

PalArch's Journal of Archaeology
of Egypt / Egyptology

**THE EFFECT OF E-LEARNING ON THE ACQUISITION OF
READING IN READING AND TEXTS, AND THE
DEVELOPMENT OF CREATIVE READING SKILLS AND
INNOVATIVE THINKING CONCEPTS FOR LITERARY FIFTH
STUDENTS**

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Salih Hussen, The effect of e-learning on the acquisition of reading in reading and
texts, and the development of creative reading skills and innovative thinking concepts
for literary fifth students-Palarch's Journal Of Archaeology Of Egypt/Egyptology
17(7), ISSN 1567-214x**

Abstract

This research aims to show the impact of e-learning on the acquisition of literacy concepts among literary fifth year students in reading and texts. It also aims to develop their innovative reading and thinking skills. The study sample is the schools of Salah al-Din Governorate. Three schools were randomly selected, one in each district of the governorate center. The researchers prepared 25 items in the multiple-choice formula. These items were authentic and consistent. Following the T-test of one sample and two independent samples, and the mono-analysis of variance in treating the data statistically, this study in its limits came up with the following two results:

- There was no statistically significant difference at the level of (0.05) in creative reading skill among students of the three schools.
- No statistically significant difference at a significant level (0.05) among the students of the three schools according to the gender variable are reported.

The study problem

The students are unable to portray meaning during reading despite the importance of reading. This inability of many of students is noticed in all stages of education from starting and continuing reading. They are also

abstinent from reading and are weak in speaking and their ability to use the correct speech organ (Al-Laqani, 1995). Researchers believe that teaching reading in the schools, as research works and researchers reflect, means controlling the information in the text and relying on activities that require one answer, linking the reader to the text, and restricting imagination to its limits. Briefly, it focuses on pronouncing words, understanding vocabulary meanings, interpreting what is ambiguous understanding, reinforcing correct answers, and correcting wrong answers, in light of one correct answer. The reading lesson focuses on deductive thinking, not critical, and achievement, not thinking. Ashour states that middle school students suffer from a significant weakness in the basic skills of innovative reading and innovative thinking. They have defects in achieving the goals of reading, in comprehension, in perception of meanings and ideas, and in pronunciation of words. They do not think of comprehension while reading the text innovative (Madkour, 2000). Thus, they refrain from reading because they think it is not important. They also feel that reading in the manner presented and the topics are not interested to them. They also believe that it is not difficult for them at this stage to read the topics that are presented to them without the help of their teacher (Toaima, 2006). Therefore, examining middle school students in innovative reading proves that there is a weakness in it even if its form, motives, and ratio differ from one student to another. This common phenomenon is known to any educator working in the educational process of education, and it is a phenomenon that has its own forms and its causes (Ministry of Education, 2007: 13). Therefore, based on the importance and trend of introducing technology in education, the researchers decided to introduce electronic education in the teaching of innovative reading in the middle school. This because some teachers suffer from difficulty in modern teaching methods, and using weak traditional teaching methods. For example, some scholars have indicated that it is possible to address the weakness in innovative reading through the use of technology and electronic learning, which may contribute to improving comprehension, fluency, accuracy and comprehension of the text read in reading lessons and texts.

Therefore, the following research problem appears as follows:

1. The weakness of the literary fifth students' abilities to color and diversify the accents, and to calculate the pronunciation by showing the letters, and taking them out of their correct exits.
2. The skills of creative reading and innovative thinking, in achieving the objectives of reading and comprehension, perception of meanings and ideas, pronunciation, thinking about perception while reading the text an innovative reading are weak.
3. The researchers decided to address poor innovative reading, e-learning in teaching reading material and texts, and developing students' abilities in creative reading and innovative thinking.

