

The Effect Of The (Rap) Strategy On The Reading Comprehension Offirst-Class Intermediate Students

A.M.D. Ihsan Adnan Abdul Razzaq and Taghreed Bashir Badr

¹*Al-Mustansiriya University, College of Basic Education, Iraq., Ihsanadnan832@gmail.com*

²*Al-Mustansiriya University, College of Basic Education, Iraq., Taggedbasher@gmail.com*

Abstract

The research aims to identify the impact of the (rap) strategy on the reading comprehension offirst-class intermediate students.

And after the researchers identified the topics of the scientific material that you will study during the period of the experiment, which are the topics of reading comprehension in the Arabic language book for the first course of the academic year (2021-2022), reach (5 topics), the researchers established (43) behavioral objectives and prepared plans Teaching, and the researchers presented two teaching plans model to a group of arbitrators and experts in the specialization of the Arabic language and its teaching methods, measurement and evaluation, and in the light of their opinions and suggestions, some modifications were made and taken their final form.

One of the researchers studied the two research groups, and the teaching period lasted (9) weeks, as it started on Tuesday (16/11/2021) and ended on Tuesday (1/11/2022).

In order to measure reading comprehension among first-grade middle school female students (the research sample), the researchers prepared a test to measure reading comprehension consisting of (37) items divided into 34 substantive questions and 3 essay items with restricted answers, which were applied to the experimental and control groups at the end of the trial, and the test was distinguished Honesty, consistency and objectivity.

The researchers deal with the research data and its results by using the statistical period (spss) and by using the following equations: test (t-test), (chi-square), (difficulty coefficient), (discrimination coefficient), (effectiveness of alternatives), (Queder-Richardson equation (20) and (equation Alpha Crew Nebach) The search yielded the following results:

There is a statistically significant difference at the level of significance (0.05), between the mean scores of the experimental group students and the average scores of the control group in favor of the experimental group.

Keywords: (R.A.P) reading comprehension strategy, female students, first intermediate.

ResearchProblem:Readingcomprehensi on is one of the complex problems facing female students in the intermediate stage. It depends on mental perception more than on sensory perception, while the objectives of the study in the intermediate confirm the understanding and retrieval of the material and that female students in it should move to the highest levels of

reading comprehension(**Al-Dulaimi, and Suad, 2009: 10**).

Therefore, the researchers were able to identify the problem of her research through her visit to a number of schools affiliated with the Directorate of Baghdad/Karkh III , and briefed her on the reality of teaching reading in it, as she distributed an open questionnaire to

language teachers Arabic for the first intermediate grade and their number was (9); To know the reasons for the decline and the weakness of reading and the methods used, as shown in Appendix (2A-B), and included two questions. The answers indicated that female teachers adhere to the usual(traditional) method by 82%. This means that most teachers have become attached to one traditional method that depends on the method of lecture or the traditional method that depends on indoctrination or delivery. The problem expanded to reach a number of them do not see and do not hear any new thinking in education and adhere to the old methods they learned, or that they use the method in which they feel safe. With regard to the second question, 88% of female teachers indicate that there is a weakness in the level of reading understanding of students for their dependence on memorization without any understanding or interest in what they acknowledge, which leads to a low level of achievement, and that without it is not possible to receive the increasing information in each scientific development day, and in order for the individual to be able to follow the reasons of learners or the school They fail, and this poor level of reading comprehension is one of the most important problems affecting students. They stand as a barrier to their educational path in acquiring science and knowledge, as their reading does not express understanding of the meaning, and it is noted that they do not realize in most reading situations what is involved in reading behind the letters and symbols they read.

Students The problem of the current research is determined by answering the following question.

What is the impact of the rap strategy on the reading comprehension of first-grade students?

Significance of research:

The Arabic language is the language of the Manifesto, which is a sacred language that every Muslim needs to be able to worship in it and learn the judgments and be guided to the one that is the language of the Prophet's Hadith, which is part of the Sunnah of the Prophet, and this year is the

second source of legislation, so Arabic must be learned to follow the Sunnah of the Prophet Muhammad(PBUH). "Whoever loves God's Messenger (PBUH), and whoever loves the Prophet (PBUH) the Arabs loves the Arabs, and whoever loves the Arabs he is concerned with it and persists on it and distracts his concern to it" (Thelaby, 2002: 15).

Reading is important from the language system, and even the most important of this importance stems from its functions by acquiring the right language, which reaches the springs of knowledge and the streams of science, and acquiring experiences and their close relationship to other language skills, such as listening, speaking and writing, a clear relationship in terms of reading is a pivotal mental skill revolving around other skills and relying on them in many different aspects (Zayer and Ahoud,2015: 59).

The cornerstone of reading is reading comprehension, which is the goal and goal that each teacher seeks to develop the skills and levels of learners at various stages of study. Through the development of reading comprehension skills, the learner performs a lot of mental processes,such as analysis, judgment and conclusion. As much as the learner reads, he transcends the idea and shows his talent and broadens his horizons and highlights his innovations. The advancement of the human and his culture no longer depends only on the quantity of the reader, but on the reading style itself and his investment in **the reader (Al-Halq, 2010: 204).**

Each reading lesson does not achieve understanding and does not leave an impact on the learner's soul. Reading it is an incomplete reading, and we cannot even call it reading in light of the modern concept of teaching it. Teaching reading helps to develop reading comprehension, as the preamble prepares the mind and opens up a longing for independent understanding of the main meanings, and explaining linguistics aims to enable the learner to be aware of the meanings, and complete understanding of the disappearance of linguistic barriers, and the discussion shows the extent of students' understanding

of the reader, deepens the elements of the topic, and increases its clarity, so reading books must work to develop positive trends towards reading (Afoun, 2012: 114).

Rap is a modern strategy that has concerned the development of metacognitive thinking that is concerned with thinking processes or self-monitoring in the sense that the learner learns how to learn. Therefore, adopting this concept in learning processes requires providing a learning environment that encourages thinking, making the learner more positive, and active in the learning process, collecting, organizing, and evaluating information during the learning process, as well as enabling him to employ his learning in the situations he faces (Attia, 2014 :138-139).

Objective of the research: The current research aims to identify:

"Impact strategy (rap). in reading comprehension among first-grade intermediate female students. "

To achieve the goal of the research, the researchers formulated the following zero hypothesis:

(There is no statistically significant difference between the average reading comprehension scores of the experimental group students who study reading topics using the (rap) strategy at the level of significance (0.05) and the average reading comprehension scores of the control group students who studied reading topics in the usual way in the reading comprehension test).

