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## METHODS OF TEACHING READING IN THE ARABIC LANGUAGE

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**Amal Sabah Rdam Al Tai: Methods of Teaching Reading in the Arabic Language--  
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### **ABSTRACT**

This study aims to know the methods of teaching reading in the Arabic language. This study was conducted in Iraq. The researcher seeks to gather in various reading matters in terms of the most important methods used in the reading lesson, the concept of reading, the most important types of reading, the methods of teaching, and methods of analyzing them. The researcher followed the descriptive approach in conducting the current study and sought to collect what has to do with the subject of the study with his theoretical side.

### **Chapter one: introduction**

#### **Statement of the problem**

Through scientific and supervisory experience and access to many researches and studies related to the conditions of students in the basic journey, they often express their reading states that express problems experienced by students and this weakness generates they have other psychological and social educational problems and this reading weakness is an educational problem and weak attention leads to Many confuses in (Harahsheh, 2013, p. 118) learning.

Therefore, emotional or emotional readiness brings scientists to the students 'emotional and diagnostic problems among the main reasons for students' failure to learn to read. The most prominent of these problems is the loss of self-confidence and a feeling of sadness, depression and exaggerated exaggeration is a big responsibility in the field of helping students to get rid of these problems (Al-Jaafara, 2011, p. 170).

In spite of the importance of the language and culture in which the learner lives, the currency of his/ her learning to read includes a mediator who is the teacher, but the teacher has a direct responsibility in teaching and how he performs the process of the learner itself varies from one teacher to another according to the circumstances in terms of facilities and available educational means and teacher's method of teaching Reading, and researchers find that the weakness of the academic, cultural, and professional preparation of the teacher results in his/ her weakness in reading self-weak and thus his inability to address reading topics with his/

her students, especially as students in the elementary stage learn more than they learn from the method of simulation and imitation, and it is necessary to choose The teacher weakens the reader to the students (Riyadh, 2005, pp. 239-240).

One of the problems with reading is the problem of slow reading. The teacher can set up a repetitive activity from the other in which students compete so that the teacher provides a text for reading to students and then specifies the time and after completion, the teacher provides a set of questions about the text of reading questions about the text, and after correcting the answers, describes matters related to the special meanings that the teacher faces with Some vocabulary, and learners face a number of problems, including the inability to use context to understand meanings? Reading a letter with a letter (Al-Nuseirat, 2006, p. 145).

### **Importance of the study**

Education is the means of society to maintain its survival and the stability of its systems and social standards and the experiences and knowledge of previous generations (Alsaid, 2004, p. 37). Education is a human giving and one of the most important reasons that individuals and society achieve their expectations that education is expected to achieve for it, by providing opportunities that enable a person to identify himself (Ibrahim, 2013, p. 25).

The curricula are a means of education to prepare the individual actor and achieve the hopes and aspirations of society in its sons so that they have the opportunity to play their roles in all fields and this can only be done by working to revitalize their mental processes and make them depend on their minds to reason others if it is to achieve continuous renewal in the educational process (Barqi, 2008, p. 14).

God Almighty has blessed man with all living things with two blessings, the first is the grace of reason, and the other is the grace of language, with which man can make life, as language is a human and intellectual behavior that possesses a social and cultural context that has its connotations, symbols, and contents aiming at achieving intellectual and cultural contact and language is the bridge through which cultures cross Across generations, as well as preserving their heritage and social traditions generation after generation (Fadel, 2013, p. 15).

Language is one of the most important civilization systems that make a person human, and therefore it deserves close attention because it is one of the most important elements of building a person and building the nation as it is. It is one of the means that enable a person to build the earth and entertain life on its back according to God's method (Madkour, 2007, p. 28).

The Arabic language is the main pillar in building the Arab nation, the language that distinguished between the languages of the world with its long and continuous history, its intellectual and literary wealth and its civilization that brought ancient humanity to modernity. This language was closely related to the life of Arabism in the roles of its long and ancient history, and when the Messenger asked (p. He said: (O Messenger of God, I advise you not to see what we have expressed from you) and the Arabic language is one of the oldest languages on earth, which is the tongue of the

Noble Qur'an, Which he honored by his proclamation, and therefore had the greatest impact on the preservation and maintenance of it.