The importance of research

Reading and texts are important lessons that benefit students, because it allows them to benefit from books in all lessons. This benefit is not limited to

school alone, but also to the whole social life. People can expand their knowledge and learn all the times. Therefore, reading is the key to learning and teaching (Zeinhom, 2004: 5). The two major Arab and Islamic organizations for education, culture and science held a joint meeting of experts for developing Arabic language teaching methods that lasted an entire week in which experts emphasized the importance of developing teaching of the Arabic language in general and reading of all kinds in particular. This advancement is local, Arabic and global according to modern methods and methods, including e-learning. One of the basic principles for the success of the teaching method is that the focus on the learner in the educational process, so that the goal of education is to increase the processes of understanding, thinking and self-organizing processes. Thus, the teacher must appropriately guide the students to achieve a better understanding of reading (Al-Laqani, 1995: 153). The teacher must have adequate knowledge of their teaching methods and educational technology, and ability to use them. This helps them undoubtedly to know the appropriate teaching conditions for application, so that the education process becomes interesting and enjoyable, and is suitable for capabilities of the students. It is closely related to their daily life, needs, preferences, desires and aspirations for the future (Mari and Al-Haila, 2009). Today's world has turned into a small village. This has created an interlink between the communication revolution and the information revolution which facilitated the communication processes between different cultures. The researchers believe that in the current era, called the digital age, education depends on the electronic school relying on modern technology such computers, internal networks, Internet networks and smart boards. Although most research works in this field did not prove the superiority of e-learning in increasing the effectiveness of acquiring literacy concepts compared to traditional education, the role of e-learning in raising the efficiency of the educational process can become one of the most important contributions to the profession that depended and still depends on intensive human effort. In addition, it plays a role in motivating students to e-learning, activates their participation in acquiring literacy concepts and develops the middle school students' capacities of innovative reading and innovative thinking. Human and non-human resources are used in order to provide students with literacy concepts more effectively (or to achieve better and more effective learning). As stated in the International Encyclopedia of Information Science and Libraries, information technology is defined as the electronic technology required to collect, store, process and communicate information. As for the teaching aids, they are considered devices, tools and materials that the teacher uses in the framework of the educational process to improve the teaching and learning process. The tools can be communication channels through which the teacher can convey the message (the content of the subject matter) with its three aspects (cognitive, psychomotor and emotional) from the sender (the teacher) to the future (the learner) with the least effort, the shortest time, the clearest possible and the lowest possible cost. E-learning can be viewed from several approaches. This term may be used to express any

electronic means in the field of education, including the use of computers to help communicate information to the learners and provide them with an opportunity to interact. This is what the current research will produce from the use of computer software (as one of the types of e-learning) by the literary fifth students, and interaction with this type of e-learning (Al-Musa and Al-Mubarak, 2004). Hence, there was a need to use e-learning in acquiring literacy concepts and developing their abilities in creative reading and innovative thinking. The current research adopts these abilities to create interest in reading material and texts as in the following: Provide digital content for reading lessons and texts in a multimedia environment (written or spoken texts, sound effects, drawings, animation, still pictures, video clips, etc.).

- 1- Providing an opportunity for literary fifth year students to acquire literacy concepts through digital education by computer-based media and its networks. Which complement each other to achieve specific educational goals.
- 2- The possibility of following modern scientific developments in modern methods of teaching innovative reading, including e-learning, in addition to the fact that the digital curriculum cannot be perished and consumed like paper-based courses.
- 3- E-learning programs is accessible to and can get benefit from them. It does not pay attention to time, place or any other barriers that could abstract the learner from communication and integration into the educational process by developing innovative reading abilities.
- 4- E-learning programs allow anticipating academic courses by reviewing the decisions of the later or earlier stages to achieve more innovative thinking of the study sample.
- 5- E-learning programs enable the student to evaluate themselves continuously through the implementation of direct tests optionally to measure the level of learning.

