

Reading Pattern (Superficial - Deep) and its Relationship to Reading Comprehension Among Students of Arabic Language Departments in Colleges of Education for the Humanities

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Abstract

The researcher compiled a descriptive, correlational approach to carry out the research objectives. This approach is centered on providing a precise and comprehensive description of phenomena and analyzing, interpreting, and balancing the data. The research population for this study involves fourth-stage students in the colleges of education for the humanities at the universities of Babylon, Kufa, Al-Qadisiyah, Karbala, Wasit, Baghdad, and Al-Mustansiriya for the academic year 2023-2024. The total number of students in this population is 697, including 189 male students and 508 female students. The researcher utilized the Stephen Thompson equation to select a sample from the total research population. Therefore, 346 students have been selected, including 127 males and 219 females. To fulfill the research objectives, the researcher selected Geraldine equation 2007 to measure reading pattern which includes (12) items. It was viewed by (21) experts to verify the validity of its items. Then the psychometric properties of the scale and the statistical indexes were extracted to be ready for application. The second tool is the reading comprehension test. The researcher selected a number of texts and presented them to (21) experts and arbitrators. The researcher applied the Chi-square for good matching to confirm the validity of the text for the research sample. Then the researcher applied the test to an exploratory sample of (46) male and female students.

Keywords: Reading Pattern, Students of Arabic Language, Humanities.

Introduction

Research Problem

Mastering diverse linguistic skills, encompassing listening, speaking and writing, is one of the fundamental requirements in the advanced educational world. It has become mandatory for an individual to master linguistic skills to be competent to understand and communicate effectively in various situations. The four skills are essential for all individuals at different study stages because the decrement in the status of these skills leads to a general decline in the standard of academic achievement that requires attention to reading and writing skills. Reading is a complicated socio-psychological phenomenon, and concerns related to reading have long been evident, as it is one of the issues that education aims to solve. Despite the significant relative progress achieved by educational studies in the following-up of the reading phenomenon, there remains more to be comprehensively deduced. Therefore, numerous sciences have started an inquiry into this phenomenon, most notably linguistic- psychology and reading psychology (18.48.).

a study by Hammoud 2013 , Ammar 2014, Rajab 2016, and a study by Bruce 2010.

The student must possess reading skills that enable him to delve deeply into the material he read rather than simply memorising it without a profound comprehension. After post-reading, several individuals fail to go beyond mere memorization of the prepared material when confronting deductive and intellectual questions(24.319).

However, this is contrary to the linguistic skills that emerge in the arena of reading as an inclusive concept that surpasses the comprehension of the text and extends to forethought and deep interaction with the

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written content. It is an extensive plan based on applying skills and methods to accomplish an in-depth comprehension. Reading skills transfer between superficial and deep reading thinking and utilizing deductive and analytical techniques to grasp concepts. Moreover, employing mental abilities that empower an individual to comprehend, deliberate and delve into ideas to criticize them. (20.14)

Significance of the Study

Reading is one of the most crucial language arts. Reading importance cannot be neglected since it spans different aspects of life at individual and societal levels. It is apparent in the fact that it was the first divine command that God Almighty addressed to His noble Prophet, where He said ((Recite in the name of your Lord who created. (Surah Al-Alaq,verse 1(

Reading is one of the influential means of acquiring knowledge and serves as the basis for its growth and continuity across generations. Therefore, adopting reading skills is fundamental for both an individual and society, i.e. an individual obtains much of his experiences and information through reading since it became his primary means and the cornerstone of understanding any topic through mental processes that individual practices, such as analysis, deduction, and criticism, and judgment allowing the reader's ability to utilize the material he read (5. 34)

The process of reading is a complex mental and performative process. It affords the other linguistic skills a linguistic system that fosters the individual to achieve personal and social equilibrium. Moreover, it motivates the mind to work in a broader spectrum of information derived from the material read to enhance the levels of comprehension among young individuals. (17.128)

The analysis of these signs suggests that the reader formulates various objections to the text, which are essential for comprehension. These objections resemble the surface symbol and the base of the text, as reflected by the intellectual units. They serve as a means of processing information, the challenges confronting the reader, and the underlying capabilities that support him. The reading activity involves a task that requires processing the text through the reader's aptitudes, thereby representing the deep code of the text and the extent to which the information aligns with the cognitive intention of the reader. (20.19)

