

THE CONCEPTUAL ROOTING OF LANGUAGE PEDAGOGY

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Received: 12/2023, Published: 01/2024

Abstract:

Reading is the backbone and the ultimate goal for the success of the educational process. It is a challenge imposed by the authority of the printed word in our present time. Reading has been acquired as a research subject intersected by various sciences. There is no secret to anyone that the importance of reading lie in expanding a child's awareness and developing his intellect, personality, abilities, skills and acquiring a rich linguistic wealth and diverse knowledge. It is one of the skills that a person must arm himself with as a companion of his age and a friend of his path. The best proof of this is that it is the first thing that Allah commanded the prophet Muhammad (Peace and blessing of Allah be upon him).

Keywords: The concept of Reading, methods of teaching reading, reading skills, teaching reading

Introduction:

Because one life is not enough for me. It is the saying of Akkad who said, praising the importance of reading as an important cultural dynamic in the life of societies when asked: why don't you read? He answered this problematic question to confirm from the perspective of a conscious thinker that reading is the window through which we look at the outside world in all its details outside the boundaries of the self, thereby building a strong personality that is aware of the worlds around it. In order to approach the subject of reading, readability, and the reality of reading with its pros and cons, we will try to answer the following:

What are the most effective ways to teach reading? Are there any educational methods adopted by educational institutions in order to activate the reading skill? To what extent can this goal be achieved? This is what we will answer throughout our research.

*-The Concept of Reading :

Linguistically: It was mentioned in the Arab tongue in the article "Read"

- I read the thing, so I collected and put it together.
- Reading the Qur'an: I uttered it in total, I threw it.
- Ibn Athir said: in the Hadith, recitation, quotation, reciter, Qur'an and originally are mentioned repeatedly in this word the plural, and everything I have collected, I have read it
- The reader, the readable and the whole reader: the hermit- it is read: understand
- Read: to hermitize¹

Terminologically:

¹- Mohammed bin Makram bin African-Egyptian perspective-Arab Tongue - Sadr House Beirut-Lebanon- E1-e-update program.

Reading: "A cultural and social practice, which is an individual habit that does not accept heredity, it is not inevitable that the reading family will have children who read a lot and vice versa."¹

It is a means of exchanging information and ideas,..It is not a simple mechanical skill, but a meditative mental process based on higher mental processes, and an activity that contains patterns of thinking, evaluation, judgment, analysis, and problem solving.²

Through these definitions, it is clear that reading is a social cultural practice and an essential means of exchanging information and ideas , subject to higher mental processes, and to an activity that contains all thinking patterns, through which the learner realizes the significance of words and their meanings in his body without making a sound or moving his lip .³, As Yousef Al-Qatami defined it as "a social performance in which the child's mind and the adult's mind are communicated, and the child is always in a state of guided consultation and knowledge is satisfied by preferring the role of the adult, listening to him and examining his comments, opinions and valuable experiences due to the authority that the child appreciates and respects".⁴

Through this definition, it becomes clear to us that reading is a link and a way of communication between a person and his community in which he lives, through which he can develop his gains and knowledge.

The importance of Reading:

Reading is of a great importance in both human and Islamic culture. It is the link between the learner, knowledge and science previously and recently. It is the means of filling the void, proving cultural desires and inclinations. It is still the most important documented means of transmitting pieces of information in our current time which is full of Advanced Technical media such as television, radio, all the social media and its similar.⁵

Because of the importance of reading and its role in educational achievement in human life, educational scientists have received a large share of study and research, as what has been accomplished in this period is thousands of studies and research, some related to the child's readiness for it, some specialized in speech defects and their impact on it, and others related to pre-reading experiences and reading tendencies of the learner or the writing reading books.⁶

The act of reading may form the material for many and diverse studies in their reference frames and methodological sources. They formed basic elements of what was known as reading theories in its terminological concept. So, many theories showed the issue of reading in its various aspects, the concept of reading, its levels, patterns, successive reading of texts, interactive relationships between the text and the reader. There is no value for written knowledge without reading it, nor for scientific and historical books and encyclopedias without reading. One of the reasons for its preponderance over