The study aims

The current study aims at showing the effect of e-learning on the students' acquisition of reading concepts of the literary fifth year students in reading and texts. It also aims to show the development of creative reading skills and innovative thinking for them

The study limits

Current search is limited to

- 1- Human Frontiers: Students of the Fifth Literary Education Governorate of Salah al-Din
- 2- Spatial boundaries: Schools of the central Salah al-Din Governorate
- 3- Time limits: The first academic course for the academic year 2018-2019
- 4- Knowledge boundaries: a number of topics in the reading book and texts assigned to the first academic course.

Define terminology

1. E-learning
Hajjaj (2004) defines e-learning "as an educational system to provide educational or training programs to learners or trainees at anytime and anywhere. It uses interactive information and communication technologies

such as (the Internet, local channels, e-mail, CDs, computers). ... etc)" to provide a multi-source interactive learning environment. E-learning is(a) synchronous manner in the classroom without committing to a specific location depending on self-learning and interaction between the learner and the teacher (Hajjaj, 2004).

In terms of procedure, e-learning is educational allowing students to keep the academic courses and reviewing the next or previous courses. This means that the students can evaluate themselves and their learning continuously through the implementation of direct tests in an optional manner depending on self-learning.

2. Acquiring literacy concepts:

Jaber (2009) defines literacy concepts as a group of objects and symbols that are grouped together based on their common characteristics in reading. They can be combined into an invalid category, and may be called a special symbol.

Procedural definition: they are the reading concepts that include the topics of the first academic course that the student will acquire during the period of the experiment.

3. Reading skill: Hajjaj (2004) defines reading skills as the ability of a person to perform a specific task with speed, mastery and understanding.

Procedural definition: it is the ability of fifth-grade literary students to do a job with a degree of efficiency, quality and performance.

4. Creative reading: According to Madkour (2007), it is a mental intellectual activity that involves many factors, aimed at linking the speaking language with the writing language.

Procedural definition: creative reading is a skill based on the perception of the relationship between written symbols and spoken sounds. Reading the test piece prepared by researchers for students is distinguished by presenting it through e-learning, taking into account the reading skills (reading correctness, reading speed, and reading comprehension).

5. Innovative thinking: innovative thinking is a successful move towards the new and the traditional line while being open to experience (Zeinhom, 2006: 7).

Procedural definition: it the ability of literary fifth students to think innovatively in the vocabulary of the first course subject during their study, make a successful move in their thinking, and create new experiences for them.

The first axis: E-learning is a system of education offering education or training to learners or trainees regardless of time and place. It uses information with great deal of interaction and communication technologies such as Internet, local channels, e-mail, CDs, computers ... etc. It offers an interactive learning environment that includes many sources. This learning can be remote without a commitment to a specific location depending on self-learning and interaction between the learner and the teacher.

Advantages of e-learning:

E-learning has a number of advantages:

1- E-learning increases communication among the students, and between the students and teachers. This is through the facilitating communication by various means such as e-mail, discussion boards, chat rooms.

2- E-learning helps to exchange views on the topics presented. This exchange benefits from the opinions and suggestions and mixes them with the student's views. This could build a solid basis for the learner and help to offer strong and sound knowledge and opinions through the acquired knowledge and skills in the chat rooms.

3- A sense of equality: This sense of communication gives students the opportunity to express opinion at any time without embarrassment, in contrast to traditional classrooms, which have no such advantages, either due to poor seating, weak student voice, shyness, or for other reasons. In this type of education, students are able to express their opinion and voice via the existing communication tools. This removes fear and anxiety as in this method, students can express their ideas and search for facts than if they were in the traditional classroom (Abd al-Salam, 1998).

4- Teachers' ease of access: In e-learning, teachers are able to access e-learning outside the official working hours, as the learners are able to contact their teacher for questions. Thus, the teachers feel comfortable not being bound in his office.

5- Modifiable methods of teaching: In e-learning the way scientific material is received is suitable to the students. The methods are visual, audio, and practical as e-learning and its sources allow the application of the sources in various modifiable means according to the best means for the trainee.