Rsearch limits

- 1- Female students in the first intermediate grade in the intermediate, secondary and basic daytime government schools for girls affiliated with the General Directorate of Education in Baghdad Governorate/ Karkh III .
- 2- The first semester of the academic year 2021-2022 .
- 3- The five topics to be taught for reading and texts in the Arabic language book for the first intermediate grade, Part I, Third Edition (2018) are : (A story from the Holy Quran (Surat Al-Naml), the commandment of the prophet

Mohamed to Abu Dhar Al-Ghafari, Ahmed bin Fadlan and his wonderful journey, Tolerance, poem (O daughter of Al-Daad) by the poet Ali Al-Jarim) .

Defining terminology

Strategy (rap)

(Ken nedy, 2002) as: a strategy that directs learners to read a specific part of the text, to wonder about the main idea and sub-thought of the paragraph or passage, and to put it in their own words and contribute to improving reading comprehension by focusing the text, with the reader's attention on the most important information in the paragraph as it interacts (Ken nedy, 2002:25).

Procedural Definition of a Strategy (rap)

It is a set of procedures and steps that the two researchers follow with first-grade intermediate students (sample) research on the topic that they are asked to read a specific part of the text, and to ask about the main idea and sub-thought of the paragraph or passage, and to put it in their own phrases with a focus on the text, with attention to the most important information.

Reading comprehension

a. Language

• Understanding in as described in the dictionary of 'Lisan al-Arab':

(Knowing the thing with the heart understands it: Teach it, understand the thing: I have known it, understand it, understand it and understand the speech: understand it thing after thing, and a man of understanding : quick to understand) (Ibn Manzoor, 2011, c16, article F,E,M: 76).

• Reading as described in the dictionary of 'Lisan al-Arab:

The Almighty Allah said that " Indeed, upon Us is its collection [in your heart] and [to make possible] its recitation "(Surah Al-' Uqamah 17). When we read it, it was read, and it was followed by its Qur 'an: Reading and reading (Ibn Nazar, 2011, p. 16, Article QR,A: 195) .

B. Reading Comprehension /A term defined by:

(Tal and Muhammad, 1991): "The sum of the knowledge and facts absorbed by the reader based on his cognitive background" (Tal and Mekdadi, 1991 :13).

C- Procedural definition of reading comprehension

It is the mental processes performed by the students of the research sample in understanding the meaning of the text that the writer wanted, and understanding the relationships between the parts of the text in terms of the meanings of the vocabulary, structures, partial ideas, and the main, and the reflection of this understanding in the responses of the students (the research sample) to test the reading comprehension to which they are subject at the end of the trial period.

1st Intermediate Grade:

"The grade in which the intermediate stage of the Iraqi education system begins. Students are admitted to the primary certificate or equivalent and their average age is from (12) to (13) years " (Ministry of Education, 1996: 7).

Theoretical framework and previous studies

The concept of metacognition

The new roles imposed by the information revolution on the teacher develop learners' awareness of their thinking, and awareness of thinking means the ability to know what you know and what you do not know, and this process is called many names, including : understanding, knowledge of knowledge, memory, learning to learn, self-study of learning activities, self-management of cognitive activity, and other processes that are examples of composite mental activity that have been termed thinking thinking. Met-cognition is one of the components of cognitive theory in contemporary psychology, and this concept has found tangible interest at the theoretical and practical levels, and the concept of metacognition is due to the world of Flavell, which is meant to know the individual about his cognitive processes and associated subordinates, or anything related to that, and Flavell suggests that most psychological activities before

cognitive processes, motives, and various conscious and unconscious skills can be within what is beyond knowledge (Aladl and Salah, 2003: 188).

Metacognitive strategies

Many researchers emphasize the need for training on meta-knowledge strategies within a structured learning environment that allows learners to learn, think and practice, stating that learners need to be encouraged and strengthened by those around them to practice thinking through carefully designed learning activities.

Lin, 2001)) presents a set of high-level design principles for metacognitive activities:

- Provide opportunities for learners to continually assess themselves about what they know and what they don't know.
- Help learners connect their own thoughts and emotions.
- Foster mutual understanding of goals in metacognitive activities.
- Developing learner self-knowledge in a specific educational institution (Alatom et al., 2009: 278 – 280).

Song(1998) explained that strategy training starts from the assumption that success depends mainly on the appropriate use of the strategy, and that unsuccessful learners can improve their learning by training them to use effective strategies (Abu Jadu and Muhammad, 2007: 359).

There are several metacognitive strategies that help develop thinking skills and increase the ability to understand, and the reason for their diversity is that the more diverse there is in using teaching strategies with learners, the greater the opportunity to use the appropriate strategy with the educational situation or task they are undertaking(Maroun, 2008,:58).

These strategies include: (Sq3R), (SNIPS), (Pq4R), (PSQ5R), (R.A.P), (p.l.A.N),and(P.R.O). The (Rap) is one of the strategies that guides the learner's thinking during reading, meaning that the reader relies on what the title of the text and its main subtitles suggest as a basis on which to build the objectives of reading and the purpose it seeks to achieve when it reformulates, which makes the learner able

to face difficulties during reading (Attia, 2014: 12-222).

Strategy (rap):

• Preamble

Paraphrasing strategy, which is known as (rap) strategy, is one of the strategies that rely on knowledge in its procedures, and the principles of self-learning, thanks to the establishment of the rules of this strategy, and the statement of its steps, foundations and stages of teaching, Jean Bragg Schummaker, a professor specialized in educational psychology, and the psychology of learner growth in the Department of Human Development and Special Education & University of Kansas UIniversity of Kansas in Lawrence, Kansas, and to his colleagues at the same university Pegi Denton and Donald Deshler, who published in 1984 a book entitled *The Paraphrasing strategy*, in which they explained the essence of this strategy, its steps, and its principles. and its justifications. They devoted the bulk of it to providing a guide for the teacher that includes detailed procedures for the sequential stages of education to train learners on how to use this strategy in reading the course materials. In 2007, Schumacher, Deschler and Jim Knight published another book entitled *The Fundamentals of Paraphrasing and Summarizing: Instructor's Manuel*, in which they presented at length the foundations of the strategy of reformulation, by providing a detailed guide for the teacher on how to train learners to possess the basic skills of the reformulation process, while providing teaching models. In the same year, they also issued the *Fundamentals of Paraphrasing and Summarizing: Student materials*. These three books are the main pillars to which researchers refer in defining the strategy (rap) and use them in all scientific research and studies as in this research.