This harmony occurs through implicit understanding, often denoted as reading between and beyond the lines and the fusion of the self with the subject so that they appear as reciprocal facets of one another. Consequently, the reader engages with the text beyond its superficial meaning rather than interacts with the readable material to reach a state of Unity in that the reader becomes the readable material, and the readable material becomes a reader. (2.15)

The significance of that reading pattern in grasping meaning includes the capacity to link symbols and meaning and structure concepts. Comprehension encompasses some activities that facilitate the analysis of information and connect it to data previously acquired and stored in memory (10.109). The skill of reading comprehension does not uncover itself unless the reader can engage in text criticism because the lowest level of comprehension includes the perception of the surface meanings. The highest level represents the reader's ability to delve into the depths of the text, unveiling the apparent and hidden meanings, discerning underlying implications and relishing them (19.49). Therefore, reading comprehension is the cornerstone of the reading process because it encompasses mental processes that go beyond mere word recognition and eye movement to using skills in an interconnected manner as recognition, understanding, comprehension, retention, recall, and application (6.22)

Research Objectives

The current research aims to-:

Identifying the reading style of students in Arabic language departments in colleges of education for the humanities.

Identifying statistically significant differences in reading style according to the gender variable (Males / Females).

Identifying the level of reading comprehension among students of Arabic language departments in colleges of education for the humanities.

Identify the correlation between reading style (superficial - deep) and reading comprehension.

Research Limitations

The current research is limited to:

Cognitive boundaries: surface-deep reading style and reading comprehension.

Spatial boundaries: Colleges of Education for the Humanities, Department of Arabic Language at (University of Babylon, University of Baghdad, Al-Mustansiriyah University, Ibn Rushd University, Al-Qadisiyah University).

Human Limits: Students of the Arabic Language Department, fourth stage, in colleges of education.

Time limits: Academic year 2024.

Terms definition

First: The Pattern

The pattern in linguistic

"It refers to a doctrine, art, method, or a type of floor covering. The plural form is patterns, such as a reason and reasons. Ibn al-Bari said: It is called a pattern, patterns, and multi patterns. Ibn al-Atheer said it is a type of floor covering that has a thin fimbria, and patterns represent the method, and the pattern is from knowledge and baggage, and everything is a type of it. The plural of all of that is patterns" (14. 418).

Second: Reading:

A/ Reading in linguistics: The origin of the word (reading) is the plural, meaning everything you collected and recited so that it may read as a reading and a recitation of the Qur'an. The grammarian Ibn Ishaq Al-Nahwi said: The word of God that He revealed to His Prophet is called the Book and the Qur'an. The meaning of the Qur'an is the meaning of pluralization, and it is called the Qur'an because it collects verses. (14.233)

Idiomatic Meaning of Reading

Al-Baja defined reading as "the written symbol, the mental meaning, and pronunciation. It is a response to the written symbol, and a mental process through which the reader can interpret the meaning. Reading is a concept that involves recognition, pronunciation, understanding, criticism, balancing, and problem-solving." (4.92)

Ruddell (1992) asserts that reading is a complex performative mental process that entails a linguistic system with other skills: listening, speaking, and writing. -Superficial reading pattern: Kramer defined it as the implicit acceptance of the

The procedural aspect of superficial reading pattern: The response of the individuals in the research sample to the scale items that demonstrate their superficial reading style, which only includes a literal interpretation of the text.

The deep pattern for reading: Kramer defined it as a set of advanced processes that lead to understanding. These processes encompass inferential and deductive thinking, analogical skills, analysis, criticism, contemplation, and insight. Although the reader requires fractions of a second to carry out operations, he needs years to formulate and develop this pattern. This pattern involves focusing on the message within the text critically and recreating it by establishing links with other texts, his current knowledge, concepts, and planning principles by the reader (3.43).