The Arabic language, including its forms of derivation and metaphor, expressions, metaphor and metonymy, is suitable for scientific and literary purposes: it is the language of science and literature, and it is easy to write what we want and translate what we want like. It is closest to all other languages of logic, as its expressions are a flexible string, and the spokesperson understands what is believed through (Fadel, 2013).

It is the language of the Noble Qur'an, and everyone knows his status in the hearts of every Muslim and Muslim on this earth, so a Muslim needs it, and from him he realizes treasures and precious ammunition in addition to the Muslim performing his prayers and other acts of worship in the Arabic language, so learning it is a duty of every Muslim and Muslim (Harahsheh, 2013, P. 50).

In the modern era, the Arabic language has created new factors for development and progress, including the spread of education, the emergence of the press and audio-visual media, the creation of Arabic language groups in a number of Arab countries, interest in holding committees and conferences that study language problems, developing appropriate solutions and making Arabic the language Education in all schools and institutes and in many Arab universities in addition to it has become the official language in all Arab countries and even in international forums, as is the Arabic language today the third language in the world in terms of its spread and expansion of its regions, which is also One of the six languages that are writing the documents "United Nations" (Khalifa, 2004, p. 86).

Despite the importance of the language and culture in which the learner lives, the work that teaches him to read includes a mediator who is the teacher, but the teacher has a direct responsibility in his education and how he performs the learner process itself varies from one teacher to another according to the circumstances in terms of facilities and available educational means and his method of teaching Reading, and we find that the weak academic, cultural, and professional preparation of the teacher results in his weakness in reading self-weak and thus his inability to address reading topics with students, especially as students in the elementary stage learn more than he learns from the method of simulation and imitation, and it is necessary to Ntql weak reading teacher to students (kindergarten, 2005 S239-240).

One of the problems of reading is the problem of slow reading. The teacher can prepare a repeated activity from time to time, in which the students compete so that the teacher presents a reading text to the students and then adjusts the time. After completion, he presents a set of questions about the text that is read, comprehension questions about the text, and correcting the answers describes things Related to special meanings We face the teacher with some vocabulary, and learners face a number of problems, including the inability to use context to understand meanings, reading letter by letter (Nusseirat, 2006, p. 145).

Reading works on recreating oneself and wasting time on the beneficial pastimes, and it develops for the individual the spirit of

imagination and earns him new experiences, meanings, words and new terms (Abu Al-Dhifat, 2007, p. 11).

Reading is one of three springs from which a person reads his information, which is viewing, addressing, and reading, and reading is broader. It broadens the reader's circle of knowledge and provides him with kinds of experiences and facts that relate to himself and the outside world in which he lives. This is what made the French thinker say when asked who is leading the human race. They read and write or reading has a role in the process of cultural rapprochement between members of one nation and members of different nations because it creates a kind of mental similarity and is the first pillar upon which the people of society are based (Abd Aoun, 2013, p. 140).

Reading is a unique means of promoting society and linking it with each other, through the press, means, books, regulations, instructions, instructions, etc. It is also an important means for spreading the spirit of understanding and rapprochement among members of society (Abu Mughali, 1999, p. 16). Speech or speaking is one of the most used methods for socializing and transferring desired habits, values and ideals from one generation to the next. It is one of the most used methods in the educational process, as what is going on in the teaching methods in the classroom is the speech (the "spoken language"). Therefore, speech or speech has an important place in society, and given the epoch of epistemological development, calls for supremacy have developed until the person has mastered speech skills, the selection of ideas and words that carry these ideas, and he has mastered the choice of logical methods, arguments, and mental evidence that enables him to communicate his thoughts To others. Convince them (Attia, 2008, p. 115).

Conversation, like listening, reading and writing, is important in terms of language arts. Rather, it is one of the most important linguistic activities for young and old. People - usually - speak more than they read or write, so we can place the conversation in second place after listening in terms of the importance of language education. Because it is the most important means of communicating with other people (Alawi, 2010, p. 92).

The conversation is considered one of the most important colors of social, cultural and educational activity for adults and children alike because of the human interaction required by life depends primarily on the skill of pronunciation and speech.