This strategy - within the University of Kansas Strategic Instruction Model-SIM in the Learning Strategies Curriculum series – is designed to help learners deal more effectively with the complex reading requirements they will face in the advanced

stages of education, and to develop their ability to recall basic thought and detailed facts that they read and remember easily(3: Schumaker, 1984 ,Denton & Deshler).

• Rap Strategy Steps))

The rap strategy consists of three steps that represent its basic structure, with each letter denoting the first letter of the English phrase that represents its steps, namely :

First: Step(R) Reading: Read the paragraph :

At the beginning of learning the strategy, learners read the text paragraph by paragraph while thinking about the meanings of the words embedded therein, and when they reach a high degree of mastery of the strategy they can read a full passage of a chapter, or several paragraphs. Reading may be loud or silent depending on the appropriate situations and circumstances assessed by the teacher.

Second: Step (A) Asking :

Ask yourself , What were the main idea and details in the paragraph?:

In this step, learners ask themselves questions that lead them to think about what they have read, and to review it. Reviewing what has been read needs to review the paragraph and then discover the main thought and the details contained therein by asking guiding questions related to the main idea, the supporting details, and how to extract them from the paragraph.

Third: Step (P) Reformulation: Put the main idea and details included in the paragraph in the learner's own phrases

Words: Put the main idea and details into your own

In this step the learner makes the information in the read passage subjective, through the expression of about it in his personal words, which helps him to keep it and remember it..(Brown, 2005:P11)

9. Previous studies

First: Study (Ghazal,1997)

The study aimed to find out "the impact of summarizing reading topics on the understanding and development of expression among middle school female students." This study was conducted at the (People's Secondary School for Girls) School in Baghdad Governorate, which is affiliated with the General Directorate of Baghdad Education/ Rusafa II. The researcher followed the experimental design with partial control of the research design. The researcher selected a sample of (60) female students with (30) students in the experimental group, and (30) female students in the control group. The researcher selected the people in a random way, and the researcher prepared a test in order to measure the reading understanding of the students of the two research groups, and the statistical means: The researcher used the following statistical methods: Pearson correlation coefficient, the test T-Ttest, the equation of the difficulty and discrimination coefficients, and K box. The study reached the excellence of the experimental group students who studied according to the summaries of reading on the students of the control group, who were taught according to the traditional method of reading comprehension. (Ghazal, 1997 : 32_84) .

Second: Study (Al-Gurayri,2021)

The study aimed to find out "the impact of the strategy of focused listening on reading comprehension among first-grade intermediate students." This study was conducted at the Al-Hudaybiya Basic School in Al-Bakriyah/ Ghazaliya, which is affiliated with the General Directorate of Baghdad / Karkh First Education. The researchers followed the experimental design with partial control with a research

design. The researcher selected a sample of (30) female students by (15) in the experimental group, and (15) female students in the control group. The researchers randomly selected the people. The researcher prepared a collection test in order to measure reading comprehension among the students of the two research groups. The researchers used the following statistical methods: (Mann Watney), (Samir Nof), (Difficulty Factor), (Discrimination Factor), (Ita Square), (Effectiveness of Alternatives) and (Alpha Crow Nabakh Equation). The study found that the students of the experimental group who were taught according to the strategy of listening focused on the students of the control group, who were taught according to the traditional method of reading comprehension. Al Ghurairi, 2021 : 1-89) .

Research Methodology and Procedures

First :Research Methodology :

The current research aims to identify (the impact of the rap strategy in reading comprehension among first-grade female students). The researchers followed the experimental approach to achieve the research goal because it is an appropriate approach to conduct this research and reach results

Second : Experimental Design :

To achieve the goal of the research, the researchers followed an experimental design with partial adjustment with post-testing. If an experimental group and a control group were chosen, the design came as shown in (Chart 1):

Scheme (1) Experimental Design for Research

| Group | The independent variable | Dependent variable | Tool |
|--------------|--------------------------|-----------------------|----------------------------|
| Experimental | Strategy (R.A.P) | Reading comprehension | Reading comprehension test |
| Control | ———— | | |

Third: The research community

The researchers selected the General Directorate of Education in Baghdad Governorate, Karkh III, a research community from among the six directorates of Baghdad Governorate.

Fourth: The research sample

The two researchers (medium hope) chose from among the general schools for the breeding of Baghdad / Karkh the third for the academic year (2021- 202 2) in a

random withdrawal method after the approval of the General Directorate to facilitate the task of the two researchers by applying the research experience in it .

The number of female students in the two research groups reached (62) students, with (32) female students in Division (E) and (30) female students in Division (B), and no female students were excluded from the research groups due to the lack of female students who failed. Table (1) shows this .

Table (1) Distribution of female students of the research sample to the two research groups

| Group | Section | Students Number |
|--------------|---------|-----------------|
| Experimental | H | 32 |
| Control . | b | 30 |
| Total | | 62 |

Fifth: Equivalence of the two research groups

For the purpose of verifying the internal Validaty of the experimental design, equivalence was performed between the two groups (experimental and control) in the variables that are thought to interfere with the effect of the dependent variable and that affect the results of the experiment, which are: (the age of the students calculated in months.

Pre-reading comprehension test, Arabic language subject scores for the previous academic year, language ability test (ramzia Al gharib), parents academic achievement). The researchers used a T-test in the variables (the students'

chronological age calculated in months, Arabic language subject scores for the previous academic year, the language ability test (and the pre-test of reading comprehension). The researchers found that there is no statistically significant difference between the average of the students of the two groups (experimental and control) at the level of significance (0.05), where the calculated T-value was smaller than the tabular value of (2) , and this indicates that the two groups are statistically equivalent and Table (2) shows this. The researchers were sufficient in the academic achievement of fathers and mothers using the K-square test and Table (3) shows this.

