

Psychological Factors Affecting on Developing Reading Skills and Evaluation of Reading Strategy Knowledge

Wathiq Al – Husseini¹, Asst. Prof. Dr. Diaa Oued Al Arnousi¹, Qassim Raheem¹

¹University of Babylon / College of Basic Education, Iraq

Abstract

The questions are one of the most common and used methods in the educational process and in schools all over the world and are the most important educational strategies. Because questions are a great place in teaching, which is the mainstay of the dialogue method and is like the driving force in the lesson. The educators say (If you want to become a highly competent educator, it is important that you begin to apply and develop educational questions). These questions also occupy great importance in the educational process after which the standard means of knowing the readiness of the students and the level of information they received, in a good question, we achieve the desired goal and achieve a desirable educational product. Besides, the exams are a means to help educators to make different educational decisions, so that, there have been wide concerns calling for the reform of the test questions and the evidence of that conferences that discussed this problem, studies and research aimed at diagnosing them in order to address, improve and develop their defects to achieve best results in education.

Key words: *evaluation, Arabic Language Questions, six Grade Students, Standard Specification Table.*

Introduction

Education is the basis for the reform of humanity and its success. It is a force that can develop individuals, sharpen their talents, sharpen their minds and ideas. The education of the individual means comprehensive education that is integrated in all aspects, spiritual, mental, physical, psychological, social and aesthetic.¹ The method of education is the language that benefits the individual in understanding cultural aspects is the means of understanding and the means of education and the collection of cultures, a tool for the transfer of ideas, but is a tool of thinking and sense and feeling². In summary: Language is one of the tools of public life, and it does not perform its duty unless fulfills its purpose for, and does not reach its real status with its people unless they are concerned about what they are and about.² Through this way, the Arabic language is one of the most important elements of our Arab nation. It is the language of the Holy Quran, which says: “We have sent down Arab villages.” (2) As the Quran absorbed the characteristics of the language and its all stylistic features and its characteristic expression until tomorrow, the basis for which they control the validity of the language and the reverberation in the knowledge of its secrets and facts³.

Thus, Arabic is one of the most important elements of our Arab nation and by which the nation held fast and boycotted the sermons. As well as it is the language addressed by God Almighty Prophet Muhammad (peace be upon him and peace) as it is the language that came down the Koran by saying: (We sent down Arab villages that you may know) (Yousif / 2). The Holy Quran absorbed the characteristics of the language and its all stylistic features and its characteristic expression until become the basis for the validity of the language and the state return to know the secrets and facts⁶. The Arabic language is a branch of a large group called the Semitic languages, and the first to be known as the German orientalist Schlutzer in 1781³. The evaluation of exam questions is a component of the curriculum, because it is the process of ensuring the achievement of goals, the relationship between the evaluation process and the educational goals, the evaluation process aims at knowing the extent to which these goals are achieved, or the extent of their progress towards the educational goals to be achieved. The importance of the evaluation is clear because of its great impact in the process of change and development in the educational process, because on the basis of a sound objective evaluation can be achieved a

lot of educational principles, in addition to showing and treating weaknesses and showing positive aspects and strengthening them⁵. There are some important terms that should be clarified as follows:

1. Evaluation : “ It is the last stage that depends on measurement and decision-making, and then the feedback that makes teaching and teaching circular rather than linear “⁷.

2. Questions: The field in which the student acquires knowledge and mental skills and intellectual capacities and works on their development and development⁸.

3 Exam: A systematic objective method for measuring a sample of a person’s skills or abilities or a group of individuals in a particular time and place⁹

4 Bloom classification : A classification that contains a range of public areas, which include the possible educational data, and the expected educational process¹⁷.

The theories and models of evaluation are very numerous and difficult to define each model that has many positives that make it suitable under conditions And certain educational programs, and no matter how many calendar models, for the good qualities that should be characterized by any model of the calendar and any measure or any test are: -

1. The Objectivity: - Objectively means that the procedures of evaluation and its components or measurements are accurate without falsehood away from self-impact and personal impressions of the transient to be true and consistent.

