

# The Relationship Between Question Relations Strategy And Reading Comprehension

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## Research Summary:

This research aims to know (the relationship between the strategy of question relations and reading comprehension). The researcher explained the concept of strategy and its steps, and identified the levels and skills of reading comprehension, and what impact of the strategy on the development of reading understanding and skills. It turned out that there is a relationship between the strategy of question relations and reading understanding.

## Constructivist theory:

The constructivist theory is an educational philosophy that means that the learner creates his own knowledge that he stores inside him, so everyone has his own knowledge that he owns, and that the learner builds his own knowledge either individually or collectively based on his current knowledge and previous experiences, as he learns and transforms information. Depending on the conceptual structure that enables him to do this, the constructivist theory is concerned with the internal cognitive processes of the learner, i.e. what happens inside the learner's mind when he is exposed to educational situations such as his previous knowledge, his acceptance of learning, his motivation and his ability to process information. (Al-Adwan and Dawud: 34, 2016)

## Active learning:

The philosophy of active learning emphasizes that learning must be linked to the learner's life, reality, needs and interests, and stems from his preparations and capabilities. Active learning derives its philosophy from contemporary global and local changes. Transferring the focus of attention from the teacher to the learner, and making the learner the focus of the educational process (Assaad: 2017, 13)

## Metacognitive strategies in teaching reading:

Given the importance of thinking in learning processes, and the role it plays in enabling a person to overcome the problems and difficulties that challenge him and stand in the way of achieving his desires, thinking has received the attention of many educators, psychologists and researchers in the learning processes, and educators have tended to call for the development of cognitive and metacognitive thinking skills. And since reading represents the broadest doors through which a person overlooks the treasures of knowledge and knowledge, a strong trend has emerged that calls for the development of reading comprehension skills and the ability to comprehend among readers in school subjects in general. Their effectiveness in developing reading comprehension skills, and among these strategies were many that proved effective in developing metacognitive thinking skills, so they are called metacognitive strategies. (Atiya: 2014, 153)

## The concept of question relations strategy:

In 1980, Tavi Raphael began her first empirical research related to the question relations strategy, and was able to determine the parameters of its nature. In her research, she identified two levels of information sources that the learner needs in understanding the text according to this strategy, which are "in the

book" and "in my head", and It included three sub-categories: "the answer in the text", "think and research" and "me and myself". In 1986 Raphael added the fourth category "me and the writer" below the level of "in my head", and it was stated in Raphael's 1986 study that The question relations strategy is: a strategy that shows the learner the way in which he deals with the text and prior knowledge, following the "in the book" and "in my head" strategy technique in order to reach the meaning and comprehension of the reading (Rothong: 2013)

### **Levels of Question Relationship Strategy:**

Levels of Question Relationship are divided into:

- 1) The first level (in the book) the answer in the text: This level of questions is explicitly literal, the answer to it is through one sentence found literally in the text. Examples of these questions that start with interrogative tools such as: How many? Who is the ? From ? where ?
- 2) The second level (think and research): This level of questions is explicit or implicit, and they are analytical and explanatory questions with a low deductive level. The answer is through the text, but not through a single sentence, but rather through sentences distributed in the text, as the learner collects the answer from sentences There are different types of text in the text. Examples of questions for this level are: Questions (What is the reason? Compare – meet)
- 3) The third level (the writer and you) This level of questions is implicit, and they are analytical and interpretive questions with a high deductive level and require an answer that is not entirely from the text, but the answer needs the learner to link the experiences of the text with his previous experiences. ...? Continue The author believes that ... a point of view
- 4) The fourth level (royal): This level of questions is an implicit scenario, and they are practical questions, the answer of which is not in the read text, but rather depends on the background knowledge and personal experience only about the topic that the learner reads, and they are open-ended critical questions within the context of the subject of the text. Examples of this level, what do you think? Complete: Based on your

experience, what do you think of ... (Mohammed: 2006, 10)

### **Stages and procedures for teaching question relations strategy:**

#### **First, the boot stage:**

- 1) The teacher explained the strategy to the learners through two basic categories of questions: in the book: the answer in it can be found in the text, in my head the answer can be found outside the text, through the learner's own knowledge or experiences, and each category of basic questions has two types of Sub-questions
- 2) The teacher presented the levels of the question relations strategy by making posters to clarify and highlight the sources of information and distributing four cards for the question relations strategy as an index for each learner.
- 3) Presenting difficult vocabulary and concepts to learners, and clarifying them before reading
- 4) Asking some questions about what the learners know about the subject to activate their previous knowledge, and determine the source of the answers to the two levels (there is truth) and (think and search) inside the text or in the book, and the source of the answers to the two levels (the writer and you) and (my king) outside the text or in my head
- 5) The teacher explained the levels of the question relations strategy in more detail as follows:
  - ✓ (And there is a right) to answer these questions through a single sentence that is found literally in the text
  - ✓ (Think and research) answering these questions through the text, but not through a single sentence, but through sentences distributed in the text, as the learner collects the answer from different sentences in the text
  - ✓ (The writer and you) answer these questions through the text, but not through one sentence, but through sentences distributed in the text, as the learner combines the answer from different sentences in the text
  - ✓ (my) The answer to these questions is not in the readable text, but depends on the background knowledge and personal experiences on the subject (the text).
  - ✓ The teacher explained the levels of the strategy in more detail. (Resident and Suleiman: 2020)