Table (2) Parity variables using T-test for two independent samples

| Variable | Experimental Group | | | Control group | | | degre e of Freed om | T value | | Sig 0.05 |
|--------------------------|--------------------|--------|-----------------------|---------------|--------|-----------------------|------------------------------|----------------|-------------|------------------------|
| | Nu mb er | Mean | standard deviation | Num ber | Mean | standard deviation | | Calcul ated | tabul ar | |
| Chronological age | 32 | 149.44 | 3.767 | 30 | 149.03 | 3.978 | 60 | 0.411 | 2 | Not signif icant |
| Prev. year | | 71.88 | 6.409 | | 70.13 | 7.094 | 60 | 1.015 | 2 | Not signif icant |
| Language Ability Test | | 15.81 | 2.264 | | 15.70% | 2.667 | 60 | 0.179 *** | 2 | Not signif icant |

| | | | | | | | | | | |
|--------------------------------|--|-------|--------|--|-------|-------|----|-------|---|-----------------|
| Pre-reading comprehension test | | 23.13 | 2.914- | | 23.03 | 2.593 | 60 | 0.133 | 2 | Not significant |
|--------------------------------|--|-------|--------|--|-------|-------|----|-------|---|-----------------|

Table (3) Parity variables using K-square

| Variable | Experimental group | | | | | Control group | | | | | degree of Free dom | K-square value | | Sig 0.05 |
|----------------------|--------------------|---------------|-------------|-----------|-------------------|---------------|---------------|-------------|-----------|-------------------|--------------------|----------------|---------|-----------------|
| | □ elementary | Middle school | Preparatory | Institute | Bachelor's Degree | Elementary | Middle school | Preparatory | Institute | Bachelor's Degree | | Calculated | tabular | |
| Father's achievement | 7 | 7 | 4 | 7 | 7 | 6 | 8 | 9 | 4 | 4 | 4 | 3.052 | 9.49 | Not significant |
| Mother's achievement | 8 | 5 | 8 | 5 | 6 | 7 | 8 | 4 | 6 | 5 | | 2.212 | 9.49 | Not significant |

Sixth: Controlling extraneous variables

Extraneous variables that may affect the results of the current research have been identified as

:Instructor:

- 1- School subject
- 2- Experimental extinction:
- 3- Accompanying Incidents:
- 4- The quota system;
- 5- Trial duration:

Seventh: Research Requirements:**1- Determination of scientific material:**

The researchers determined the scientific material that will be taught to the students of my research group during the trial period according to the vocabulary of the curriculum and its chronology of the five topics of reading and texts from the Arabic language book according to the curriculum courses to be taught by the Ministry of Education to the students of the first middle class for the academic year (2021- 2022), which is (a story from the Holy Quran (Surat Al-Naml), the commandment of the prophet Mohamed to Abu Dhar Al-Ghafari,

Ahmed bin Fadlan and his wonderful journey, tolerance, the poem (O daughter of Al-Daad)by the poet Ali Al-Jarim).

2- Formulating behavioral goals:

The researchers formulated behavioral goals, and after reviewing the general objectives of teaching the subject of reading and texts, and the number of behavioral goals in their first version reached (43) goals distributed at the three levels of the cognitive field of Bloom's classification (knowledge, understanding, application). The researchers presented these goals to the arbitrators and specialists in the field of teaching methods, Arabic language, measurement and evaluation, in order to verify their validity and fulfillment of the content of the study material, and in light of the opinions of the arbitrators and their proposals were modified and reformulated, and these behavioral goals were adopted in the preparation of the teaching plans, so the number of behavioral goals and their final formulation became (43) goals, distributed at the three levels by (19) knowledge goals, (16)goals of understanding, and(8) goals of application

and on the five topics distributed among the topics and levels

3.Preparation of teaching plans :

The researchers prepared the teaching plans for the topics to be taught during the trial period in light of the contents of the planned book and the behavioral objectives of the subject, and according to the steps of the strategy (rap) in teaching the experimental group students, and according to the steps of the normal method of teaching the students of the control group, and the researchers presented examples of these plans to a group of arbitrators specialized in the Arabic language and methods of teaching them and teachers of the subject to survey their opinions, observations and proposals for the purpose of evaluating these plans to ensure the success of the experiment, and in light of what the arbitrators have shown, the necessary amendments have been made and are ready for implementation.

Eighth:The research tool:

One of the main factors on which the accuracy of the results in any research depends is the accuracy of the tool used in collecting data (information). The researchers found that the most appropriate tool for their research is the reading comprehension test. To prepare the research tool, the researchers followed the following procedures:

1- Determining the goal of the test :

Measuring reading comprehension among first-grade intermediate students in reading and texts.

2- Selection of the reading piece:

One of the requirements of the (reading comprehension) test is the preparation of an appropriate reading piece to measure understanding among the students of the research sample. The researchers chose an external reading piece suitable for the first intermediate grade because this piece was not part of the specific subject of the first semester and none of the researchers built a test in it, and it included the idea that touches the reality and simulates it. The researcher has made a number of amendments to the reading pieces, as he added a number of words and phrases to

them and they were presented to a number of arbitrators and specialists in the Arabic language and methods of teaching them, measurement and evaluation to ensure their suitability to the age levels of the first grade and the consistency of their words and their interconnectedness. Some amendments took the opinions of experts by agreement (80%), and printed the reading pieces with a similar measurement to the letters in which the reading book and texts currently taught were printed.

3- Determine levels of reading comprehension test:

The researchers have chosen the classification adopted by (Attia,2014), which is:

- The level of literal comprehension: Which is limited to understanding the literal meanings of written symbols that the reader's eye passes through and the reader realizes them in the form of units that complement each other in the sense that it means in the direct meanings of the writer as they are without going beyond that.
- The level of deductive comprehension: In this type of reading comprehension, the reader goes beyond direct meanings and goes to know the implicit meanings, and the writer's purposes that were not authorized in the reader directly. Therefore, this level of comprehension is more profound than the previous level and requires more complex mental processes. At this level, the information contained in the reader and the previous information in the reader overlap, resulting in a reorganization of the reader's cognitive structure and arriving at unauthorized information.
- Critical Comprehension Level: At this level of comprehension, the reader exceeds the limits of understanding direct literal meanings and inferring implicit meanings and the writer's unauthorized purposes to the level of responding to the ideas and

meanings included in the reader using his previous knowledge to make a judgment and evaluate the reader. Therefore, this level of comprehension requires complex mental processes that include analysis, interpretation, balancing, and issuing evaluative or discretionary judgments.

- Estimated comprehension level: The reader's attainment means that he has become dealing with the quality of the reader emotionally so that he is able to express the reader's attitudes, opinions and concepts in social life. (Attia,2014: 36-37).