6- Appropriateness of a variety of methods of teaching: Learner can focus on significant ideas while writing and compiling the lesson. In addition, these lessons help the students who have concentration difficulty and organizing tasks benefiting from the material. This is because these lessons are arranged and coordinated easily and specify the significant elements.

7 –Extra help with repetition: People learning in the practical way and those who teaching via training benefit from e-learning. When they want to explain their ideas, they put them in specific sentences. Thus, they repeat the information they practiced, as students do when preparing for an exam.

8- The curriculum is 24/7: Moody people benefit from e-learning. This is also true for those wanting to learn at a certain time and for those with personal responsibilities. E-learning helps to choose the best time to learn.

9- Continuity in accessing the curricula: E-learning enables the students to get information at a convenient time (Al-Mousa and Lambarak, 2004).

The role of the e-learning teacher: In E-learning, teachers are important and have difficulties. Teachers' creativity is required and teachers must be highly qualified to run the educational process and to fulfill the ambitions of progress and technology. This role combines the tasks of the leader and director of the critic, research project, and mentor. To be effective, teachers are required to be well specialized and experienced to refine according to technical guidance (Mohamed, 1997). The teacher is required in guiding students. To use technology effectively, the teacher must:

1. Transform classroom from a steadily transmitted information from the teacher to the student to a dynamic environment for learning.
2. Improve understanding of the features and needs of students.
3. Use teaching skills accounting for the diversity and variety of the needs and expectations of the learner. Also, teacher roles can not be compensated for, although it becomes sophisticated, because the teacher is essential in teaching. Thus, the teachers must be open to newness with flexibility that enables creativity and innovation.

e-learning advantages and disadvantages: new methods of teaching are often used and has supporter and opponents each with different points of view.

- 1- Connecting schools to internet make teachers reconsider their old teaching methods.
- 2- Students are adept at technology.
- 3- Using a computer emits energy in students.
- 4- Computers makes the classroom a learning environment with a mutual interaction.
- 5- Computer use leads students to feel confident and responsible.
- 6- Using computers student team working.
- 7- E-learning enables the creativity of the students to reach solutions.

The disadvantages of E-learning are:

- 1- E-learning requires an intense training and qualified teachers and students in particular where technical illiteracy is widespread in society.
- 2- E-learning requires a correlation with technical factors such as hardware the efficiency of communication networks, software, stable electrical current, and professional production of programs
- 3- Expensive production and maintenance.

- 4- E-learning weakens the teacher's role.
- 5- using technology frequently at school, and for daily life purposes may cause boredom and lack of seriousness to deal with it (Abdullah, 1999).
problems and solutions for teacher in e-learning and solutions to them
- 1- Slow internet access. This can be solved by the preparation of the information in advance and download it to the students' computers.
- 2- A sudden internal network malfunction or other device problems. This can be avoided by resident technicians for laboratories, similar to science laboratories.
- 3- Students' failure to interact appropriately to e-learning although this can be improved by adapting the curricula to become more interesting.
- 4- Students' search for inappropriate websites.
However, students can connect computers to a central device by means of control software.
- 5- Weak content in ready-made software. The content can be improved by educational programs designed by the school specialized scientific committee (Al-Hersh, 2004).

Based on the above problems and solutions, the researchers concluded that:

- E-learning has already begun to, and will, change the society fundamentally, so it must be professionally used.

- E-learning requirements needs earlier mastery, with equipment, software, training, qualification, services and maintenance.

The move to e-learning from traditional education should take place gradually.

- A specialized team is necessary in the school to professionally adopt programing, training and maintenance.

- A sound plan for the study and cooperative social awareness development among teachers is required.

The second axis: the concept of reading:

The concept of reading went through several stages of development, the most important were:

The first stage: in this stage, reading was limited to recognizing and pronouncing symbols, and this stage continued from the advent of reading until the middle of the second decade of the twentieth century. The interest in teaching reading during this stage was focused on teaching students aloud reading and enabling them to speak skills.