¹ - Arab aslimani, the problem of reading and cognitive desertification, Journal of Science Education, Vol. 3, No. 23, St. 95

² - Rashid Ahmed Taima, language teaching curricula in basic education, Arab Thought House, Cairo, E.1998.1 M, P. 132

³ - See: Fahad Khalil Zayed, methods of teaching the Arabic language between skill and difficulty, Al-yazouri scientific House, Amman-Jordan, E.2006 p. 35

⁴ - Youssef Qatami: child cognitive and linguistic development, eligibility for publishing and distribution, Amman Jordan, Vol. 1. E.2000 p. 52

⁵-See: Mohamed Moussa El Sherif, University roads for useful reading, Dar Al Andalus green, E6 .1425/2004 AD 30,29.

⁶-See: Fahad Khalil Al-Zayed, modern reading strategies, Bava scientific House, Amman, Jordan Vol.1.E.2006 p. 30.

other means of communication is that the written can be read at any time and place without the restrictions required by other means of communication.¹

List of Types of Reading:

Reading is divided in terms of the way it is performed into loud reading and silent reading:

A. Silent Reading:

It is the interpretation of symbols and biblical signs and the perception of their significances and meanings in the reader's mind without a sound, moving his lip or humming"². It is to read everything that falls under the sight of the reader in one time, meaning that the reader does not read word by word but sentence by sentence, or more depending on the area of his visual perception and that this space can expand as the reader trains to read the whole³. Muhammad Fadlallah points out that Silent Reading is a resignation to printed symbols and realizing their meanings within the limits of the reader's experiences and according to his interactions with the new reading material, and gaining experiences and behaviors according to his understanding of them.⁴ It is based on three elements:⁵

Eye view of the read material-

- Reading words and sentences

Mental activity accompanying and leading to understanding -

" Hassan Shehata summarized the situations in which a person uses silent reading in: reading newspapers, abstracts, rarities, humorous stories, reading to understand a political, social or economic situation, reading to form an opinion, to gain information, to solve a problem, to direct human behavior to a certain point or to find out the latest information in a field of magazines." Silent reading is the most common reading. It is used for many purposes inside and outside school. The percentage of situations in which an individual uses this reading reached 95%, which is faster than reading aloud in many studies. It is also necessary to face a huge amount of knowledge and books that are offered by printing presses every day, and if an individual does not practise it , he will not be able to keep up with the knowledge and progress in it, as the reader can pick up the meanings more quickly, he can read several pages in a shorter period of time.⁶

2-Loud Reading

It is "the process of converting written symbols into spoken words with understandable meanings and correcting them from the reader and pronouncing the distinctive element. It is a mechanical process shared by the eye, mind and tongue and emphasizes the pronunciation of words and sentences correctly, and continuing to read aloud expressing meanings to achieve understanding and comprehension"⁷. It is used in the initial stages of language learning and is based on four elements

-Eye view of the read material.

¹ - Consider: Mohsen Ali Atiyah, language communication skills and her education, Dar Al-NAHJ for publishing and distribution, Amman, Jordan, E1.P255.

² - See: Fahad Khalil Zayed, modern reading strategies, pp. 57,58

³ - Mohsen Ali Attia: language communication skills, al-manahaj publishing and distribution house, Amman, Jordan, Vol.1.E2008, p. 277.