2. It is appropriate that the evaluation be appropriate in its tools, procedures and results for the subject of evaluation.

3 – The Inclusion: - that the evaluation process is comprehensive so that the study programs or the subject to be evaluated in all its aspects and not by a certain aspect of it.

4. The Stability: that the evaluation process results in the same results if the results are re-analyzed or the application of measurement and evaluation tools is repeated.

5 – The Honesty, ie, the evaluation means what

is intended to evaluate it cannot study something and measure something else.

6 – The Easiness : - That the evaluation and its tools process can be easily applied within the available material and human resources available and under the local conditions designed for them.¹⁷ The researcher will discuss the classification of Bloom and the criteria adopted in the analysis of the questions of Arabic grammar for sixth grade students The scientific and literary branches in detail in the third chapter.

The results of the study are as follows:

1. The questions of reading subjects in the primary stage are markedly concerned with the level of understanding and remembering. The percentage of questions of comprehension (47.3%) and the level of remembering (40.8%). The levels of application, analysis, installation and evaluation were very small.

2 - The questions of reading topics are concerned with the skills of direct understanding of the text, and the skills of understanding the conclusion of a greater interest in higher thinking skills such as the skill of criticism and taste, the proportions were respectively: (57.6%), the deductive understanding (34.5%), the critical comprehension (6.9%), and the final taste (1.7%). The test questions focused on the questions of understanding the direct meaning by 68% and the deductive questions by 32%.

3. Reading comprehension questions (50.3%), comprehension level (31.1%) and application (9.1%), followed by the remaining levels at low rates.

4. The predominant type of questions in subjects of reading is the most important questions (34.8%), while the balance of questions is (51.4%) compared with (48.6%) for the objective questions.

The research methodology and procedures:

It includes a presentation of the procedures that have been carried out to achieve the research objectives, starting with the research methodology and descriptive design, defining the research community and its design, preparing the research materials and tools, and presenting the statistical means used.

The Descriptive Design: The researcher followed descriptive research methodology to analyze the content

of test questions because it is the appropriate method for analyzing questions, which is one of the research methods used in education and psychology. The aim of this approach is to provide data and facts about the problem of the subject to be interpreted and to identify its implications ¹².

The research community and design:

The research society includes the general (ministerial) examination questions for the Arabic grammar for the third grade in the Republic of Iraq for

the academic years of the academic year (2014/2015) to the academic year (2018/2019), and the first two and the third and the number of (11) exam paper, (5) papers for the first round and (5) exam papers for the second round an examination paper for the third round and as Annex 1, as the research community represents the questions of the ministerial examinations of the sixth scientific grade therefore, the whole research community will be a basic sample that will be adopted by the researcher in his procedures.

Table (1) shows the research community and its sample :

No.	Academic year	No. of main questions	No. of sub-questions
1	2014-2015 attempt /1	7	21
2	2014-2015 attempt /2	7	20
3	2014/2015 2014-2015 attempt3	7	20
4	2015/2016 2014-2015 attempt 1	7	20
5	2015/20162014-2015 attempt 2	7	18
6	2016/2017 2014-2015 attempt2	7	19
7	2016/2017 attempt2	7	20
8	2017/2018 attempt 1	7	21
9	2017/2018 attempt 2	7	22
10	2018/2019 attempts 1	7	21
11	2018/2019 attempts 2	7	21
	Total	77	223

The research Tool:

A - Sources of building the tool:

The structure of the criteria for the evaluation of the ministerial examinations of Arabic grammar through:

- Building an open survey questionnaire addressed to teachers and specialists in the methods of teaching Arabic language and measurement and evaluation.