The conversation is an art of expression and linguistic communication that depends on our practical life. Its boiling depends on the individual communicating his ideas and needs to others easily and easily and organizing his affairs with the surrounding human community. They are the best strategies that express feelings, thoughts, and thoughts, and pass them on to others in an interesting and interesting way (Abu Shraikh, 2010, p. 53).

Audacity to address people. And reviewing them, talking to them without hesitation or shame and pronouncing the voices is clear fuss by focusing on it. This skill usually begins at the beginning of the first stage by adopting a college image that represents the lesson or idea of a lesson where this picture or painting is an educational stimulus that students must pay

attention to, and the teacher tells the story of the lesson that the image represents, then he asks them a set of questions and envisages in these questions that Her answers will lead to what he will read in the next reading session, and thus this knowledge develops until the children at the end of the stage are able to express some class or social situations in a healthy language using what they have learned of linguistic patterns and sentences they were trained in, and for this skill if students are trained in them Positive benefits of effective results, Ktaoadhm participation, and development of the social aspect they have. Respecting others, extracting the element of shame from their souls, removing convergence from them and gaining a sound acquisition of language (Zayed, 2013, p.30). Is it really our time? Is it really? And to present his idea in a reasonable sense. Where are they from in your country? Are you interested in this matter? Language activity for adults and children to speak English. Although this speech is part of the linguistic practice and its structures (Jubouri, 2015, p. 220).

**Reading:** - A process by which to create the English language. It is, therefore, a mental psychosocial process (Nahi, 2013).

**Reading:** - The ability to extract information about the Arabic language through the lines and extract and understand the meaning of what it is reading (Al-Abbad, 2006).

### **Reading in the language**

He read: The Qur'an, the downloads, and the conquest because he accepted and compiled the reading: they read and read, and they came with a whisper in their presence in the Qur'an and reading by breaking like a lottery: the epidemic (Ibn Manzur, 630, pp. 81-82).

### **Reading in the convention**

Is this an intellectual work, or equivalent to others?

Reading: - A process based on the cohesion between physiological, mental, and emotional factors (Harasha, 2013, p. 72).

Reading: - It is the process of converting the English language to your reader ( Ratib and Miqdadi, 2005, p. 61).

Reading: - It is a process of identifying written or printed symbols that revolve around them.

Reading: - It is a system of verbal sounds that you use to communicate with others.

### **The concept of language in the language**

The linguistic meaning of the film (the language) is given. And what does not object? God Almighty said (God will not take you away from your faith) (Al-Jaafirah, 2011).

**Language:** - The tongue. Go on, language, so delete Oh. They made it on languages as they collected on languages. And idle talk: pronouncement, it is said: This is their language that they abolish, that is, they pronounce it, and it might be a word. language. Taken from the word. Logros, Greek and It's Meaning (word) (Al-Sayed, 1980, p. 27).

**Language in the convention:** A customary system of symbols and signs that people use to communicate with each other. In expressing their ideas or are the voices made by the human speech system. The ear realizes it and

leads to certain idiomatic connotations in a particular society. Language with this consideration has a social and psychological aspect (Rajab, 1998, p. 27).

**Language:** - An approach to thinking and a system for expression and communication. Language does not only express ideas but forms ideas. Thinking is nothing but a silent language. Language confirms thought and ideas generates a cloth, not a nude (Madkour, 2007, p. 11).

**Language:** is the utterance of the term among every people (Harahsheh, 2013, p. 24).

**Conversation:** - Students compete with each other in school for some of their reading of books or listening to them in brief discussions. Students use speech for purposes about they are trying to control the behavior of their classmates, support social relationships among them, transmit information and exchange personal experiences with each other, as well as transfer information with Students, the purpose of these discussions, is socialization, which is necessary to create an atmosphere of change in the classroom (Ashour, Miqdadi, 1st floor 2005, 2nd edition 2009, p. 118).

**Speaking:** - It is the ability to verbally express human feelings and social, political, economic and cultural attitudes in a functional or creative way with the soundness of reason and good speech (Ali, 2007, p. 151).