Comprehension in Linguistics

knowing something by heart. Understanding something: knowing it, i.e. when someone says, "I understood something", I understood and knew it. Moreover, when someone says "he understood a speech", he apprehends it step by step. A witty man is someone who comprehends quickly. (14. 3481)

Idiomatic Meaning of Understanding

Ammar defined it as: "a set of activities that allow for the analysis of received information in the form of levels of functional equilibrium, that is, connecting new information with previously acquired data stored in long-term memory." (10. 109)

Reading Comprehension

Van Den defined it as: "The effective processes by which meaning is constructed, often requiring the reader to engage with the text to extract the meaning of an ambiguous word, or to determine the main idea in the text." (21. 539)

The Procedural aspect of reading comprehension: The number of correct answers in the reading comprehension test indicates the capability of the research sample members to perceive the main and secondary ideas and what lies beyond the lines of the text being read.

Theoretical Framework

The first axis: The theoretical framework

First: Reading pattern (superficial – deep)

Reading is one of the experiences that requires perception, understanding, linking, and deduction. It is a method of mental activity in problem-solving. Therefore, educational institutions face a critical educational issue: how to provide the individual with a scientific culture that enables them to follow the continuous increase in scientific knowledge. Moreover, how to deal with surrounding variables, controlling and planning them (6.2).

Reading is not a mechanical process, but it is an art that depends on sight to understand, interpret, analyze and evaluate legible material. It is a process that aims to allow the learner to acquire the ability to teach himself, comprehend the world around him, and solve his problems (16. 46).

The reading process entails a collection of skills the reader learns while dealing with the text and recognizing written symbols and vocabulary meanings. Reading aims at understanding the meaning. Reading comprehension encompasses linking the symbol and the meaning, discovering the meaning out of the context, and organizing the readable ideas . (10.109-110)

Based on the above, the reading process includes more than one level of the linguistic system:

Phonetic level, which means producing letters from their suitable articulation area

2.The grammatical level is concerned with the movements at the end of words, sentences, and structures

The semantic level, which means the meanings of vocabulary, the structure of the word, and the context in which the words occur. According to this field, the morphological and written levels are brought to mind (11.23)

The relationship between reading and comprehension can be explained as follows :

The comprehension process is the first stage of learning to read .

Among the basics of reading comprehension are linking, analysis, and interpretation .

Reading without understanding is a mechanical process since it is not a meaningful linguistic skill (1. 219)

Reading Comprehension

It is a complex process that depends on mental perception. Although it begins with sensory perception of symbols and written words, it requires concentration, attention, and analysis to empower the reader to comprehend the meaning of what he read. Cognitive scientists have confirmed that Individuals diverge in the degree of their reading comprehension. They argue that there are cognitive means that motivate the learner to think about what he read and use mental strategies effectively to reach a high degree of understanding (8. 91-92).

Levels of Reading Comprehension

Superficial comprehension level: At this level, the reader must remember all the details of the text without delving into them, as the answers are directly derived from the text.

The level of interpretive understanding: At this level, the reader delves into the meanings and ideas explicitly and implicitly and compares them with other ideas .

The level of applied understanding: At this level, the reader reaches the stage of conscious reading that empowers him to inspect the readable material and differentiate among facts (13.32-33)

The various interpretations among readers may affect this pattern, i.e. the accurate and deliberate interpretation for one individual may not be the same for another. That depends on the individual's prior experiences and reading skills that empower him to reveal the secrets of texts (28. 1)

Deep reading requires the utilization of attention and awareness skills. Deep readers interact with the text and transition from the words on the page to its content. It is an interactive form of reading that awakens the reader's voice and stimulates him, relying on the participation of the body and mind. It is a physical practice that demands meditative techniques (26.16).

First: Research Methodology

The current research population involves the fourth-stage students in the colleges of education at the universities of (Babylon - Kufa - Al-Qadisiyah - Karbala - Wasit - Baghdad - Al-Mustansiriya) for the academic year (2023-2024). There are (697) students, (189)male and (508)female distributed among 7 colleges of education.

Third: Research Sample

Sample of Colleges

The researcher wrote the names of the seven colleges of education on scraps of paper and put them in a plastic bag .

Student Sample

The researcher utilized the Thompson equation to select an appropriate sample size for the abovementioned population. The results after statistical analysis showed that the proper number of males is (127) and the appropriate number of females is (219).