- See a collection of previous studies and literature relevant to the current research topic that examines the standards of good questions. By means of exploratory resolution and the sources of tool construction, the orthodontic criteria that analyzed the test were built. The study consisted of six criteria and these criteria were analyzed by the questions of the ministerial examinations of the grammar of the Arabic language for the sixth grade in the scientific branches on the grounds that these criteria are the most important criteria that

should be available in the examination questions are:

- Independence.
- Direct and indirect questions.
- Objectivity.
- Inclusion.
- Bloom's levels of knowledge.
- Technical aspects.

B - Tool credibility:

These criteria were presented to a sample of experts and arbitrators with expertise and experience for the purpose of identifying the validity and importance of each paragraph of the questionnaire, in order to achieve the apparent honesty. A standard was established to measure each paragraph (valid, not valid, observations). In this respect, Ebel points out that the test is true if its verbs measure what has been measured ¹³.

The researcher relied on the arbitrators to indicate the validity of the paragraphs of the questionnaire in their precise reference to the paragraphs, which is an indicator of the apparent authenticity of the questionnaire, and after collecting the questionnaires from the arbitrators, the researcher determined the proportion of agreement (90%) and more than the opinions of experts on the validity of the paragraph, because it represents the view of the majority, Agreement as follows:

- Independence 100%
- Objectivity 100%
- Bloom levels of the field of knowledge 100%
- Inclusive 100%
- Direct and indirect questions 95%
- Technical aspects 97%

In addition, some experts and arbitrators suggested that another criterion be increased, namely the proportion of correspondence to the textbook questions. The criteria were as follows:

- Independence
- Objectivity

- Bloom's levels of knowledge
- Inclusion
- Correspondence to textbook questions
- Direct and indirect questions
- Technical aspects.

Steps to analyze the test questions:

A - Reading the contents of my book Arabic grammar rules for the sixth grade scientific reading good to know all content and topics.

B - Reading the questions a good reading and answer them as appropriate.

C) The question which contains several branches, each of which is treated as an independent question.

D - matching the questions to the criteria adopted by the researcher.

E) Unloading the results of the analysis into the criteria for analyzing the questions.

Evaluation criteria for ministerial examination questions:

There are scientific educational foundations that must be available in any exam to trust its results and benefit from it. The good exam is the one that is fit to perform the purpose for which it was set up in the fullest manner. Such a test will not be complete unless there is information on its validity for measurement.

Bloom's Levels of Knowledge:

Many of the studies in Bloom's classification (1956) indicate that this classification is one of the most important works that can help to analyze questions in general and in a procedural manner to contain all levels that reflect the desired objectives of the education process ¹⁴.

The Bloom classification is one of the most important attempts to address behavioral goals and the most widely used. It has an advantage in the identification and identification of educational goals ¹⁵.

Bloom's classification helps teachers gain a clear idea of the patterns of behavior emphasized by a particular set of educational schemes. As well as it represents

an educational system and benefit for all teachers, administrators and those interested in education and researchers who are in the Department of specialization in the issues of curriculum and evaluation¹⁶

Therefore, the researcher chose this classification because it is one of the most common classifications because it contains a very wide range of behavioral patterns of goals that most educational programs and systems are expected to achieve. It also benefits educators in general, and teachers who seek to define their educational goals in special behavioral terms.¹⁷

Those who are interested in measurement and evaluation, led by Bloom, set behavioral goals in three areas. A meeting of the University of Chicago in 1956 resulted in an agreement to classify goals into three areas:

(Cognitive / mental, emotional / emotional, and motor).

Statistical means:

The researcher used the following statistical means:

- percentage
- Equation (scott) to find the stability of analysis.

Conclusion

The ministerial examinations are of great importance, because it represents the boundary between the stage and the other, especially since each stage characteristics and advantages differ from the stage that precedes it, especially the transition from secondary level to university; The current research problem revolves around the validity of ministerial examination questions for the Arabic language for the sixth scientific grade and the extent to which the characteristics of good questions. In the light of the criteria standard and the analysis of questions according to this standard. The importance of the current research stems from the importance of the Arabic language and its importance to all the subjects, the importance of the ministerial examinations also stems from the fact that they are the most important evaluation tools currently used in our schools.

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