The second stage: This stage began in the thirties of the twentieth century as a result of the research of psychologists who turned to comprehension skills in reading, and reading considered a process of thinking and contemplation, and therefore attention at this stage was focused on teaching students the skills of silent reading.

The third stage: This stage began in the forties of the twentieth century as a result of the Second World War, and then the attention during this stage was on critical skills in reading, as it showed the concept of critical reading

The fourth stage: This stage began in the fifties of the twentieth century as a result of the vacuum left by the use of modern machines in the industry. It was

necessary to search for a means of pleasure to spend leisure time, and then the concept of enjoyable reading emerged.

Fifth stage: This stage began after 1957 when Russia launched the first satellite, and as a result, the United States of America attributed the systemic deficiency of scientific progress in it to the failure to teach students innovation skills through reading, and then the emergence of the concept of innovative reading (Fathy2001).

Search procedures

This chapter deals with the experimental design of two independent samples. It describes the research population, the tool used, the method of preparing and applying these tool preparation and application. It also discusses the statistical methods used in building the tool, and analyzing the results, recommendations and suggestions.

Experimental design: The researchers adopted an experimental design with partial control, because educational and psychological studies cannot be totally controlled. This design depends on an experimental group and a control group.

Table (1)
Experimental Design

Group	Independent variable	Dependent variable	Tool
Experimental	E-Learning	Reading skills Creative thinking	Post achievement test
Control	Traditional method		

Research population: A secondary school in the city of Baghdad is chosen, provided that the number of the fifth-grade literary class is not less than two divisions.

- 1- The school's location is the city of Salah al-Din, which facilitates the transportation to and from the school
- 2- School day hours.
- 3- The number of classes in the fifth grade literary class is not less than two.
- 4- The school administration and the Arabic language teacher express the desire for cooperation.
- 5-Computers and special rooms to teach students are needed.

Research sample: The research sample is 61 students: (30) students in the experimental group and (31) students in the control group.

Equivalence of the two research groups: The researchers aim to makethe students in terms of in a number of variables (the chronological age of students, the academic achievement of the parents, the score of the Arabic language for the fourth grade, and the pre-test scores in (the speed and validity of reading and reading comprehension).

The results of the T-test for students of the experimental and control groups in the grades of the previous year

Group	Size of group	arithmetic mean	Variance	Deviation	Degree of freedom	Calculated T. Value		Significance level 0.05
							Tabular	
experimental	30	7.166	2,82	1.68	59	0.52	2.00	Not important
Control	31	7.38	2,62	1.62				

Test for the experimental and control group in Chronologically

Group	Sample Size	Arithmetic mean	Variance	Standard deviation	Degree of freedom	T. Value		Level of significance 0.05 ce
						Calculated	Tabular	
Experimental	30	204.40	8,29	2.88	59	0.57	2.000	Nor significant
Control	31	205.90	14,28	3.78				

The chi-square value of differences in the educational attainment level of parents of the two groups

Group	Size sample	Primary	middle	preparatory	institute	Bachelor and higher	Freedom degree (*1)	Chi value		Level of significant 0.05
								calculated	Tabular	
Experimental	30	6	12	5	5	2	2	1.87	5.99	Not important
Control	31	5	10	4	9	3				

Chi-square value for mothers' academic achievement of students of the two groups

Group	Size sample	Primary	middle	preparatory	institute	Bachelor and higher	Freedom degree (*2)	Chi value		Level of significant 0.05
								calculated	Tabular	
Experimental	30	17	1-	1	1	1	1	.13	84.3	Not important
Control	31	13	12	5	*	1				

The researcher merged the cells (Middle and preparatory) in a cell and (institute and bachelor's) in a cell because the expected frequency was less than (5), so the degree of freedom became (2).