4- Quiz paragraph Order:

The two researchers prepared a reading comprehension test consisting of (37) test paragraphs . This test was distinguished by the fact that it contains substantive and essay questions, in order to be able to

measure most aspects of the topics it deals with, as well as its ability to diagnose weaknesses among students. The substantive paragraphs are of the type (multiple choice with four alternatives). One of these alternatives is correct and the rest is wrong. The second question (filling in the blanks) and the restricted answer questions include three types of paragraphs:

- Substantive paragraphs (multiple choice) include:
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28,29) of the first question.
- Substantive paragraphs (fill in blank spaces) (five paragraphs) of the second question
- Article paragraphs with restricted answer and include : (1, 2, 3) of the third question

Table (4) Distribution of reading comprehension skills to questions

| Q.No. | Comprehension skills | Question Style | No. questions | Number of Paragraphs: |
|---------------|----------------------|--------------------|---------------|-----------------------|
| Question one. | Literal Meaning and | MCQ | One Question | 11 Paragraphs |
| Question one. | Deductive | MCQ | One Question | 10 Paragraphs |
| Question one. | Critic. | MCQ | One Question | 6 Paragraphs |
| Question one. | Estimated | MCQ | One Question | 2 Paragraphs |
| Q2 | Literal Meaning and | Fill in the blanks | One Question | 5Paragraphs |
| Q3 | Literal Meaning and | Short answer | One Question | 1, paragraph |
| Q3 | Critic. | Short answer | One Question | 1, paragraph |
| Q3 | Deductive | Short answer | One Question | 1, paragraph |

5- Prepare Test Instructions:

The researchers considered that the test instructions should refer to its goal directly in order to achieve seriousness in the answer at the test or in the study of the material before the test, and accordingly, the researchers confirmed in these instructions the use of this test for the purposes of evaluating their effort in studying and learning topics.

A_Answer Instructions

The two researchers prepared instructions to answer the paragraphs of the reading comprehension test and included how to answer it , and the correct answer is the same and not to choose more than one answer to the one paragraph, and not to leave any paragraph unresolved , and the answer to the test paragraphs is in the test sheet itself .

B_Evaluation Instructions

The instructions for the test were formulated after preparing the test

paragraphs in a clear way for the students in order to avoid errors that affect the grades. These instructions included the name, the division, the time allocated for the answer, and the way in which the answer is done by means of an illustrative example so that the students can answer the test paragraphs easily and clearly. The student should not leave any paragraph without an answer, and the correcting instructions, as one degree was allocated to the objective paragraph whose answer is correct, and zero for the paragraph whose answer is incorrect, and the paragraph that is left or that carries more than one answer is treated as the incorrect paragraph. As for the question that includes three paragraphs of the article, two grades are allocated to the perfect correct answer and one degree to the incorrect answer, and zero for the incorrect answer, the highest degree of the test was (40) grades, and the lowest degree (zero), and on this basis, the answers of the students will be corrected in the reading comprehension test.

❖ Test validity

One of the things that must be met in achievement tests is validity, which is that it is the honest test that measures what was set for it and not something else (Al-Zamly et al. 2009: 239).

To verify the validity of the test, the researchers relied on apparent validity.

Face validity

The researchers presented the test paragraphs to a group of arbitrators and specialists in the Arabic language and the methods of teaching them, measurement and evaluation to make their observations on the validity of the paragraphs of the reading comprehension test. The paragraphs obtained the validity of the arbitrators by (80%) with a set of notes in the method of presenting the paragraph without deleting it, thus distinguishing the test with apparent truthfulness and the test

became ready to be applied to a survey sample so that the researcher can analyze his paragraphs statistically and prove the validity of his paragraphs in terms of the degree of difficulty of each paragraph and the degree of discrimination.

❖ Test Validity:

The two researchers applied the reading comprehension test to an exploratory sample and it was in two stages:

Phase 1 : The first exploratory trial of the test

The two researchers applied the test to a sample consisting of (50) female students of the first middle school (Basmala middle school) of the Directorate of Baghdad Education/ Karkh III on 4/1/2022, corresponding to Tuesday, to reveal the clarity of the test instructions and the clarity of the wording of its paragraphs and the time taken to answer these paragraphs. By supervising the application of the test, the necessary notes were recorded, and the researchers used the following equation in extracting the response time for the test.

Average time = the sum of the time of the first student + the sum of the time of the second student + the time of the fifty student

The total number of students

(Al-Zubai and Mohammed, 1981: 74).

Phase 2 : The second exploratory test

The researchers applied the test to a second sample consisting of (100) female students from the first middle school of the (middle Hashemite) school of the Baghdad Directorate of Education/ Karkh the third after ensuring the clarity of the test instructions and the clarity of the wording of its paragraphs, and the time taken to answer these paragraphs, and the purpose of this application is to know its psychometric properties and to confirm the validity of the paragraphs, as the researchers reached the female students a week before the date after making sure that the students had completed (a story from the Holy Quran (Surat Al-Naml), the commandment of the Prophet of Allah, Labi Dhar Al-Ghafari, Ahmed bin Fadlan and his amazing journey, tolerance, poem (O daughter of the opponent) by the poet Ali Al-Jarim). The researchers supervised

themselves to apply the test on 5/1/2022 corresponding to Tuesday, and after applying the test to the reconnaissance sample, the researchers:

- Correct answers.
- The data was arranged in descending order and divided between two groups (upper group and lower group) .
- Students' answer sheets were taken at the highest 27% and lowest 27% of the total number of students. On this basis, the paragraphs were analyzed to find the difficulty coefficient and the strength of the distinction of the paragraphs and effectiveness .

❖ Statistical analysis of the test items:

The process of analyzing test items is of high importance, because of its benefits that help to produce accurate measurement tools for attributes, and develop test items to the extent that they make a significant contribution to what is measured by that test (Al-Nabhan,2004: 188).

This means that the analysis of paragraphs : It is a process of examining or testing the responses of individuals on each test. This process includes revealing the level of (the strength of discrimination), (the difficulty of the paragraph), and (the effectiveness of the wrong alternatives) in the test paragraphs. The procedures for the

statistical analysis of the test paragraphs are as follows:

A/Difficulty Index of the paragraphs: The difficulty index of the paragraphs of the reading comprehension test and the texts was calculated, as it ranges from a difficulty index for the objective paragraphs (0.31_0.65) and Table (5) shows this, while the article paragraphs ranged between (0.46_0.55) and Table (6) shows this, and (Al-Faqi, 2014) stated that the difficulty index of the test paragraphs is acceptable if they range between (0.20 - 0.80) (Al-Faqi,2014: 198). As a result, all paragraphs were retained because they fell within the stated range.

B/The strength of the distinction between paragraphs : After calculating the strength of the differentiation of each paragraph of the test, he found that it ranges between (0.30_0.63) for the substantive paragraphs and Table (5) shows this.

The two paragraphs range between (0.37_0.41) and Table (6), which shows this, and Ebel indicates that the test paragraphs are good if the strength of their distinction is (0.30) and more (Al-Kubaisi,2007: 171).

