styled, eloquently word, which includes grammatical correctness, which transferring its listeners or readers to emotional participation to who said and read it, in order live with him and get excited by his emotions with what he feels”.⁽³⁾

This type of creative writing production is “beautiful production issued by experience and outstanding knowledge, perfectly styled and well crafted, and the depth of his idea, fertilize his imagination, and its benefits from all branches of Arabic language, which learner discloses his feelings, and its potentials to translate it with selective words, well styled, well written, it meets the language safety requirements, limited ideas, to move easily the mind learner to the others”⁽⁴⁾

The concept of written creative production in the document accompanying in the Arabic language curriculum that it is “ that expression which is aims to translate thoughts, and inner feelings and emotions to the others, with a high literary in order to impress them. It is a creative expression, which represents the finest expression style because it affects in soul it embodies the learner’s own capacities, and its capacities to create news, to show what is in the soul frankly, with emotions, with attractive and beautiful style”⁽⁵⁾

It is clear throughout this definitions that creative written production represents the capacity of learners and its language skills, which is earned from his dictionary that transmit its level, and express his feeling, transmit s its emotions with selective phrases which is sample and correct, he can express sincere feelings, write it with attractive and beautiful style that is we called creative product

In general, creative written production it has groups of characteristic, we can conclude it has follow: ⁽⁶⁾Logical expression which has freedom for the learner

- Expression in a literary style
- Unrestricted by specific phrases or words, by contrast the functional expression which has specific word and phrases.
- Use arguments and evidence as (Holy quran, Quotes by the prophet, legal texts)
- We can concluded that written production has two types, the most useful is the first one because we use it in both practical and social life, learner use it inner and outer life
- The second type has linguistic dimension, it's level is high and finest, because the use of literary style, arguments and evidence, it's focus on the condition of linguistic and grammatical safety.

2/ reasons for the weakness of learners in written production:

Some learners are suffering when they are writing, specifically in primary school, then the basic stage the formation of learners, and their acquisition of knowledge and language capacities, that are the main reasons for their weakness in writing⁽⁷⁾

- Weakness of the learner's linguistic wealth
- Lack of confidence, insecurity, make learner incapable of writing and thinking.
- Learner's weakness in language skills or reading and oral expressions, because it effect in bad way in their capacity of writing
- He suffered from some disease like stammer, these disease weaken them in terms of academic achievement
- There is no correlation between the various components of the language, specific between reading and expression which leads learners to acquire fragmented and inconsistent learning that effects their ability to communicate in different situations, and therefore to the events of rupture between the four skills, reading, writing, listening, oral expressions.
- Poor managements and organization, lack pedagogical structures, section are overcrowded, lead to the failure of the educational process
- The absence of the role of school libraries that work on developing the learner's linguistic and cognitive outcomes
- Lack of motivation to write because the proposed topics are not functional
- Difficulty understanding the educational material from the learners.
- Absence of interesting in grammatical writing skills
- In general we can say this some of reasons and difficult which ????? learners in written production

2- guidelines for the field of written production:

Written expression based on groups of principale guides for learners we can formulate it as follow

1- to acquire the skill of writing, we must give him linguistic tools and various technique of types of text writing

2- written expression requires in his first step achieve a prepared work represented in reading subject studied focus on keywords to recognize the general meaning.

Determine the area related to it, and thus under what is required, where it forms the social pattern among learners who are immersed in ideas, concepts, language tools, important step to achieve production

3- written expression requires motivation to writing where to manage this space and organize it in away that prompts learners to ask questions, and search for embodied answer for their written expression, decorating the section with picture of expressive scene or placing educational pillars in its space

Part of reading, writing..., this activities motivate learners to reaserch and write, such as the teacher was asking them to search for information about animals as an example in part from the classroom, writing summary about story or read it in reading session, or expressing one of the scenes of the section in the written production.

4- written production is characterized by reffering to the first production represented in the draft production as essential stage for the development of learners to improve their levels, this done through the process of deleting, addition and replacement or changing.... Which constitute the result of two complementary successive activities are: reading as revision and cheking activity, while writing as correction and modification activity. The role of teacher at this stage is help the learner to acquire tools and technique which allow them to improve their production, and re-write it in a proper meaner, proceeding according to the systematic controls of this educational field, where it take into account the level of learners, and their participation is clear and accurate.

