

Examining the Degree of Specialization: Arabic Language Teaching for Classroom Reading Comprehension by Education Students

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Received: January 15, 2024

Accepted: April 9, 2024

Online Published: May 31, 2024

doi:10.5539/ass.v20n3p74

URL: <https://doi.org/10.5539/ass.v20n3p74>

Abstract

This research investigates the reading comprehension skills of Arabic language education students, rooted in a robust theoretical framework. Emphasizing the dynamic nature of reading as a multifaceted cognitive process, the study examines the shift from traditional decoding to contemporary comprehension approaches.

Introducing two reading approaches, "Text-Driven" and "Concept-Driven," the study categorizes comprehension into literal, interpretive, and creative levels. It underscores the pivotal role of teachers in shaping students' reading abilities, emphasizing the impact of teachers' skills on advanced comprehension stages.

The research aims to assess practical education students' proficiency in comprehension, considering factors like vocabulary organization, meaning translation, and interpretation, within the context of linguistic competence and cognitive development. Results reveal varying degrees of practice among 200 participants in literal (42.1%), deductive (24.6%), evaluative (21.8%), and creative (11.4%) absorption levels, highlighting the critical role of teachers in shaping students' reading skills.

In conclusion, this study contributes insights into the nuanced relationship between language, thought, and the evolving dynamics of reading among practical education students in the College of Education.

Keywords: Arabic Language Education, Cognitive Reading, Comprehension Skills, Teacher Impact

1. Theoretical Framework

Language is the mirror of thought, reading is the means of detection and communication of thought. Reading is one of the most important means that is considered to be a mechanic dimension to detect and convey feelings and meanings which are formed by reading symbols (Thumala Olave, 2022). The concept of reading evolved from the conversion of the written code into a phonetic state into complex higher mental processes that begin with the visual perception of the written word and end with the identification of meaning through a series of processes which became known as reading comprehension.

Reading and assimilation are two connected facets. The reading in its different forms is the prerequisite for the events of the absorption process, which is today called the educational concept - reading comprehension - reading in the modern concept is the process of searching for meaning by building and discovering the facts and then building the conclusion. It is a new case in which creativity is built through levels that depend on the nature and purpose of reading.

The process of assimilation, which the process of reading has become the center of the human brain and thus the process of absorption is defined as an active mental process requires an activity in the form of concentration and attention and analysis and then the composition of the extraction of communication material and depends on this process of complex mental processes such as recalling experience (Dann et al., 2022), The exercise of the process of cogent thinking, the exercise of criticism and then the judgment and then the conversion of the readable text or the meaning derived to another text case that has a new sense or a new sense of the first meaning - such as changing the reader in the text form while retaining the information.

According to Sahiruddin et al. (2022), the skills of speaking, listening, reading and writing are carried out through the process of thinking and accompanying each skill, and that it is not possible to separate between each skill and thinking means that the process of thinking in reading accompanies each skill is inseparable from each other to accompany the process of the group of activities and events that help transfer or identify.

Reading comprehension is the main focus of the activities of the language in all its forms. Reading within the modern concept is a method of mental activity in solving problems and making judgments that these activities are accompanied by a state of enjoyment of reading. Which explains the reading comprehension; the reader begins to tense and then notes the signs of satisfaction and enjoyment, which also explains the understanding of reading and this is indicated by Krawitz et al (2022).

To look at reading in the old sense is that decoding is a simple concept that describes reading as a process that is devoid of thought and thus is the process of converting the symbol into a voice free of content (Catts, 2022). The reader who reads in a language other than his language knows only the symbol and his voice decoding, however, is a process required as a pre-reading stage in the modern concept. Reading in its modern concept is a complex mental process designed to build the meaning in words in accordance with the reader's previous experiences by assessing the reader's words, accepting and rejecting the existing meaning and these processes or visions It is done only through complex mental processes and this was confirmed that thinking equals reading (Reading = Thinking).

Reading is therefore an active mental process through complex mental processes that seek to find meaning and thus to build the process of comprehension, which is a process accompanying the reading process (Jian, 2022). Hence, the reading process needs skills, activities and activities that must be learned in order to build the absorptive state that takes place through the construction stages., Which is written to the mental abilities through the sequence . Here the reader tries to recognize the meaning through the transfer of text to the perception (Text Driven) Another interpretation of the process of reading which is called (Top - Down) Here is the process of reading through the activities and strategies used for interpretation and analysis to perceive meanings (Concept Drive). In this reading performance, the reader's status is Activity does not stop when the meaning goes even further, to analyze and evaluate and possibly convert it from one form to another.

The levels of reading in terms of comprehension to three levels: reading lines, reading between lines, reading behind the lines and others said the level of literal and interpretive, and applied others said that the levels are literal, interpretive, creative, and as a general reading levels (Gallagher, 2023).

Reading comprehension is the second facet of the reading process. Reading through its mental processes attempts to construct the meaning contained in reading. Comprehension is the extraction of meaning from reading through the knowledge of apparent literal meanings contained in reading in a series of complex mental processes, the assimilation of a series of mental processes that require mental activity in the form of concentration, attention, analysis and synthesis in order to build the meaning through different processes, including: the recall of experiences and practice of the mechanism of thinking and synthesis and then thinking of the hyperlink, Criticism of the purpose of the writer and the realization of the symbolic meaning (Catts, 2022).