Fourth: Research Tools

Measurement tools are organized instruments to measure the desired phenomena expressed through a digital language. That language is an objective and codified method to assess the sample's behaviour and attributes (3.398)

The reading style scale and the reading comprehension test are the two essential tools to accomplish the research objectives and measure its variables. The researcher carried out the following procedures :

Reading Style Scale

The researcher applied a (Geraldine, 2007) scale to evaluate the reading style of fourth-grade students in Arabic language departments at education colleges. The scale contains (12) items. Each item affords two options: (yes) and (no). A score of (1) is assigned for a (yes) response and (0) for a (no) response for each item of the scale.

Validity of the scale items: To determine the validity of the scale items, the researcher submitted them to (21) experts and arbitrators. The researcher then applied the Chi-square test to extract the results. The researcher obtained the following results:

Items	Experts No.	Acceptors	Rejecters	Chi value		Significance level 0.05
12-1	21	20	1	17.18	3.84	Function

Thus, the Chi-square value is a function of the scale items and was relied upon

Survey application:

Statistical analysis of paragraphs:

The researcher conducted a statistical analysis of the reading pattern scale items through the following procedures:

Discrimination Power

The researcher extracted the discriminatory power of the items using the two-group method. The method involves calculating the item discrimination index based on the difference in performance between the two groups. Kelley (1939) identified the optimal percentage of individuals in each group for the discrimination coefficient to be higher, i.e. 27% of individuals should be involved in each of the two groups, and 46% of individuals should be excluded(7.284).

The Relationship of the Item to The Total Score of the Scale

The correlation of the score of each item to the total score of the scale is critical in determining the validity of the items and their homogeneity in measuring the behavioural phenomenon (23. 194).

The relationship of the item to the field to which it belongs:

The researcher applied the Point Bayesian correlation coefficient to determine the correlation between the score of each item in the scale and the score of the field to which it belongs.

Psychometric features of the reading pattern scale:

Experts in psychological and educational measurement agree that validity and reliability are crucial psychometric characteristics that a test must possess, regardless of its intended use. The researcher presents validity and reliability indicators for the reading pattern scale as follows:

Validity

It is a psychometric property that uncovers how well a measure achieves its planned goal. Anastasia argues that validity is situational because it is calculated from the scores when applied to the research sample, which is relative rather than absolute (40.115).

The researcher conducted two types of validity:

Face validity.

Construct validity.

Stability

Statistical indexes for the reading pattern scale:

Reading comprehension test

The reading comprehension skill refers to what the reader understands after reading a specific text, analyzing it, and then determining whether the goal is explicit or implicit. Therefore, reading comprehension skills are critical because they are initial in the students' evaluation process. Reading comprehension tests must be valid and consistent. That is why the researcher followed the following steps for constructing a reading comprehension test:

The researcher selected an appropriate text based on length, topic, and difficulty. Moreover, the subject should not be tackled in advance, to ensure that students do not rely on period information (12. 79-80).

The researcher submitted multiple texts to twenty-one experts for validity evaluation. The researcher selected one text for the Chi-square test for goodness of fit to assess its validity to the research sample.

Test Specifications

The specifications for a reading comprehension assessment must outline the sub-skills to be tested and measured, including rapid skimming, distinguishing the initial ideas in the items, differentiation between facts and opinions, the ability to infer meanings of unfamiliar vocabulary from context, and the nature of the questions to be included (12. 78).

Test Items Design

The researcher developed a test of 4 types of questions: the first contains eleven multiple-choice items. The second encompasses thirteen short answer questions. The third includes five matching questions. The fourth consists of two paragraphs of text summary questions. Consequently, the total number of items in the assessment is (31) item.

Test Regulations

The researcher suggested the following guidance:

Answer regulations:

Please enter your name and branch in the designated area on the answer sheet.

Attentively read the text, ensuring an accurate comprehension of the concepts

Your test involves multiple paragraphs; it is necessary to answer all these paragraphs.

The answer should be on the question sheet

Correction instructions:

The researcher designated one mark per item of the first and third questions. A zero mark was assigned for the incorrect answers. Items left unanswered or carrying multiple answers are considered incorrect ones. Three marks were determined per item of the second question. Five marks were given per item of the fourth question. The researcher assessed these two questions based on the answer key designed by the researcher.