**Speech and speaking:** - The word is honesty and truthfulness in saying a value that disturbs life without it, and that is why God (Glory be to Him Almighty) commanded justice in saying and in testimony and judgment and that man from birth begins to learn through his relationship with his mother as his first teacher (Juburi, 2015, p. 219).

**Speech:** It is what is issued by a person to express something meaningful in the mind of the speaker and the listener. It is a word and a meaning, and the word consists of phonemic symbols that have idiomatic constructions that are common to both the speaker and the listener. Speech is the hadeeth and hadeeth is a language communication skill that grows by use and develops in practice and training (Attia, 2008, p. 114).

## **Chapter two theoretical aspects**

### Reading Teaching Objectives

- 1-An individual's understanding of what reads easily and easily
- 2-The correct (sound) reading that represents the meaning that the writer intends in the sentence and phrase
- 3-Cultivating the love of reading, this is what the teacher must give great care to reading
- 4-The correct organized expression as a result of what they read and understand (Jamil and others, 2003, p. 8).
- 5-He knows etiquette, conversation, debate, and debat.
- 6-Correctly speaking the words he speaks (Al-Basyes, 2015, pp. 34-35)
- 7-The first way to understand the Noble Qur'an and the noble Sunnah for its kind meanings.
- 8-Creating a generation of creative writers and thinkers (Baligh, 2013, p. 83).
- 9-Providing the learner with the basic skills that are represented in the quality and correctness of pronunciation and in fluency in reading and the

correctness of diction or performance and the expression of the reading meanings

10-Giving the learner the ability to summarize the reciter. A guaranteed presentation in a concise form and sound language (Abd Aoun, 2013, p. 142).

### **Types of reading in terms of performance**

#### **First: Silent reading**

The process by which written and other symbols are interpreted and their meanings are understood in the mind of the reader without sound, hum or moving lips (Alawi, 2010, p. 29).

#### **The advantages of silent reading**

1-It is the natural way to gain knowledge and achieve pleasure, which the reader ends up after school in obtaining knowledge

2-An economical method of collecting because it is faster than speaking out

3-Comfortable, silent and calm

Student independence and self-reliance (Riad, 2005, p. 28).

5-It is used in all educational stages. But in varying proportions, it is with the growth of pupils in direct proportion in terms of the open reading inversely proportional to the growth of the pupils

6- Activating his imagination and nurturing him

7- Strengthening student accuracy of observation, developing his senses, and accustoming him to focus attention for a long time (Ashour and Muhammad, 2013, pp. 66-67).

#### **The disadvantages of silent reading**

1-It does not allow the teacher to follow the students, nor does it enable him to discover their reading errors, especially grammatical and grammatical errors.

2-It does not provide students with an opportunity to train on proper reading performance or the method of representing meanings and the quality of speech.

3-It misses the opportunity for students to confront audiences and address the audience with an attractive good performance that makes the listener follow the reader with interest.

4-It provides an opportunity for the neglected student to drop his studies and occupy himself with other attractive things (Al-Hallaq, 2010, p. 210).

#### **Areas of use for silent reading**

1-Reading newspapers and magazines

2- Reading stories for the purpose of entertainment

3-Reading messages, telegrams, banners, advertisements, and others

4-Reading an economic, social or political issue

5-Read literature books because they have fun, easy and accurate understanding of people and patterns of behavior in life

)Alawi, 2010, pp. 29-30(

#### **Second: - reading aloud**

It is a reading during which the reader can observe the proper pronunciation of letters and maintain the exits of their letters, and this will not be done for him unless he reads in an audible voice using the pronunciation tools, it is a muscular movement process in which the tongue, lip, and throat are involved and this requires an organic effort besides mental effort (Shoaib, 2011, P. 90).

### **Benefits of reading aloud**

It helps the individual to perceive the voice of the word and to associate this voice with its connotation, because if the person speaks the word publicly, he can connect the spoken voice with the phoneme that preceded it over a reputation, in addition to that the pronunciation of words sends in the same individual a feeling of satisfaction and achieves a color of pleasure.

Reading aloud, it allows him to identify the defects of speech for some students, so he means treating these defects with special care

A strong reading helps the teacher to know the students' ability to extract letters from their correct exits, and to pronounce words and sentences correctly and correctly (Gavel, 2005, p. 153).