Table(5): Difficulty and discrimination index for the substantive paragraphs of the correct answers in the upper group and the lower group by 27%

| No. | Number of Group Answers | | Discrimination index | Difficulty index | No. | # Answers | | Discrimination index | Difficulty index |
|-----|-------------------------|-------|----------------------|------------------|-----|-----------|-------|----------------------|------------------|
| | Upper | Lower | | | | Upper | Lower | | |
| 1 | 13 | 4 | 0.33 | 0.31 | 19 | 13 | 5 | 0.30 | 0.33 |
| 2 | 18 | 4 | 0.52 | 0.41 | 20 | 15 | 2 | 0.48 | 0.31 |
| 3 | 17 | 3 | 0.52 | 0.37 | 21 | 16 | 6 | 0.37 | 0.41 |
| 4 | 17 | 5 | 0.44 | 0.41 | 22 | 17 | 5 | 0.44 | 0.41 |
| 5 | 19 | 2 | 0.63 | 0.39 | 23 | 17 | 3 | 0.52 | 0.37 |
| 6 | 13 | 4 | 0.33 | 0.31 | 24 | 21 | 7 | 0.52 | 0.52 |
| 7 | 17 | 5 | 0.44 | 0.41 | 25 | 13 | 4 | 0.33 | 0.31 |
| 8 | 18 | 4 | 0.52 | 0.41 | 26 | 14 | 3 | 0.41 | 0.31 |
| 9 | 24 | 8 | 0.59 | 0.59 | 27 | 21 | 9 | 0.44 | 0.56 |

| | | | | | | | | | |
|----|----|---|-------|------|----|----|----|-------|------|
| 10 | 16 | 6 | 0.37 | 0.41 | 28 | 20 | 2 | 0.67% | 0.41 |
| 11 | 15 | 2 | 0.48 | 0.31 | 29 | 21 | 8 | 0.48 | 0.54 |
| 12 | 17 | 3 | 0.52 | 0.37 | Q2 | | | | |
| 13 | 19 | 3 | 0.59 | 0.41 | 30 | 17 | 5 | 0.44 | 0.41 |
| 14 | 20 | 2 | 0.67% | 0.41 | 31 | 19 | 3 | 0.59 | 0.41 |
| 15 | 20 | 5 | 0.56 | 0.46 | 32 | 16 | 6 | 0.37 | 0.41 |
| 16 | 21 | 2 | 0.70 | 0.43 | 33 | 24 | 11 | 0.48 | 0.65 |
| 17 | 14 | 5 | 0.33 | 0.35 | 34 | 21 | 2 | 0.70 | 0.43 |
| 18 | 17 | 3 | 0.52 | 0.37 | | | | | |

Table (6) The coefficient of discrimination and difficulty of the essay test items in the upper group and the lower group by 27%

| Upper group and the lower group by 27 % | | | | | | | | |
|---|--------------------------------|----|----|-------|----|---|----------------|------------|
| Q.No. | Number of Answers in the Group | | | | | | Discrimination | Difficulty |
| | Upper | | | Lower | | | | |
| | 0 | 1 | 2 | 0 | 1 | 2 | | |
| Q3/1 35 | 2 | 10 | 15 | 12 | 10 | 5 | 0.37 | 0.55 |
| Q3/2 37 | 1 | 12 | 14 | 15 | 10 | 2 | 0.48 | 0.50 |
| Q3/3 37 | 4 | 10 | 13 | 14 | 12 | 1 | .41.).) | 0.46 |

C. Effectiveness of Wrong Alternatives

When calculating the effectiveness of the incorrect alternatives for each of the multiple selection paragraphs that consisted of the first question of the reading comprehension test, the researchers found that it was between (-0.024) and (-0.122).

This means that the incorrect alternatives have attracted a number of students in the minimum group, and accordingly it was decided to keep the incorrect alternatives without deleting or changing. Table (7) shows this as

Table (7) Effectiveness of false alternatives to the paragraphs of the first question of the reading comprehension test

| Statement No. | Alternative A | Alternative B | Alternative C | Alternative D | Statement No. | Alternative A | Alternative B | Alternative C | Alternative D |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 1 | -0.037 | ✓ | -0.074 | -0.111 | 16 | 0.148 | -0.037 | ✓ | -0.111 |
| 2 | ✓ | -0.074 | -0.111 | 0.148 | 17 | ✓ | -0.074 | -0.111 | -0.037 |
| 3 | -0.037 | -0.074 | ✓ | -0.074 | 18 | 0.148 | ✓ | -0.037 | 0.148 |
| 4 | -0.111 | -0.111 | -0.37 | ✓ | 19 | 0.185 | -0.111 | -0.074 | ✓ |
| 5 | 0.148 | ✓ | 0.148 | -0.037 | 20 | ✓ | 0.148 | -0.111 | 0.185 |
| 6 | -0.111 | ✓ | 0.185 | -0.111 | 21 | ✓ | 0.185 | 0.148 | -0.037 |
| 7 | ✓ | 0.148 | 0.185 | -0.37 | 22 | -0.037 | ✓ | 0.185 | -0.074 |
| 8 | 0.185 | 0.185 | ✓ | -0.37 | 23 | -0.074 | -0.111 | -0.037 | ✓ |
| 9 | 0.148 | 0.185 | 0.185 | ✓ | 24 | ✓ | -0.037 | -0.074 | -0.111 |

| | | | | | | | | | |
|----|--------|--------|--------|--------|----|--------|--------|--------|------------|
| 10 | -0.037 | 0.148 | 0.148 | ✓ | 25 | ✓ | -0.037 | -0.037 | 0.148 |
| 11 | 0.185 | ✓ | -0.037 | -0.111 | 26 | -0.111 | -0.074 | ✓ | 0.185 |
| 12 | ✓ | -0.111 | -0.111 | 0.148 | 27 | -0.111 | ✓ | -0.037 | - 0.037 |
| 13 | 0.148 | -0.074 | ✓ | 0.185 | 28 | -0.111 | -0.074 | -0.074 | ✓ |
| 14 | -0.111 | -0.074 | -0.111 | ✓ | 29 | -0.074 | -0.037 | ✓ | - 0.111 |
| 15 | -0.037 | -0.037 | -0.074 | ✓ | | | | | |

Test stability

Stability of the correction of the test paragraphs (objective):

For the stability of the correction of the objective part of the reading comprehension test, the two researchers used to calculate the stability coefficient of the test, which is (Kuoder-Richardson equation 20) It is called the internal consistency method. This method relies on the statistics of the paragraphs and assumes that all paragraphs agree in measuring a common factor, and depends on the factors of the difficulty of the paragraphs, ease and total variation (Mehlim,2000: 265).