Exploratory Application of the Test

The researcher applied the reading comprehension test in its finalized form to a sample of (46) male and female students. The aim of the test application was:

Determine the optimal time to answer the test.

Analyzing the test items concerning the reasons for incorrect alternatives

Calculate the test reliability coefficient.

Determine the apt time to answer the test

Upon applying the reading comprehension test to the exploratory sample, the researcher concluded that the fastest student completed the answer in (40) minutes, and the slowest student took (52) minutes to complete the test. Then, the researcher calculated the average test time utilizing the following equation: using the following equation:

Test time= Time of the fastest student + Time of the slowest student= 40+52 = 46 minute

$$\frac{40+52}{2} = 46$$

The researcher concluded that the average time a student required to answer the test was 46 minutes.

Analyzing Test Items

After correcting the students' answers in the survey sample, the researcher organized the scores in descending order and separated them into two groups: the upper half, which involves 23 answer sheets with the highest scores, and the bottom half, which consists of 23 answer sheets with the lowest scores. Owing to the small size of the exploratory sample (less than 50), the researcher utilized the whole sample instead of a percentage (27%)(15. 108).

The highest score among the upper group was 54 degrees, while the lowest score among the bottom group was 15 degrees. Subsequently, the researcher calculated the average difficulty, discrimination power, and the effectiveness of the incorrect alternatives as follows:

Difficulty Level

The percentage of correct answers may determine the difficulty of a test item. If that percentage is high, it denotes the easiness of the item, and if the percentage is low, it indicates difficulty (Samara, 1989, pp. 105-106). When calculating the difficulty factor for each item, the researcher concludes that it was between (0.30) and (0.67).

Thus, they are acceptable difficulty coefficients, as Bloom argues that the test items are accepted if their difficulty coefficient is limited to (20-80%). (25. 168)

Discrimination Power

After calculating the discrimination power of each test item, the researcher found that it is limited to between (30%) and (65%) (Appendix 6). The test items are considered valid if their discrimination power is (30%) or more (. 80). Therefore, the researcher adopted all items.

Final Test Application

The researcher applied the reading comprehension test to the students of the research sample, bearing in mind the following points:

Test application was accomplished under the supervision of the researcher.

Demonstrate and clarify the regulations of the test.

The test was conducted simultaneously.

The test was conducted in two adjacent halls to guarantee control in both halls.

Correction Stability

The researcher selected several forms and identified the stability of the test correction in two ways:

Stability Over Time

The researcher corrected the forms to recognize the stability of the test correction over time. Within two weeks, she recorrected them using the Pearson correlation coefficient equation. The consistency of the researcher's two corrections reached (0.9.)

Stability With Another Corrector

To identify the stability of correction, another corrector corrects the same forms. The corrector has to block the mark and never make any marks on the answer sheet to reduce the influence on the examiner. Using the Pearson correlation coefficient equation, the consistency of the researcher's correction with the correction of another corrector reached (0.88).

Results

According to the objectives of the research, the fourth chapter entails the results achieved by the researcher. Then, the researcher discusses the results, conclusions, suggestions and recommendations as follows:

First objective: “To determine the reading pattern of students in the college of education

To achieve the abovementioned objective, the researcher utilized the Chi-square test for the best matching. After collecting the data and categorizing the students according to each reading pattern

and conducted in a statistical program (SPSS), the researcher obtained the following results:

The table shows the calculated and tabulated chi-square value and the level of statistical significance:

Reading Pattern	Observed number of students	Anticipated number of students	Chi-square value		statistical significance value
			Calculated	Tabulated	
Deep	146	173	163,92	3,84	0,05
Superficial	200	173			

From the table above, the calculated value of Chi-square 2 was higher than the tabulated value. That suggests a shallow reading pattern.

The researcher spread the scale to the students of the Arabic language departments in the College of Education. The researcher observed the predominance of the superficial pattern after recollecting and re-correcting the forms. The researcher attributed the reason behind the abovementioned result to various causes. For instance, the curriculum from the primary level until graduation from university concentrates on superficial comprehension.

The second objective: Identify Statistically significant differences in comprehension patterns in the College of Education according to gender:

Gender (men – women.)