The disadvantages of reading aloud

1- As the reader quickly gets tired of an effort reading aloud requires more effort than silent reading.

2- The most common reading in daily life is silent reading, not outright reading. We do not read aloud except on a few occasions as most of our reading is silent.

3- Public reading disturbs others, as opposed to silent reading, which includes any inconvenience to anyone (Awaisa et al., 2006, pp. 15-16).

4-It preoccupies students with keenness to master the pronunciation and its soundness at the expense of contemplation, awareness and Therefore, the percentage of understanding in silent reading is more than in openness understanding of meaning.

5- The percentage of the result of reading aloud in meanings and ideas is much lower than the achievement rate in silent reading, because the reader's focus during aloud reading in meanings and ideas is less than his concentration during silent reading (Al-Hallaq, 2010, pp. 211-212).

### **Use reading positions aloud**

1-Reading aloud is used in many life situations, such as reading meeting records, giving a lecture in the university's amphitheater, classrooms, or delivering a poem to the public ... etc. (Abu Al Dhiyat, 2007, p. 116).

2- Reading for the purpose of giving instructions or instructions to a person or group.

3- Reading to give others some information or give them an idea about a topic.

4- Reading a literary piece to enjoy its weight, music and music

5- Reading in the reading classes (Alawi, 2010, p. 31)

### **Third: Listening**

If silent reading is reading with eyes, and reading aloud with eyes and lips, listening to reading is done with the ear only, and listening can be relied



upon as a means of receiving and understanding in all stages of study except for the elementary stage, where the student is inclined by his instinct to the eye, he cannot confine his attention for a long time unless he listens to a story (Salama, 2009, p. 229.)

### **The advantages of listening reading**

- 1- Training students to listen carefully, limit mind, follow-up to the speaker, and speed of understanding.
- 2- Know the individual differences between students and reveal their talents.
- 3- Identifying students 'weaknesses and working to treat them (Riyadh, 2005, p. 32).

### **The disadvantages of listening reading**

- 1- mental distraction among some learners in the course of it
  - 2- It does not help the teacher to discover the defects of speech for students.
  - 3- It does not help the teacher to discover speech defects among students
- ) Al Hallaq, 2010, p. 213(

### **Listening Reading Uses**

They are the most used in life situations. The worshipers listen to the imam while he is speaking and the students listen to their colleague as he reads a story or a report. We all listen to the reciter while he is reading the Noble Qur'an. , 2007, pp. 101-102.(

### **Reading sections according to purpose**

- 1- Urgent reading: which aims to search for a piece of information quickly, such as viewing book indexes, lists of titles and names
- 2- Reading to get a general idea of an extended topic: It is a more accurate reading than an urgent reading
- 3- Reading to get a general idea of an extended topic: It is more accurate than urgent reading.
- 4- Careful reading: which requires deliberation and delay in order to understand the subject in detail and the student needs it in all academic levels.
- 5- Reading pleasure: which is usually during leisure time
- 6- Analytical critical reading: that a critic and writer needs in the process of criticizing literary works (Zayer and Iman, 2011, p. 386).

### **Teaching methods of reading**

#### **First: The synthetic method**

Its intention is to start teaching letters, then graduate to words, then to sentences, in which the teacher is interested in directing the attention of students and their minds first to the alphabets and the sounds of these letters, then it falls into the pronunciation of words, each consisting of two or more letters, and the synthetic method has been called because it is intended first to the parts and then to the composition These parts are for the formation of the whole (Abu Mughli and Abdel-Hafiz, p. 113).

### **Under this method the following methods are graded**

A- Alphabetical method: This method is based on teaching students the alphabets with their names: (A, B, ... etc.) reading and writing, so he learns these letters with their names and pictures, for example (the eye) with the movements (joining, opening, breaking) and then proceeds to joining Two separate letters to form a short word or syllable such as (aa, au) then move to teaching words (eye, eyes) and then to short sentences, then this is the teaching of letters with intensity and with diacritics (Al-Hallaq, p. 214).