⁴ -See: Muhammad Wajib Fadlallah: contemporary recitative trends in Arabic Language Teaching, world of books, Cairo, E.2003 AD.P71

⁵ - See: Heba Mohammed Abdul Hamid, reading and innovation activities and skills in primary and preparatory schools, Dar Al Safa, Amman, E1..P31

⁶ -See: Fahad Khalil Zayed, modern reading strategies, P59

⁷ -Hassan Ali Atiyah, language communication skills, P277

- Mental perception of the read image
- Pronunciation of the read article
- Perception and understanding of the meaning read¹

The loud reading activity is the basic logic of the following educational classes: reading class, grammar lessons based on the textual approach, spelling lessons by reading spelling texts, lessons that train learners to listen, reading research and reports achieved by students. In addition to this, it requires voice skills such as good diction and intonation of the voice. It also has advantages associated with it from a psychological, educational and social point of view, from achieving the learner's self-satisfaction and satisfying many aspects of his activities, making him able to contribute to discuss about the problems of society and its goals. It builds confidence in the same learner and trains him to face others due to the diagnosis of speech weaknesses in the child trying to treat them. It is a means of enjoyment and the development of the spirit of the group. ²..

The latter are also not without some disadvantages, namely:

- It takes longer time due to taking into account several things, such as pronunciation safety, letter exits, health and control.

Unsuitability for social life due to inconvenience and interference with others.³ -

Methods of Teaching Reading:

The methods of teaching reading vary according to the different levels of the learner and the strategies adopted. We are interested in adopting the methods of teaching reading to beginners, which are three types:

- 1-The Compositional (partial) method falls under two sub-methods : alphabetic and phonetic
- 2-The Analytical (macro) method falls under two sub-methods: the word and sentence method

3-The Compromise Method (Torsionism)

A-The Compositional Method: "It is the methods that are based on presenting the parts down to the whole, in the sense that they present letters, syllables, words, sentences "⁴. It is so named because it starts by teaching beginners the parts of the word, that is, the letters and sounds of the language.⁵ . As for calling it Synthetic, the mental science that students do in recognizing the word is by synthesizing sounds from the letters that they have learned and memorized before .⁶ They include:

a- The Alphabetical and Spelling Method: It is based on presenting the letters to the learners by their names, photographing them in order. Then, the child is taught to combine one letter to another to form a word of three separate letters. After that, the letters are composed to form longer words. Finally, the sentences are made up of words.⁷

Some of its advantages and disadvantages:

¹ -See, Hiba Mohammed Abdul Hamid, reading and memorization activities and skills in the primary and preparatory stages P. 27

² -See Fahad Khalil Zayed, modern reading strategies, P71

³ -See, Ibid. p27

⁴ - Mohsen Ali Attiya: language communication skills, P. 292

⁵ See: the salary of Qasem Ashour, methods of supplying the Arabic language between theory and practice, Dar Al-Masirah, Vol .1.E.1424/2003. P67

⁶ See Khalil Fahad Zayed, modern reading strategies P83

⁷ -Mohsen Ali Atiyah: Ibid. p. 292

One of its advantages that is easy for the learner and it is done gradually. It helps the child on the spelling process and enables him to compose independent words. It also makes him control the alphabets in their order, which makes him able to deal with linguistic lexicons.

As for its disadvantages, it contradicts the natural way of learning for students, as it starts from the particles to the entire and from the unknown to the known. The latter leads to wasting learners' times as the student learns letters without realizing their function.¹

b- Acoustic Method:

"The letters are presented according to this method with their sounds and not with their names, according to which the words or letters are pronounced intermittently and then connected after the students learn to pronounce the sounds of the letters by linking the silent letter and the movement or the silent letter and the tide letter".² This method agrees mainly with the spelling method which is to start with the part. It differs from it in that the spelling method is concerned with teaching the names of the letters, while the phonetic method

believes that this hinders the child in the process of word synthesis and pronunciation.³

Some advantages and disadvantages of this method : This is an accessible way to teach letters with a limited number, simple form, through which the learner can master speed reading, and it also has several disadvantages. As a result of this method, students suffer from a disorder through words that are similar in their forms. It also leaves bad habits in pronunciation, such as extending the letter too much and the difficulty of connecting sounds to words and generalizing them to other words.

c- The Syllabic Method: "It tries to teach children to read by providing linguistic units that are larger than the linguistic sound or letter, but less than the word and based its origins on the syllables of words and considering them as linguistic units".⁴