5- Each written production requires that it is formulated according to methodology and a model to correct it, it deals with strembling or mistakes that the learner has fallen into. In order enable them to improve their efficiency in terms of the quality and content of production. Therefore, it is necessary to allocate a share of the written production session for functional correction, focus on the pratical side.

Then a witness was represented from the evidence, and the use of studied formula, and methods, taking into account the need of the learner and their mistakes, on this basis, the guiding principles for teacher under the 2nd generation curricula don't look at the components of the language with a partial view; but look for it as a coherent unit studied within the framework of interrelated and complementary activities, because there is a mandatory relationship between reading skills, oral and written expression where reading the different text models and studying their characteristics and writing techniques, the learner acquires the ability to write, he uses it when it necessary, when the linguistic field begins with diverse and interleted texts, and an interesting style according to a specific technique that is the subject of study and analysis, with the aim of reaching the learner to a level that enables him to translate his thoughts, feeling and life experiences into a sound language with a specific technique.

Based on the foregoing, it can be said that the field of written production aims to employ the functional uses language, it aims to away from dry topics that are not compatible with the learner's academic program and his social life. Rather it proposes creative topic related to the learner's life. It gives him the opportunity to express his feeling freely And we invest in the field of written production, a model of lesson plan at the first year of primary education.

Unit One: The family	Time: 45min
Lesson One: Written production	level 1 st Y APs
Sequence: Write and filling the gaps	
Learning objective: produce the writing of sentences from four to six sentences in a predominantly dialogic style, based on written documens.	
Target competencies: write and produce sentences	
Target structure: filling the gaps, writing sentences	
Materials: books, exercices copybook, lesson copybook	
Intellectinal competency: they can interpret verbal and non verbal messages	

Methodological steps of the lesson:

Activities/النشاطات	Steps/الخطوات
Ask guiding questions to elicittribal knowledge of a text (in our house) and expression scenne, which based on repeat the events of text	1- Bringing tribal knowledge
Invite learners to open the book, contemplate the element of activities (complete and write), activity book to reflect on the activit(ride), and to read it	2- presenting the lesson
In the activity book, the learners- under the teacher's supervision and guidance- complete and arrangement activities, and take the time to employ the acquired knowledge: my father in the room..., Ahmed in..., my grandfather in.... In the activitybook, the learners complete an activity "build sentences" with the help of pictures: wash my faces, in, I sleep in...	3- achieved the lesson

In the first phase, the activity of written production is an activity that is not independent of it self, and it can't be separated from the activities of writing, oral expression and reading, as well as other related activities, as calligraphy, dictation or transfer samples of words and centences, or arrange words by substitution, and linking between them.

Based on lesson plan, the topics of written production should be included in the primary stage- starting by this due to remember them (in our house) which they were previously exposed (dealing with it), they were evoked their previous knowledge, by asking them guiding questions, lead them to narrate the events, and reformulate with the scene expression

elements, we ask the question, what does the picture represent? The learner answered: “Ahmed is in the bathroom” “the father is in bedroom”, “My grandfather and mother in sitting room”.

After this step, it comes the next step which is “presenting the activity”, in this step, the teacher invites learners to open their book on page 13, he asks them in mediation the two tagged activities with (complete, write), then open their exercises copybook of Arabic language, and contemplate the activity of “ride”, the teacher read this activities to them and, knowing them more, in interrogative method that engages them in conversation and lure them through dialogue among themselves. After that, it comes the third steps which is “achieve and activity”, in this step, learners are assigned to achieve activities -which are confined in the first step from the primary school-

Fill the gaps with suitable words to write a paragraph or repeat the order of sentences starting with scattered words, -by contrary – or order paragraph from scattered sentences, the learner invest your previous knowledge in order to crystallize them in the written production to show their language capacities in building their learning with correct sentence with the help of their teacher as a guide in this learning operation as an example activity of “complete then write” the learner complete this sentences relying on this words (school- bathroom- sit-down) and their previous knowledge like:

My father in the room/ ahmed in.... / My grandfather in.....

Then learner move to their activities copybook to achieve activity of “build a sentence” with the help of some pictures which exist in their book like: I wash my face in.... / I sleep in.....