#### **Advantages of the alphabetical method**

- 1-Quick to learn, so she won the approval of the parents
- 2-Students help in the spelling process

#### **Disadvantages of the spelling method**

- 1-It makes students memorize something without understanding it, as it is a leaky process without meaning.
- 2- Students help in the selling process

#### **Disadvantages of the spelling method**

- 1- It makes students memorize something without understanding it, as it is a leaky process without meaning
- 2- Students gain the habit of slow reading because they direct their efforts to spell words and divide sentences and read them word for word (Al-Jaafirah, 2011, p. 174).

#### **B- The acoustic method**

This method is based on teaching students the sounds of letters instead of their names, where the letters are pronounced individually. He says (R, G, F, S), then the students learn them with the movements (opening, joining, breaking), then with the syllable (ra, i.e., ru) then with three Letters with a word and then with a sentence (Al-Hallaq, 2010, p. 214.)

#### **The disadvantages of the phoneme method**

- 1- It has many faults of the alphabet method in terms of starting with the parts and habituating students to slow reading and lack of interest in the meaning.
- 2- It leaves the students with ugly habits of pronunciation, and that is the extension of letters always, and these habits chase many students (Ashour, Muhammad, 2011, p. 68).

#### **The advantages of the phoneme method**

- 1- It is the natural way to teach reading because it gives voice and links it directly with the written symbol.
- 2- Students learn in this way to read and write together (Al-Khalifa, 2004, p. 128).

#### **A sectional method**

This method is a middle way between the alphabetical and phoneme method, as it tries to teach children to read by providing linguistic units larger than the linguistic sound or letter. But it is less than the word and builds its origins on the syllables of words and considers them as linguistic

units, so it is known that words in the Arabic language often consist of two or more syllables and they are called syllabism because the student in this way learns a set of syllables and then forms words from these syllables and therefore can be considered an analytical constructive method (barber) (2010, pp. 214-215).

### **Disadvantages of the sectional method**

- 1- It places a heavy burden on the students 'memory
- 2- May be considered the interest of students before taking an interest in them.
- 3- Students do not understand all the words he can pronounce (Ashour, Muhammad, 2011, p. 99).

### **Second: the analytical method**

It is the third level of reading, and it is more deep and complicated than the previous two basic and exploratory levels. Analytical reading is a complete reading of the text, but it is good reading in the best way for that. The reader in such reading should ask a lot and organize questions about what he reads and that the analytical reading is a reading of the pump and digest That is, deep understanding and comprehension (Sufi, 2007, pp. 161-162.)

### **Advantages of the analytical method**

- 1- It begins with moral units that provide learners with verbal and intellectual wealth, and it has been proven that this method excites learners to read and familiarize them with understanding and follow-up (Samuk, Hoda, 2005, p. 177).
- 2- It cares about the meaning from the beginning of learning
- 3- It returns students the speed of reading and starting them (Abu Al-Haija, 2007, p. 93).

### **Disadvantages of the analytical method**

- 1It is contrary to the nature of seeing things because they begin to teach the parts which are the letters, whereas the eye perceives things and sees them all together first and then shows their branches, and the nests of birds above them and all its parts.
- 2It is against the nature of speaking and expression because the student expresses meanings of fractional letters or words (Ashour, Muhammad, 2013, p. 98.)

### **The analytical method is divided into:**

- 1-Word method
- 2- Sentence method
- 3- The compromise method (combinations).

-1The method of the word: Students look at it to the word where the teacher pronounces it, and its pronunciation is clear and clear, and he asks him to imitate it several times and offers the teacher to instruct the students to analyze the word and verify its image and repeat that with other words (Samuk and Hoda, 2005, p. 177).

### **Advantages of the word method**

- 1- We agree with the learning laws that see that a person understands everyone and can realize its parts.
- 2-Using this method by eager students to lessons and send them activity, reading words without touching their letters is easy (Al-Khalifa, 2004, p. 81).

### **Sentence method**

The philosophy of this method is based on the student seeing things at the beginning as a whole and then begins to divide them. This method begins by displaying selected sentences that the teacher knows his pupils to read until they are established in their minds, then he displays these sentences a sentence, then a sentence and then proceeds to analyze the sentences to the words that consist of them, for example. (Hassan entered) (Hassan income) and then analyzes the word Hassan (H, Q, N) then analyzes the word income (D, Kh, L) (Abu Al-Haija, 2007, pp. 92-93).