2-Analytical Methods: It is called The "Entire". It begins by teaching the student linguistic units in the form of vocabulary that is understandable and familiar to him. It is based on starting with words first and then letters . It is based on the child's knowledge of a lot of things and names, before entering school.⁵ They include:

a: The Word Method: the origin of this method is to start by presenting the whole word at once to the learner and it is based on the principle (see and say) of describing the word as the smallest semantic unit in the linguistic structure. This method is considered one of the fastest ways to teach the basic vocabulary of reading. It is a direct method when compared with other methods of teaching the pupil the reading process.⁶ Among its advantages: providing the student with a linguistic wealth that enables him to benefit from it. It is faster in teaching it than the previous methods because it generates motivation for the learner. It also connects between the word and meaning and the learner's enthusiasm and energizes him. The teacher can connect reading and spelling lessons in this way.⁷

¹ -See Fahad Khalil Zayed, modern reading strategies, pp. 87-88

² Fahad Khalil Zayed modern reading strategies P. 292

³ -See: Ali Ahmed medkour, teaching language arts, Arab Thought House, Cairo, 1427h / 2006g P. 149

⁴ See: Ali Sami Al-Hallaq: reference in teaching language skills and Sciences, modern foundation for writers company, Amman Jordan . E.2014 .p 214

⁵ Consider: the salary of Kassim Ashour, methods of teaching the Arabic language between theory and practice P70

⁶ See: Ali Ahmed, teaching Arabic language arts, P. 151

⁷ See the same reference P. 95

b- The Method of the Sentence: "The sentence represents the integral semantic unit in the linguistic structure because it carries a meaning that is better to dwell on."¹ ..The sentence in this method is a unit that teaches reading and is based on several foundations, including:²

- Analysis of sentences by the teacher and the selection of similar words to analyze the letters
- Preparation of short sentences by the teacher and writing them on the blackboard or on the cards of the transition from easy to difficult and from simple to complex.

This method works to develop the learner's linguistic wealth, and helps him to start reading. It is also based on exploiting the students' experiences and using common words in their daily lives by relying on visual capture more than auditory. This method can be learned depending on the book or cards where intuition and guessing are less.

4-The Torsional Method:

"It is also called the synthetic analytical method or the dual or compromise method. It means combining the features of synthetic methods and the features of analytical methods. It is based on presenting the whole and moving from it to the parts. This achieves the features of synthetic methods meaning that it starts with the whole and ends with the parts. Next, It has been returned to start from the parts, ending with the whole".³ . This method gives the advantages of all the previous methods and takes advantage of them in an integrated format in order to reach the highest quality in teaching reading, it is based on a combination of the advantages of different methods and techniques in a way that ensures the benefit of its advantages.⁴

Reading skills are defined as "language abilities that are studied accurately and masterfully. They aim to recognize written symbols, pronounce them and translate them into ideas and meanings denoting them, taking into account understanding and interaction with them, to use them in various life and study situations."⁵

The gradual acquisition of these skills by the learner is a necessity that the teacher and those in charge of the educational process should be aware of. Any educational program that seeks to develop reading skills should state what the learner has reached, and before that and the skills he needs at this or that stage. The more the teacher is aware of the abilities of his students and the point they have reached in learning to read, the more he can adapt teaching methods and techniques in classroom education. In order to enhance and complement these skills, considering that reading itself is an open central skill and a large number of partial skills. Their development is obligatory, harmonious and organized since it is one of the important responsibilities studied. It is clear to us from the above mentioned the great development of the reading skill and the spread of its fields, we will mention some of the skills required in the reading process, represented by the following:

1-Understanding: Understanding is one of the most important skills that the learner relies on. So, we find the student accelerates in reading and carries on If he understands what he is reading and stops if he ignored the meaning of what he is reading.