To accomplish this objective, the researcher sorted out and categorized the data based on gender, according to the type of reading pattern. The (Chi-square) test was applied to evaluate the significance of the differences. The researcher obtained the following results:

Reading pattern based on gender variation:

Reading pattern for men (deeper and superficial)

To achieve this objective, the researcher split the target into two groups: males and females as follows:

The table below shows the calculated and tabulated value of chi-square 2 for the reading pattern for males (superficial and deep).

Repetition	Observed Frequency	Anticipated Frequency	Freedom Degree	Chi-square value	Statistical Significance
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Reading Pattern				Calculated	Tabulated	Level
Superficial	75	63,5	1	16,580	3,84	0,05
Deep	52	63,5				
Total	107	----				

From the table above, the researcher concluded that the number of males with the superficial pattern is higher than those with the deep pattern. In addition, the value of The chi-square test is higher than the tabulated value. That denotes the existence of statistically significant differences in the superficial pattern.

Reading pattern for females (deep superficial):

The calculated and tabulated chi-square value of reading pattern for females

Reading Pattern	Observed Frequency	Anticipated Frequency	Freedom Degree	Chi-Square Value		Statistical Significance Level
				Calculated	Tabulated	
Superficial	170	78	1	14,74	3,84	0,05
Deep	69	78				
Total	239	--				

From the table above, the researcher concluded that the number of females with a superficial pattern is (170) and (69) with a deep pattern. The value of the chi-square test was (14,74) is higher than the tabulated value (3,84) at a statistical significance level of (0,05). The freedom degree is (1) which indicates the existence of Statistical Significance differences for the superficial pattern for females

The third objective: “Recognizing the reading comprehension of students in the College of Education:”.

The researcher utilized the reading comprehension test for the essential research sample to attain this objective. The researcher then utilized a one-sample t-test. The researcher obtained the following results:

Results of the t-test for reading comprehension per each sample.

The calculated and tabulated of (T) test value for the reading comprehension test per each sample

Sample Size	Arithmetic mean	Hypothetical mean	Standard Deviation	Freedom Degree	(T-Test) Value		Statistical Significance Level
					Calculated	Tabulated	
346	63,63	50	13,112	696	19,913	1,96	0,05

The table above shows statistically significant differences in the arithmetic average over the hypothetical average among students of the College of Education .

The Fourth objective: “Recognizing the correlation between reading comprehension and reading pattern

The researcher applied The Point-Biserial Correlation Coefficient and then used the T-test for the correlation coefficient. The following results have been obtained:

The value of the correlation coefficient between reading comprehension and reading pattern

Sample Size	Correlation Coefficient Value	Square value of Correlation Coefficient	Freedom Degree	(TR) value		Statistical Significance Level
				Calculated	Tabulated	
346	0.78	0.67	344	27,43	1,96	0.05

The table above unveils that the value of the correlation coefficient is (0.78), while the value of the t-test for the Point-Basreal correlation coefficient is (27.43). This value is higher than the tabular value (1.96) at the level of statistical significance (0, 05), and the degree of freedom is (344), which is a value with a good correlation coefficient. The correlation relationship is direct, which implies that the reading pattern influences reading comprehension, and reading comprehension has a relationship with the deep reading pattern at the expense of the superficial reading pattern.

Conclusions

The study reached the following conclusions:

The reading pattern influences the reading comprehension

The superficial pattern is the prevailing reading pattern among students

There is an evident correlation between the reading pattern (superficial - deep) and reading comprehension. That means whoever possesses a deep reading pattern has high skills in reading comprehension.

Recommendations

Using modern teaching techniques that foster reading comprehension skills

Encouraging students to use reading comprehension skills and strategies and engage in attentive reading of texts. That enables them to distinguish the main and secondary ideas. Motivating them to analyze beyond the lines is the main objective of reading .

Motivate students to read outside the framework of study (free reading) to understand and absorb what they read and learn. Therefore, this makes reading a means and not a goal.

Suggestions

Based on the conclusions and recommendations, the researcher proposes the following:

1- Conducting a study entitled "Reading Pattern (superficial - deep) and its Relationship to Expressive Performance among Students of Arabic language departments in Colleges of Education for the Humanities ."

Conducting a study entitled "The Reading Pattern (superficial - deep) and its relationship to the rhetorical concepts acquisition among students of Arabic language departments in colleges of education for the humanities".

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