To calculate the test stability coefficient for the objective paragraphs (multiple selection) in this way, the two researchers randomly selected the answers of (20) of the students of the exploratory sample to which the test was applied, and through their answers, the researchers extracted the ease and difficulty index for each paragraph, and the total variance of the sample scores was calculated based on the equation (Kyoder – Richardson 20) The stability coefficient was (0.85), noting that the size of the sample 100, which is a high stability coefficient, and is good for non-regulated tests, which if the stability coefficient reached (0.67) and above, it is considered good (Abu Libdeh, 2008: 223).

2-Stability of the correction of the test paragraphs (article):

To confirm the correction of the article part of the reading comprehension test after evaluating the scores of the correction for each step of the essay questions, the papers of (20) students were withdrawn for the purpose of calculating the correction of the essay questions over time, as the two researchers re-corrected after (14 days) from the first correction and using the

statistical bag (spss-28) using the Cooper equation. The results showed the percentage of agreement of the two corrections was (0.99), and then the answers were corrected again by another corrector (the Arabic language teacher)*, and using the same equation, the percentage of agreement between the two researchers and the school of the subject was (0.97), which is a high stability coefficient.

This type of stability occurs when two correctors are asked to make the correction, one corrects the test and the other corrects it independently, and then the degree of correlation between the two groups of scores is calculated (Al-Nabhan, 2004 : 253-254).

Final version of the test

After completing the procedures and statistics of the test and its paragraphs, the researchers prepared the test in its final form as follows:

Cover page with the data of the students as well as the test instructions. Pages of test paragraphs: Included (29) paragraphs of the type of multiple choice with the four alternatives, and the second question is five spaces and the third question consists of three paragraphs of the article with the restricted answer.

Ninth :Applying the Experience

The procedures of the two researchers during the application of the experiment are as follows

1- The researcher began to apply the experiment to the students of the two research groups on Tuesday, 16/11/2021, with one share per week for each group, and the experiment lasted for (9) weeks, ending on Tuesday, 11/1/2022 .

2- One of the researcher taught that the students of the two research groups read the material and texts according to the teaching plans prepared to achieve the goal of his research.

3- The researcher applied the reading comprehension test to the students of the two research groups simultaneously, as he used the school of the subject, and this was in the first lesson (8:00) on Tuesday, 11/1/2022.

Tenth: Statistical means

The researchers used the appropriate statistical methods in the current research using the statistical program (spss) :

1. test for two independent samples:

The two researchers used the test that for two independent samples to determine the significance of the difference between the experimental group and the control group:

A/Chronological age in months.

B/Arabic language grades in the final test for the previous year 2020-2021.

C/Language Ability Test.

D/Pre-test scores

2. **K-square:** The two researchers used this method to find out the significance of the difference between the experimental group and the control group in :

A/fathers academic achievement.

B/mothers academic achievement.

3. The Discriminatory Strength Equation of Paragraphs :

To Calculate the Discriminatory Power from Intermittent and Continuing Data:

A/Intermittent (objective paragraphs) :To calculate the discriminating power of the reading comprehension test paragraphs (multiple choice) and fill in the blanks .

B/Continuous (article) : To calculate the discriminatory power of the achievement test paragraphs, the second question is paragraph (1,2).

4. **Difficulty index :** To calculate the difficulty of intermittent and continuous data:

A/Intermittent (substantive paragraphs) :To calculate the difficulty coefficient from the paragraphs of the

reading comprehension test (multiple selection) and (filling in blank) .

B/Continuous (article paragraphs) : To calculate the difficulty coefficient from the paragraphs of the reading comprehension test, the third question is paragraph (1,2,3).

5. Effectiveness of Wrong Alternatives:

The researchers used this method to find out the effectiveness of the wrong alternatives to the paragraphs of the first question (multiple choice) of the reading comprehension test and its usefulness in attracting students from the lower group more than the upper group.

6. **Kyoderichardson's equation (20):** The two researchers used this method to stabilize the first question (multiple choice) and the second question (filling in the blanks)of the reading comprehension test.

7. The two researchers used this method to find:

Stability coefficient for the third question of the Reading Comprehension Test

8. **The ratio of agreement equation Cooper equation:** The two researchers used this method to find :.

- Proof of correction for article questions.

Presentation and interpretation of results

First: Results:

For the purpose of verifying the null hypothesis and stating that (there is no statistically significant difference between the average reading comprehension scores of the students of the experimental group studying reading topics using the strategy (rap) at the level of significance (0.05) and the average reading comprehension scores of the students of the control group who studied reading topics in the usual way in the reading comprehension test), and after correcting the answers of the students of the two groups searching for the reading comprehension test (Annex 14), the scores of the students of the experimental and control groups (Annex 15) were calculated, so the average scores of the students of the experimental group were (28.63), while the

average scores of the students of the control group reached (23.67), and it is noted that there is a difference between the two averages in the interest of the experimental group, and to examine the significance of the difference between the two mean, the

researcher used the T.t test for two independent samples, as the calculated T-value value was (6.020), which is higher than the T-value (2) at the level of 0.05) and the degree (60) as shown in Table (8).

Table (8) Results of the T-test of the difference between the mean scores of the experimental and control research groups in the post-test of reading comprehension

| group | Number | arithmetic mean | standard deviation | degree of Freedom | T value | | Significance level (0.05) sig |
|--------------------|--------|-----------------|--------------------|-------------------|------------|---------|-------------------------------|
| | | | | | Calculated | tabular | |
| Experimental group | 32 | 28.63 | 3.900 | 60 | 6.020 | 2 | Statistically significant |
| Control group | 30 | 23.67 | 2.339 | | | | |

This means that the students of the experimental group who studied according to the steps of the strategy (rap) outperform the students of the control group who studied according to the usual method of testing reading comprehension, and thus reject this null hypothesis.

Second: Interpretation

The results indicated the excellence of the experimental group that is studying reading and texts according to the strategy (R.A.P)) in testing reading comprehension over the students of the control group, and this is due to reasons including :

- 1- The rap strategy has made the student a thinker and critic of the opinions presented in the lesson, and increases the level of classroom interaction, and this develops students' reading comprehension.
- 2- The rap strategy provides students with opportunities to discover their academic abilities, in order to follow the democratic style, which allowed them the freedom to express their views and take into account individual differences.
- 3- The rap strategy stimulates students' interest, interest in the material, and increases their desire to learn, and their integration with the teacher, resulting in an increased level of reading comprehension.