### **Advantages of the wholesale method**

- 1-The method of the sentence (nature), that is, it is consistent with the natural law of perception, which is the student with the grasp of words before their elements, because he is familiar with the whole and is then exposed to the elements that make up him through analysis
- 2- It is a common method that the student reads the beginning of learning to read a comprehensible sentence that satisfies his exploratory needs and feels that reading fulfills an end in himself and his feelings (Gavel, 2005, pp. 115-116).

### **Third: - The compromise or combination method**

By this means the method that stops between the structural and analytical method, i.e. that takes from both of them the best of them, and this method begins with the presentation of sentences from the reality of students' experience and then analyzes these sentences to words, then analyzes words into syllables and syllables into letters, then these letters are reconfigured to form new words.

The advantages of this method

- 1Quickly recognize words and phrases.
- 2Accuracy in recognizing letters and words and their pronunciation.
- 3Depth of understanding of phrases and words (Abu Al Haija, 2007, p. 94).

### **Reading skills**

Reading Skills: It means the time it takes for a person with complete growth and trained to rebuild the word in his mind and then move to the next word without leaving a tangible period of time. Considering the following:-

- 1- It takes into account other reading and comprehension skills
- 2- The ability to vary and change the voice, and this skill means that young learners can change their vocal tones according to the diversity of sentences and linguistic methods.
- 3- Ability to read with punctuation
- 4- Exit the votes from their correct outputs

5- Controlling the Arabic movements. This skill is intended for students to get used to speaking the movements of the last words and changing them according to grammatical aspects. This skill aims to teach fluent Arabic (Gavel, 2005, p. 21-22)

Among the most important reading skills there are key skills which are:-

**First: Recognition skills:** It is intended to define words visually, phonetically, and semantically, and it includes a set of sub-skills

A- **Word skill:** Know the forms of Arabic letters and distinguish between them and the forms of words and distinguish them.

B- **The word voice skill:** Know the sounds of letters, especially the similar and contiguous ones in the director.

C- **Skill of the word meaning:** linking the shape and sound of the word with the appropriate meaning.

**Second: Pronunciation skill:** It is meant to pronounce the learner with the sounds of letters individually, correctly or in words.

**Third: Understanding skill:** - It is intended to enable the learner to know the meaning of the word, the meaning of the sentence, and to link the meanings in an organized manner and has sub-skills, including: the skill of defining the main or basic idea of the read text and identifying the secondary or sub-ideas of the read text (Harasha, 2007, pp. 78-79).

#### **There are general skills :-**

- 1- The ability to determine the goal of reading (why read).
- 2- The ability to observe reading habits (book, book, .....).
- 3- Ability to recognize and pronounce written (mechanical movement)

#### **It is a special skill**

- 1- The ability to discuss performance, whether for or against
- 2- The ability to reveal new problems that may be prominent in the text or related to it.
- 3- The ability to summarize orally or in writing.
- 4- The ability to write a report on the reciter (Abdullah, 2002, pp. 98-100).

#### **Difficulties facing students in reading**

Reading weakness is defined as the failure to achieve the goals of reading from an understanding of the reading material and an awareness of the meanings or slowness in the pronunciation or control of the pronunciation of words (Al-Hallaq, 2010, p. 218).

#### **One of the reasons for the difficulties of reading**

- 1- Organic reasons
- 2- Psychological causes
- 3- Personal reasons

The teacher must differentiate between these three aspects, in order to take appropriate steps each of them, the spontaneous causes of the delay in reading such as speech and speech defects and audio and visual defects and a particular student may suffer from one of these problems, including not sharing with the teacher during the explanation, as for psychological reasons Like shyness, fear, and others while reading, they have an effect on students' inability to read.

As for the personal reasons, it belongs to the learner himself and is closely related to the psychological state of the students and the social circumstances that surround them (Abu Al-Dibbat, 2007, p. 112).

The reasons for clogging in reading are due to the following cases:-

1-Students whose reading development was in primary and secondary school.

2-Students who were ill with their education.