Innovative thinking test: Researchers adopted the test of (Ahmed, 2010) innovative thinking The arithmetic mean, standard deviation, and the T-value calculated for the equivalence between students of the two groups (experimental and control), pre-test scores in innovative thinking

Group	Sample size	Arithmetic mean	Standard deviation	Degree of freedom	T. Value		Level of significant
					Calculated	Tabular	
Experimental	32	430313	90188	61	1.748	1.98	Not significant 0.05 at
Control	31	39044	80416				

Results of the T-test for students of the experimental and control groups in reading speed

Group	Sample size	Arithmetic mean	Variance	Standard deviation	Degree of freedom	T. value		Level of significance 0.05
						Calculated	Tabular	
Experimental	30	51.79	577,44	24.03	59	0.93	2.00	Not significant
Control	31	57.46	563,11	23.73				

The results of the T-test for students of the experimental and control groups in reading adequacy

Group	Sample size	Arithmetic mean	Variance	Standard deviation	Degree of freedom	T. value		Level of 0.05significance
						calculated	Tabular	
experimental	30	238.70	1986.48	44.57	59	0.92	2.00	Not significant
Control	31	228.00	2104.05	45.87				

The results of the T-test for students of the experimental and control groups in reading comprehension

Group	Sample size	Arithmetic mean	Variance	Standard deviation	Degree of freedom	T. value		Level of 0.05significant
						calculated	Tabular	
experimental	30	20.37	25.40	5.04	59	1.38	2.00	Not significant
Control	31	22.68	60.06	7.75				

Controlling some extraneous variables: the research did not face conditions such circumstances of the experiment, the accompanying accidents and the experimental decline resulting from leaving a number of the research sample in the school.

The processes related to maturity, the measurement tool.

The researchers used a standard tool to measure the reading skills of the students of the two research groups simultaneously before the start of the experiment.

Teaching plans: The researchers prepared instructional plans according to e-learning and the traditional method.

Research tool: The researchers used a suitable piece to measure reading skills (speed, reading validity, and comprehension).

To prepare the research tool, the researchers conducted:

1- Reading speed and validity test:

The researchers relied on a number of Arab reading stories originally composed for high school ages to choose one of the topics from them because the students who studied the research had not previously studied it. The researchers modified the selected topic and reorganized the text, taking into consideration keeping the linguistic contexts intact. Thus, the reading text became ready for use in measuring the correctness and speed of reading.

2- Reading comprehension test:

Reading comprehension is designed with multiple skills. Specialists were different in their number and kinds, although the researchers used the skills confirmed by the secondary school curriculum at this stage:

- 1- Getting the literal meaning of the topic.
- 2- implicit understanding.
- 3- Arrangement (grouping words into intellectual units.)
- 4- Understanding the meaning of the word.
- 5- Understanding the context.

The researchers prepared comprehension test questions from the correct and speed test tool subject (Hammurabi obelisk), as the test consisted of (40) items in four questions distributed on the five specific skills.

Distributing comprehension test questions to specific skills

Understanding skills	Question type	Number of questions	Item numbers
.1getting literal meaning .2Implicit understanding	Multi-task test	1	18
.3organization	Reorganization	1	2
.4understanding word meaning	Correlation	2	10
.5context understanding	Supplement	1	10

Honesty:

Test validity is one of the important characteristics that the test designer must ensure when building a test to judge the validity of the scale instrument and its ability to measure the phenomenon under investigation.

Application of the experiment

First: At the beginning, the researchers conducted some preliminary sessions to qualify students of the experimental group for e-learning through:

Acquaintance between students and researchers.

Introducing e-learning and explaining its importance for them.

Developing their tendencies towards the material and towards researchers.

-Some basic skills and important concepts in teaching reading skills are reviewed before the actual start of teaching. The skills are reading speed, reading health, reading comprehension.

Second: Introducing students to a computer, its operation, and dealing.

Researchers have regulated the screen and display the speed by:

-The amount of information displayed on the screen is appropriate for the student's age.