Learners fill this gaps with take into account the use of some their educational resources, as the use of previously studied formulas and structure, then the teacher discuss their students/ learners through guided questions, which can they remember what they studied in the text –our house- the teacher takes into account the sequence of events, then through their answers the teacher can choose the model answers and write it on the board, take into consideration their stumbles in written production.

The last step which is “assessment or ??????”, which is assessing the written production step, considered it as operation done by the teacher to control their achievement, find out what it contains of their strong and weak point and responsiveness to written production and understand it. The teacher at this step or activity focus on their common mistakes to correct it then explain it again in order, they will be able to aware and understand it correctly, then teacher ask them to copy down the correction on their copy book firstly and copy it later on their copybook. It aims to the teacher control the performance of learners and takes in consideration their level of knowledge from the begining of the activity, then; he helps their learners to use their previous knowledge and invest in good manner in their writing

From here, learners build their final competency, thus, they can produce simple sentence with different types, filling the gaps with appropriate words, relying on visual resources which founded in their book, which is built on dialogue with teacher an learner as result, the indicators of activity become clear for written production.

Lesson plan of written expression of 2nd Y AP (Primary School)

Unit: Family		level: 2AP
Lesson: Written expression		time: 45 min
Sequence: Written production		
Final objective: writing words and sentences		
Complex competency: the learners recognize the steps of letters and their phonics		
Efficiency Indications: learners will be able produce affirmative and negative sentences, respect the drawing of letters and words.		
Materials: books, Exercices copybook, lesson copybook		

The methodological steps of lesson:

Steps of education	Situation didactic and its suggestion activities	Model of remediation
Warning up	Teacher write affirmative and interrogative sentence, teacher invite learners to put full stop (.) or question mark (?) at the end of each sentence	-Write full stop (.) on his board -disting with between interrogative and affirmative sentence
Learning building phrase	-the teacher represents the existence situation in the book on P39 -choose the appropriate word then write it on the table to complete the chart of paragraph Our home- and brother- cleaner- we- courtyard. 1- where are my brother khaled and my father?	-The learner Read the both sentences -trying answer the questions and discover it

	2- come here, we are cleaned up our courtyard. 3- our house will be cleaner, daddy -Teacher read the paragraph without the missing words -The teacher should focus on to discover the harmony that exist between the words of the sentences by his learner -the teacher reread the first sentence from the paragraph -where is..... khaled? -..... Cleaned up..... house our house will..... daddy -teacher ask them to discover the missing words and re-write it again on their board. -Teacher chuck and correct -Writing the missing words on the board	
Practicing and investing	-Teacher write the following sentences on the board -In the morning I get up early, I wash my face, I eat my brakefast then, I carry my wallet. -write the sentence with the appriate words (wash, breakfast- wakeup- my wallet	Writing the missing words to get coherent sentences.

Based on the lesson plan of written expression of 2nd Y AP, we notice that the methodology of lesson steps walks with the following three steps:

1- Warming up.

2- learning building steps.

3- practicing and investing steps.

-Basing on this, we notice that the “warming up step”. Attract learners attention to the subject, prepare their minds throughout put them in appropriate atmosphere, summon it use their back ground, which the teacher write interrogative and affirmative sentences like:

1- we’re clean up the country and, come here.

2- where are my father and my brother?

-Teacher ask them to put full stop (.), and question mark (?) at the end of the sentence, then write punctuation on their board, to distinguish between the both sentences.

-Then teacher move to the next step, he presents the existence situation in the book on the board, write the sentences on the book, which are:

1- where are my brother and my father?

2- We are clean up the courtyard, cme here.

3- Our house will be clean up, daddy.

-Teacher read this sentences clearly, ask them to read it- focus on to discover the coherent between sentences.

-Teacher omit some words in the sentences, then ask them to fill the gaps with appropriate words (courtyard, our house, brother, clean up, we) on the following:

1- where are my father..... khaled?

2-..... Clean up..... our house.

3- our house will....., daddy?

-Learners discover with their teacher the missing words, then filling the gaps with given words, then ask them to write this words on their board- and re-record it on the board, which they will be able to understand and correct it.

-On the last step which known as “ practicing and investing step”, learners practice on how to complete the missing words in the sentence on the board then on their copybook as follow

- In the morning, I get up early, I wash my face, I eat my breakfast then I cary my wallet.