3- Students who, while teaching, were to move from one place to another

4- Students who have developed strong opposition and strong insistence on being away from r Reading (due to teacher treatment, for example).

5- The home environment and its impact

6- Students who have emotional or personal problems (psychological defects).

7- Delayed maturity and poor eyesight and hearing

8- The student's lack of attention and his tendency to tamper with (Abu Mughali, 1999, pp. 36-37.)

Difficulties in starting to learn how to treat them

1- These difficulties can be classified by striking examples and using pictures and drawings.

2- Distinguishing between similar letters and sounds, the most important of which is the following: the multiplicity of the form of a single letter, as the shape of the letter at the beginning of the word differs from its shape in the middle and at the end of it, such as the kef in (books, office).

3-The child's inability to understand the meaning of what is being read, and this may be due to the students' lack of understanding of where the sentence begins and where it ends, and that should be trained to stand at the punctuation marks during reading

4- The heart: it arises from placing a word in the place of another word during reading, such as if the child reads, for example (upon the determination of the people of destiny, the determination comes) instead of (according to the destiny of the people of determination, the determination comes) and the treatment for that is to be careful in reading.

5- Deletion: Students may forget some words while reading. He used to read, for example (my father came from work), and he forgot the word (my father), and this may be the result of poor eyesight (Madkour, 2010, pp. 71-72).

There are proposals that may contribute to treating or mitigating reading weakness

1- Encouraging the learner to disclose his reading problems and suffer his vision in it.

2-Patience, dreaming, and getting close to the pupils so that the teacher is more like their personal physician and keeping their secrets secret.

3- The use of appropriate teaching strategies (creative thinking, critical thinking, cooperative learning, inquiry .....).

4- Effective and continuous training with the diversification of issues and activities, depending on the situation of weakness.

5- Close cooperation between the school administration and the parents and inform them about the conditions of their children.

6- Using pictures, posters, computer, language dictionaries (educational aids).

7- Definition of extra letters and the like (Harasha, 2013, pp. 125-132).

### **Chapter III**

#### **Steps to teaching reading**

1- Preface: The purpose of the preamble is to prepare the minds of students to the new topic and direct their ideas to it in an interesting way, and this does not mean merely reaching the title of the lesson as much as it means that after the preface the students feel the need to read, so they will then be guided to solve the problem from the lesson. The preface may be to ask some questions from the teacher. It may be linked to other information for students, or it may be by definition of the author of the text read.

2- The teacher reads: The teacher reads the text aloud and clearly, in the reputation of everyone, taking into account the requirements for reading aloud, such as cutting phrases and explaining the methods of interrogation, exclamation, order, and news. Reading should be characterized according to performance and representation of meanings. After representing the meanings of the things that appear through the aesthetic of the text and its splendor. Reading leads students to compete with each other in simulating their teacher.

3- Silent reading: In this step, students are given an appropriate opportunity to read the text silently, and the teacher intends him to ask him to identify difficult words, phrases or vague phrases they have, and the teacher here intends that the student should inquire about words that he does not really know what it means, and the teacher should also The right time is given based on the average student in reading and understanding.

4- Explanation of difficult vocabulary: The teacher proves the meanings of the vocabulary that students ask about on the blackboard to clarify these meanings in a good way, as some of the vocabularies give more than one meaning and some require many readings to understand them and the best interest is in the meaning of the vocabulary mentioned in the context of the readable topic in order for the mind not to be distracted the learner has meanings that are far from the topic, so this step is an aid to understanding the meaning and increasing the students 'verbal wealth.

1- Students reading aloud: This step takes most of the lesson time. The purpose of reading students is to read students, not to learn grammar, literature or expression, despite the importance of interconnection between branches of the Arabic language. The teacher must begin with good students in reading who can simulate it, provided that one student reads an appropriate part of the subject, most students should participate if not all of them read aloud

2- Lessons and lessons: The readable subject carries a specific goal, and aims to the desired goal. The teacher must test the extent of understanding of the basic ideas in the subject, and the meanings, lessons, and lessons it carries. The teacher summarizes in a literary manner the refined lessons and lessons included in the readable text (Zayer and Iman, 2011). (Pp. 388-389).

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