-The clarity of shapes, drawings, and colors, and their effective use in clarifying the content of the educational material.

-Linking of information to each graphic so they do not appear separately on the screen and its information or writings appear on another screen.

-Use balanced and coordinated colors on the screens to make them comfortable to the eye and are well employed in a way to highlight ideas.

Third: The researchers applied the computer-based teaching program in the reading-through subject.

- Showing instructions on the screen when called up.

- Formulating these instructions in a simple language free from complex jargon.

-The instructions contain phrases shows when computer is busy with something, such as (please, wait a little while) so that the student does not think when the calculator stops there is a malfunction in the device.

-Putting the students in phrases that increase their interaction with the lesson, such as (rethink) or (wait and return the answer).

Giving helping directions or asking some questions to practice more thinking without donating to quickly display the correct answer.

-Show the paragraphs that the student made a mistake in at the end of the lesson.

-The use of computer sound and sound control by the learner as a means of stimulation or reinforcement.

Preparation of correction criteria and score calculation:

First: the skill of reading correctness:

1- The word is considered correct:

A- If the student read it incorrectly and then re-read it correctly.

B - If the student used the still movement when reading it.

-2The word is considered incorrect if:

- A - Increase the voice.
 - B- Deleting a voice.
 - C- Heart a voice.
 - D- If the student read it correctly and then re-read it wrong.
 - E - If the student moves it in an incorrect manner.
- And if the student switches their locations as it came in the piece.
- T - If the student passed it and did not read it.
- 3 -Giving one point for each word pronounced correctly, and thus the maximum score is (200).
- 4 -Dumping the data into a special form prepared for this purpose with the intention of conducting statistical treatment with it.

Second: speed reading skill:

The fixed time method was used: it is to present a selected topic to a student who reads it at a specified time, and his speed is measured by the number of words he read per minute, and the student's reading speed was calculated according to the following equation:

The researchers converted the number of words the student read per minute into degrees by assigning one point for each correct word the student read .within one minute

Third: Reading comprehension skill:

As the researchers give one point for the correct answer for each of the 40 test items, and since each of the test questions differs from the other in terms of the number of its items, the scores were allocated for each question as follows:

The first question: 18 degrees

The second question: 2 degrees

The third question: 10 marks

Fourth Question: 10 marks

Fourth: The exploratory application of the test:

The researchers applied the test to an exploratory sample consisting of (100) fifth-grade literary students from the same research community.

Reliability: The consistency of the test means the accuracy and consistency of its items in measuring the phenomenon and it means that the test is reliable to give the same results when applied more than once (Abd al-Salam, 1998).

Statistical methods: The researchers used the appropriate means for their research.

Chapter Four

Results and their interpretations

The first null hypothesis: The results showed that the average scores of the experimental group were (95, 70), while the average scores of the control group were (34, 58). The researchers used the T-test to examine the significance of the statistical differences between the mean scores of the control and experimental group. This is for the analysis of the data. The calculated T value was (19, 2), being greater than the tabular T value of (2,000) at a degree of freedom (59) and a significance level (0.05). Thus, there is a statistically significant difference between the average scores of students in two groups in reading speed. Therefore, the first null hypothesis is rejected.

The second null hypothesis: The results showed that the experimental group average scores were (57, 253), while the control group average was (94, 225). To test the significance of the statistical differences between the average scores of both groups, the researchers used the T-test to analyze the data and that the calculated T value reached (2, 60), which is greater than the tabular T value of (2,000) at two degrees of freedom (59) and a level of significance (0.05). Therefore, there are statistically significant differences between the average scores of the two groups in the validity of the reading. As a result, the second null hypothesis is rejected.

The third null hypothesis: The results showed that the average scores of the experimental group were (33, 28), while the average of the control group was (03, 24). To test the significance of the statistical difference between the mean scores of the control and experimental group, the researchers used only

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