¹ - Ali Sami Al-Hallaq; reference in teaching Arabic language skills and Sciences P. 296

² See Fahad Khalil Zayed, modern reading strategies P96

³ -Ali Sami Al-hallaf; reference in teaching Arabic language skills and Sciences, pp. 296,300

⁴ See: Fahad Khalil Zayed / modern reading strategies, P100

⁵ Sharifa Ali Ahmed, the reading weakness of the students of the lower grades.

Perhaps explaining the meanings of vocabulary is the first step that the learner resorts to to understand the meaning of the text. Words are the basic units and symbols on which the meanings depend followed by clarifying phrases and the overall meaning, because knowing the meanings of words alone does not necessarily guarantee understanding phrases. They may be complex in their structure even if they are composed of easy words, and the reason is metaphor, moving forward and delay, such as preceding the subject and the predicator, or preceding the direct object and the indirect object..¹

Understanding is divided into several levels, including:

a- The Level of Literal Understanding: It is called (reading lines) and includes the skills of : Developing verbal wealth, identifying details, the stated general idea, understanding the construction of the text, and implementing instructions.

b- The Level of Interpretive Understanding: It is called (reading between the lines) and includes the skills of interpreting the figurative meaning of words, knowing the writer's thoughts and opinion, drawing conclusions and predicting events, knowing the unauthorized pivotal idea, interpreting emotions and analyzing characters.

c- Applied Level of Understanding: It is called (Beyond the lines) and it includes the skills of appreciating the accuracy of words in expressing an idea, distinguishing facts and problem-solving opinions..² Therefore, the teacher must take care of the methods of understanding, assimilation and interpretation of the meanings of words, and not allowing to read words or sentences and paragraphs without understanding their meaning.

2-Listening: Listening or sound awareness as defined by some researchers as: "Owning the learner a set of skills such as the ability to identify the sounds of spoken words and the ability to distinguish between these sounds, the ability to divide spoken words into individual sounds and the ability to divide the word into phonemes".³ Teachers are required to develop new strategies and ideas for their students to use to understand what they are reading from the contents of the study. The main goal of reading for the learner is to distinguish letters, syllables, words and sentences with the recognition of meanings so that he can understand the ideas contained in the written material. Understanding is what makes him communicate with others.

3-Speed: Research has shown some important facts that summarized in⁴: - The movement of the eye during reading is not a continuous movement, but it is intermittent, consisting of a series of consecutive pauses and jumps. These pauses may be longer than jumps in general.

4-Fluency: Fluency and flowing in Reading are one of the skills related to oral reading. It is a quality characterized by the reader who reads a correct sound reading free of errors and improves the pronunciation of letters and getting them out of their exits in a clear sound pronunciation in less time than the average reader takes.⁵ ...

The school is a valid, basic and foundational environment to illuminate the tendency to read, to confirm this tendency and modify it for children. It becomes over time a habit to accompany the

¹ -Look. Fahad Khalil Zayed, modern reading strategies, P53

² See Hatem Hussein al-busaysi, developing reading and writing skills P. 63

³ -See: Abdel Fattah Ali Matar: the effectiveness of a computer program in the development of phonological awareness and its impact on working memory and language skills P. 63

⁴ By Fahad Khalil Zayed: modern reading strategies, Jaffa scientific House, Amman, Jordan, Vol. 1, E.2006 p. 49.511

⁵ Looking at Osama Mohammed Al-batania, Malik Ahmed Al-Rashdan, learning difficulty theory and practice, Dar Al-Masirah, Amman, Jordan, Vol. 1 1425 Ah 2005, p. 131.

learner at his age stages. We prefer what curricula and teaching methods it provides and provide interesting and diverse study materials. The teacher is the guide of the educational process and the higher his professional level and his intellectual and cultural interests spread, the higher his performance level in his work is. According to his role, the role of the teacher in developing the learner's reading tendencies is determined by a set of procedures:

- Providing the largest number of interesting books, stories and magazines suitable for the teacher.
- Allocate sessions in which the learner is allowed to read books of their own free choice.
- Follow-up the learner during the reading activity and make a discussion with him.
- Using assessment tools to help develop the learner's reading achievement.

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