- thus, learners carry on their production writing, then copy down the written production on their copybook, then teacher check the work of his learners, focus on grammatical point. Then teacher ask some learners to read their production, guide them to correct and assess their work, which suggest new technique to value their production, taking into account the dafarilters helping them to overcome difficulties which faced them- presented some advices.

- we extract from all this that learners obtain from written production activity to build their final competency, by acquaintance with various letters, produce, interrogative and affirmative sentences, respect punctuations as full stop, question mark then distinguish between them; reading well, deduce the correct answer.

- We note that the indicators of written production vary in the degree of difficulty and comprehension, it is often used in training positions.

- In the second primary school- on written production filling the gaps, recorder sentences, Match between the elements of the sentences. As an example from “activity of practicing written production”. Which given from their book page 102:

Match between the two part of sentences to form correct sentence.

Keep	is everyone's responsibility
Environmental cleanliness	in the garbage
Throw rubbish	on the cleanliness of environment

We observe that the field of written production will be linked with different written activity as writing, copying, dictation and written production.

-from this based, we will deal with writing activities on the primary school (first phase) as the following:

- The educational objective:

- Learner know how to write a letter
- Write a letter in isolation
- write the letter within the word

- methodology of the line activity process:

- The methodology relayed in writing activity have three steps which are:

- 1- the steps of discovering and understanding
- 2- Training step
- 3- Production step

1- The step of discovering and understanding:

Teacher ask his/ her learners to prepare some words focusing on the letter to be studied, which he write the words on the board then invite them to read it, supposed this word represent different letters (which is will be on the beginning, middle or in the end), then teacher ask them to color the letter and read it, by isolating the letter from the word learners practiced this tasks.

-At the end of this steps learners will be able to write a letter, its form.

2- Training step:

Learners practices to write the letter in different situation, with the use of kneading, or board then on the board, finally on their copybook. Throughout this training learners will be aware the different characteristic of letters with observation, discussion, and training.

3- production step:

Teacher guide his/ her learner to write the letter with their different situation, according to the models that are implemented on their copybook lesson. Then asks them to write one sample, teacher move to check the correct achievement. Teacher guide the failure student and repeat to them what they didn't realize it before, until they realize the task as their friends in individuals or in groups. Then remind them to the common mistakes, invite them to write in the right way by sitting well. Holding the pen correctly, following the line. Thus value their good achievement following this step to motivate the others, compare their production with the sample aim's to correct and assess it.

Editing the aims of written production:

Seeking production field to achieve goals in order to reach it in the second generation curriculum in educational process. This goals are:

- 1- Enable learners to have adequate opportunities for written production based on various resources and bonds which create for them the necessity of written communication
- 2- Supply the learners of the methodology of writing a text whether is it (Narrative, interpretative, descriptive, argumentative, apostle, informative, prescriptive, expository) with the use of different types of expression according to the aims of writing: either persuasive or emotional)
- 3- Provisions of linking types of the text which targeted in reading, training or written expression.
- 4- learners use his cognitive and linguistic earnings in writing, take into account concepts, appropriate forms and methods for the subject being studied.
- 5- train learners in proper thinking and correct pronunciation and good writing with their various type either it is dictation, linguistic or grammatical or structure.
- 6- training them to discover their mistakes and correct it
- 7- practicing on writing by giving them the opportunity to write of, correction, revision.
- 8- teacher check their writing production, by guiding them to the appropriate tools.
- 9- Use writing communication by modern means
- 10- focus in production on activity if writing and dictation, as we consider them as the main means of understanding, and communication
- 11- allocate enough time to think, produce and use their dictionary.

12- train them on observation de deduce the subject and understand, analyse it through the previous data, identify and reading ideas in a simultaneous sequence.

- At the conclusion of my research paper of “investing written production in the educational process in eight of the second generation curricula of primary school (first phase as a sample)

We can say that the activity of written production is the vessel into which the learner poured all his thoughts, expressions, his earning and previous knowledge either linguistic, grammatical, phonetic, lexical, senentic, or morphological to use it with correct language taking into account phonetics, which make them express about their ideas, opinions, with trust, and defend on it with logic arguments and scientific methodology

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