- 4- The rap strategy moves the teacher from the role of the instructor to the role of mentor, supervisor, promoter and interviewer, which generated a sense among students that they are important sources of information and facts exchanged between them, which has a positive impact in raising the level of reading comprehension.
- 5- The rap strategy took into account the individual differences between students

Conclusions

- 1- The rap strategy helped to raise the level of reading comprehension and to organize the teaching of reading and text in a coherent, sequential and integrated manner.
- 2- The rap strategy contributed to making the learner a key focus in the learning and teaching process, as it leads to positive interaction and effective participation during the lesson.
- 3- The application of strategic steps (rap) in teaching reading and texts gives students enthusiasm, vitality, activity and a spirit of cooperation among them.
- 4- Despite its characteristics, the rap requires considerable time and effort.

Suggestions : In light of the findings, the following may be recommended:

- 1- To benefit from the strategy of (rap) in teaching reading and texts at the secondary level, because of its impact in raising the level of reading comprehension .
- 2- Conducting continuous training courses for teachers of Arabic language, on how to employ strategies and models based on meta-knowledge in teaching, including the strategy (rap).
- 3- Providing Arabic language teachers and teachers with a brochure that includes meta-cognitive strategies; because this helps the teacher to choose the strategy that suits the learners and takes into account their individual differences.

Proposals

Complementing this research, the researcher suggests using the strategy (rap) in conducting a number of studies as follows:

- 1- Conducting strategic impact comparison studies (rap) with other models in reading comprehension of reading material and texts.
- 2- Conduct studies to identify the impact of the rap strategy in other subjects at different stages.
- 3- Conducting a similar study to the current study in other dependent variables such as (inclination, retention, reflective thinking, and visual thinking).

References

1. Ibn Manzoor, Jamal Al-Din Abi Al-Fadl Muhammad Bin Makram, (2011), "**Lisan Al-Arabi**", investigated by Ahmed Salem, and Hassan Adel, Volume 14, Middle East Cultural Center for Printing, Publishing, Translation and Distribution.
2. Abu Jadu, Saleh Muhammad (2004) Cognitive Learning Strategies and Their Employment in Classroom Teaching, Teacher / Student Journal, Issue (1, 2) June, Jordan.

3. Al-Tal, Shadia, and Miqdadi Muhammad, (1991), "**The effect of reading ability and text presentation method on the reading comprehension of eighth grade students**", Yarmouk Research Journal, Humanities and Social Sciences.
4. Al-Thalabi, Abu Mansour, (2002), "**Philology and the Secret of Arabic**", verified by Abdul Razzaq Al-Mahdi, Arab Heritage Revival House Press, Beirut - Lebanon.
5. Hallaq, Ali Sami, (2010), "**The Reference in Teaching Arabic Language Skills and Sciences**", Modern Book Foundation, Tripoli - Lebanon.
6. Al-Zamili, Ali Abdul Jassim, Abdullah bin Muhammad Al-Sarmi and Ali Mahdi Kazem (2009), "**Concepts and Applications in Educational Evaluation and Measurement**", Al-Falah Library for Publishing and Distribution, Amman
7. Zayer, Saad Ali, Ohoud Sami, Hashem (2015), "**How to reach reading comprehension-reading-reading comprehension-reading comprehension models**", College of Education for Human Sciences, University of Baghdad
8. Zahran, Hamed Abdel Salam, (1995), "**The Psychology of Development and Adolescence**", 5th edition, World of Books, Cairo, Egypt.
9. Al-Zawba'i, Abdul-Jalil and Muhammad Ahmad Al- Ghannam, (1981), "**Research Methods in Education**", Part 1, Education Press, University of Baghdad.
10. Al-Atoum, Adnan Youssef, Abdel Nasser Diab Al-Jarrah and Muwaffaq Bishara, (2009) **Developing thinking skills, theoretical models and practical applications**, 2nd Edition, Dar Al Masirah for Publishing, Distribution and Printing, Amman, Jordan.
11. Justice, Adel Mohamed, Salah Sherif Abdel Wahab (2003) **The ability to solve problems and metacognition skills among the ordinary and the mentally gifted**, Journal of the College of Education (Education and Psychology) Ain Shams University, No. (27), Part Three.
12. Atta, Ibrahim Muhammad, (2006), "**The Reference in Teaching Arabic**", 2nd Edition, Al-Kitab Center for Publishing, Cairo, Egypt.

13. Attia, Mohsen Ali, (2014), **"Metacognition Strategies in Reading Comprehension"**, Dar Al-Mahajid for Publishing and Distribution, Amman-Jordan.
14. Al-Foun, Nadia Hussein Younis, (2012), **"Modern trends in teaching and the development of thinking"**, Dar Safaa, Amman-Jordan.
15. Allam, Salah El-Din Mahmoud (2006), **"The Basics of Institutional Educational Measurement and Evaluation"**, Dar Al-Fikr Al-Arabi, Cairo - Egypt.
16. Allam, Salah El-Din Mahmoud (2000), **"Educational and psychological measurement and evaluation, its basics, applications and contemporary directives"**, Dar al-Fikr al-Arabi, Cairo-Egypt.
17. Al-Ghurairi, Buraq Adel Abdullah, (2021): **"The effect of the focused listening strategy on the reading comprehension of first-grade intermediate students"**, College of Basic Education /Al-Mustansiriya University, (unpublished MA thesis).
18. Ghazal, Kazem Hussein, (1997): **"The effect of summarizing reading topics on understanding and developing expression among middle school students"**, College of Education / Ibn Rushd, University of Baghdad (unpublished doctoral thesis).
19. Al-Fiqi, Abdullah Ibrahim, (2014), **"Applied Statistics using spss"**, House of Culture for Publishing and Distribution, Amman.
20. Maroun, Youssef (2008): **Teaching Methods between Theory and Practice in the Light of Modern Educational Trends and Teaching Arabic in Basic Education**, Modern Book Institution, Tripoli - Lebanon.
21. Al-Nabhan, Musa (2004), **"The Basics of Measurement in Behavioral Sciences"**, Dar Al-Shorouk for Publishing and Distribution, Mutah University, Amman.
22. The Ministry of Education, the General Directorate of Educational Planning, (1996), **"Development of Education in Iraq from 1992-1995"**, Directorate of the Ministry of Education No. (1).