#### **Second: the modeling stage:**

- 1) The teacher's reading of the text is a typical reading, the aim of which is to enhance reading fluency by providing questions and answers, and explaining each type of question relationship.
- 2) The teacher presented samples of the answer as a clear example in order for the learner to distinguish between the different types of questions
- 3) Explanation of how to determine the type of question in the school question book through the index of cards, which will help the learner to remember the four types of question relations strategy
- 4) The learner chooses the appropriate and correct type of card and ensures that thinking is modeled by thinking out loud, so that it becomes clear to the learners how to find answers to the two categories of questions (in the text, in my head), and explain the processes used to answer these questions
- 5) Highlighting where the information is located in the text or outside the text in order to help the learner draw conclusions and make inferences from the text. (Al-Basees: 2007, 42)

#### **Third: Guided Practice Phase:**

- 1) The teacher and the learners read together (participatory reading), then the teacher clarifies difficult vocabulary and concepts for the learners
- 2) Learners identify the types of strategy questions by drawing the correct card from the index and the appropriate answer for each category, while providing a logical justification for the source of their answers.

#### **Fourth: The stage of independent practice:**

- 1) The teacher presents a set of questions without providing the answers, then directs the learners to think about finding the place of the answers themselves
- 2) The learners themselves formulate the questions and answers through the text, then the learners determine the type of each of the question relations questions, at this stage the learner can make cards writing the question and the answer in the front of the card, and the type of the source of the answer in the back.

#### **Fifth: Application stage:**

- 1) A group of learners exchanged questions and answers, explained and discussed the reasons for

using each type of question-relationship strategy question

- 2) Each group of learners shares one or two questions for one of the main categories of the strategy, and the teacher should give learners feedback when they use this strategy. (Abu Al-Hajjaj and Hassan: 140,2016)

#### **Sixth: Evaluation stage:**

- 1) Discussing the question relations technique and how it helps improve the learners' understanding of the text. Talking about types of questions requires the greatest amount of learners' thinking about how to determine the questions and answers.
- 2) The learner completes the effective answer by writing two questions: How does the question relations strategy help in understanding the information? How can I apply my royal strategy? (The Messenger and Iqbal: 2015, 12, 13)

#### **Reading comprehension:**

Reading comprehension is the basis of the reading process or is the main goal of the reading lesson, and this understanding requires the reader to interact with the reader in an interaction that results in the construction of meaning, where the reader begins to give meaning to the read text in accordance with the nature of the information contained in the text on the one hand, and the cognitive background on the one hand. On the other hand, so understanding the topic will be based on building a complete mental representation, and that reading comprehension is an interactive structural mental process that the reader exercises through the content of my reading, in order to extract the general meaning of the topic (Abdul Bari: 2010, 23).

#### **Reading Comprehension Skills:**

Reading comprehension has multiple skills, which are:

- 1) Identification of the main ideas: the main ideas and related supporting details are the most prominent content and contents of the written material (Al-Hallaq: 2010, 206).
- 2) Arranging ideas according to their logical sequence: The idea of each topic includes certain ideas, and these ideas are obtained from the sequential sequence of sentences and

meanings, and the role of the teacher is to develop the learners' knowledge of this organized sequence of ideas by reading the topic in a focused manner. (Al-Jubouri and Al-Sultani: 2013, 288)

- 3) The ability to read instructions and directions: Learners are trained to acquire the teachers' experience and their way of life, and to benefit from them in following the instructions and directions within the read text. (Abdul Bari: 2010, 207)
- 4) Inference and deduction from what he reads: The teacher's task is to train learners on focused and accurate reading of any particular topic, as well as training them to link ideas, and realize the relationships between different incidents so that they can make conclusions that lead to new and meaningful knowledge. (Al-Ta'ima and Fawzi: 2006: 47)
- 5) The ability to analyze and criticize while reading: Each reading material has a main idea, and the teacher's role is to benefit from the learners' previous knowledge and the information they possess in analyzing those ideas and passing judgment on them from the learners. (Ismail: 2013, 92)
- 6) Knowing the writer's style: it is the learners' knowledge of the writer's presentation of his subject, the way he presents ideas, and his method of presenting evidence and proofs that support his views. (Ibrahim: 2009, 772)
- 7) Determining the characteristics of the readable text: Each reading text has characteristics and characteristics that characterize it, and distinguish it from other readable texts, and the knowledge of the learners with these features leads them to a deeper understanding of the text (Zahran: 2007, 37).
- 8) The ability to determine the writer's purpose: that each readable text has a goal and a purpose, and the learners' knowledge of the writer's purpose and goal from the read text, means that the learners have comprehended the text (Al-Jubouri and Hamza: 2013, 286).

### **Levels of Reading Comprehension:**

The levels of reading comprehension have varied according to the researchers' divisions, and the various skills and sub-levels it includes, describing reading as a process of thinking,

analysis, and conclusion. The levels of reading comprehension have been identified in three levels:

#### ➤ **The first level:**

the level of literal comprehension. This level refers to the reader's ability to understand what the writer presented in his subject

#### ➤ **The second level:**

the level of deductive understanding: this level refers to the reader's ability to delve into the depths of the text, to derive meanings that the writer did not directly state.

#### ➤ **The third level:**

the level of evaluation or critical understanding: this level refers to the reader's ability to judge the ideas and information that the writer mentioned in his topic. (Al-Athiqi: 2009, 38)

**Reading comprehension levels are categorized into the following:**

**The level of direct understanding:** It is the ability of the reader to understand words, sentences and ideas directly as they are expressly stated in the text, and it includes the following:

- ❖ Determine the appropriate meaning of the word from the context
- ❖ Determine the main idea of the text
- ❖ Ranking in order of importance. (Shehata: 2008, 108)

**The level of inferential understanding:** It means the reader's ability to determine the implicit meanings that the writer wanted and were not expressly mentioned in the text, and it includes the following:

- ❖ Draw similarities and differences
- ❖ Deduce cause-effect relationships
- ❖ Inferring the implicit meanings in the text. (Al-Basees: 2011, 63)

**Critical understanding level:** It is the ability of the reader to pass judgment on the readable text linguistically, semantically, and functionally, according to appropriate rules, principles, standards and frameworks of reference, and includes the following:

- ❖ Distinguishing between fact and opinion
- ❖ Determining the author's credibility

- ❖ Distinguishing between the reasonable and the absurd
- ❖ Judgment on the originality of the material read, and its relevance to the era. (Harahsheh: 2007, 81)

**The level of gustatory comprehension:** It is the reader's ability to have a deep understanding based on his contemplative experience and his senses

The writer's feelings and feelings, including the following:

- ❖ Realizing the aesthetic and semantic value of words and expressions
- ❖ Awareness of the emotional state and mood in the atmosphere of the text
- ❖ Awareness of the reader's sense of what the writer or poet felt. (The She-camel and Waheed: 2002, 216)

**The level of creative understanding:** It is a high level of understanding that requires the reader to invent new, unfamiliar ideas, innovate and break out of the ordinary, and includes the following:

- ❖ Suggest new solutions to problems mentioned in a topic or story
- ❖ Determining the end of a story, the writer did not specify an end to it (Ibrahim: 2013,36,39)

**The role of the question relations strategy in developing reading comprehension and skills:**

The relationship of reading comprehension with the question relations strategy becomes clear through the levels of questions (directly in that place, think and search, you and the author, alone), especially the relationship of reading comprehension with the question relations strategy becomes clear through the fourth level (on your own), as the text of this type of questions is An implicit scenario and the learner answers this type of applied question not from the readable text, but from his background

knowledge and personal experience on the subject of the text, by reading beyond the lines, and working the reading comprehension skills of the text to be studied, namely: distinguishing between main and secondary ideas, and distinguishing Between fact, opinion and imagination, distinguishing between strong arguments and weak arguments, distinguishing between postulates and hypotheses, distinguishing between what is related to the topic and what is not related to it, and judging the writer's competence in choosing the topic, judging the credibility of sources, and judging the validity of the text title, judgment On the author's objectivity, the extent to which he achieves his goals, evaluating evidence and evidence, issuing judgments, criticizing and expressing an opinion supported by evidence and proofs, and issuing a judgment on the readable text: linguistically, semantic and functional, and distinguishing between what is known. Health and misinformation, discovery of the implicit meaning and understanding beyond the lines, and this type of question in Bloom's classification belongs to the level (evaluation), and examples of this level - what do you think? Continue - based on your experience..., what do you think of... (Al-Rasoul, Iqbal: 2015, 14)

The researcher believes that the question relations strategy helps to develop reading comprehension and skills by learning how to better answer questions. By referring to whether the information they used to answer questions related to the text was explicit text information (directly in the text), implicit text information (information that was included in the text), or information entirely from previous knowledge, it helps to think properly. Understand the meaning of the text and translate between the lines.

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