The process of arriving at the meaning of reading requires active participation between the reader and the text through reading strategies, from decoding, to knowing the meanings and comprehension of precise words by dealing with text with important operations and strategies for understanding sentences and paragraphs.

The construction of the reading comprehension of the text passes through different stages and has been referred to through the organization of vocabulary and words in linguistic units and then the translation of meanings and then their interpretation requires a set of absorptive skills controlled by a range of factors and influences such as the reader's linguistic competence, the learning environment, cognitive development of the reader (Jensen & Cadierno, 2022). An important factor is the ability of the teacher to practice the skills and absorption activities of the students. In other words, the teacher's ability and practice of reading comprehension skills have an important impact on the students' development in advanced stages of absorption.

Reading comprehension, as indicated by the studies that deal with reading comprehension, is the basic purpose of completing the reading process. In order to achieve reading comprehension, it is not possible to have different skills through which comprehension is achieved. These skills include the identification of ideas, the knowledge of implicit meanings (Silalahi et al., 2022). The distinction between the most important and the most important, emotional response and knowledge of the emotional relationship between the reader and the reader, judgment and criticism "read" and give the view in reading.

1.1 Classification of Absorption Skills

There are many categories of absorption skills. Classifications indicate that reading comprehension is divided into three levels: literal level, explanatory level, assessment level and the latter includes reading employment. This has been separated at a realistic level and means the ability of the reader to read what is written in the text, the explanatory level and means to clarify the meaning, to understand the ambiguous meanings, content and the

ability to conclude, and the calendar level means that the reader evaluates or evaluates reading through various mental activities. The resource categorized reading comprehension in the following levels: Reading the lines means understanding and grasping information and errors, understanding details, understanding the meaning, reading between the lines and the ability of the reader to extract meanings and relationships through the different expressions of the writer and derive implicit meanings and explanatory meanings indicates that the classification of assimilation is done by recognizing the symbols, words and relationships that connect them, and then Maligned meanings and connotations of symbols written.

1.2 Reading Ability and Reading Comprehension

Reading is an essential means of assimilation where assimilation is the first goal in terms of the modern concept, and after the concept of reading has become a sense of comprehension and comprehension. Studies indicate that the nominal goal of reading is comprehension. This is confirmed by Tiu et al. (2022) that the capacity of absorption increases with the increase of the linguistic crop as well as related to the correct pronunciation and perception of the meaning, and some empirical studies have shown that the ability to read and comprehension readership has a distinct relationship and that students with high reading ability Is better in the absorption of

2. Background and Importance of the Study

The evolution of studies on the reading process has been able to convey the concept of reading from a simple circuit that was at the very highest visual perception and symbolic or audio analysis of written material into a group of active mental processes. Reading and recent studies suggest that it is a complex mental process characterized by a range of mental activities passing through Different levels aimed at the sense of meaning, which is called absorption levels or levels, reading is no longer defined as pronunciation and recognition of the symbol, but the complex mental process, which goes through the steps of a series of understanding and linking and conclusion and evaluation and then use the reading (Alfatihah & Tyas, 2022). Others believe that reading is the intellectual activity that involves the identification of words and words and pronouncing them correctly through a series of operations, including: visual reception, understanding, analysis, reading, evaluation, appreciation and use of reading.

The other aspect of the reading process is the absorption process. In other words, assimilation is the focus of the reading process. Absorption is carried out through different stages (Le et al., 2022). At each level, it is necessary to practice a range of skills. Absorption is a constructional state of meaning that takes place sequentially through the exercise of the absorptive skills.

Villanueva (2022) indicates that the absorption includes four different levels and these levels vary according to their own skills:

First: The literal level: It means identifying events, characters, main ideas, remembering events and retrieving them, and the apparent structures of meaning.

Second: Interpretive Level: At this level the reader will explain and explain what the author wrote and then know the vocabulary and structures of the text.

Third: The symbolic level: At this level the reader works to understand the other meanings hidden and intended by the writer.

Fourth, the integrative level: At this level, the reader is interested in the full sense, and here the reader must exercise a set of skills that will enable the reader to grasp the distant goal of the writer. (Catts, 2022). sees assimilation as two levels:

First: literal assimilation: includes summoning ideas or information and events in the text.

Second: Comprehensive comprehension: This level includes the extraction of ideas by understanding the concepts of the text and the concepts are derived from the experiences gained by the reader and that the meanings obtained are personal.

Villanueva (2022) also classified assimilation into four levels:

First: Literal level: It is intended to recall the information, facts and ideas that are clearly present. This level includes details of the main events, ideas and text information.

Second: the deductive level: The conclusion of the writer's purpose, which is contained in the sentences and structures, clearly includes the main idea of the text, and then the character traits, predicting the expected results and then linking the ideas of the text with the reader's experience.

Third: The evaluation level or critic: The issuance of the reader judgments on the events in the text and the

ideas of the reading and the judgments are linked to the experiences of the reader in terms of the reality of the text and imagination.

Fourth: The level of appreciation: It means the recognition of the rhetorical aspects and technical characteristics, and the knowledge of stylistic characteristics and citizens of beauty, and emotional response to text structures.

The researcher believes that reading and comprehension is one process of different dimensions, which includes different mental processes with a diverse activity that includes stages, starting with the simple literal level and then the deductive level, depending on the incidents and ideas on the interpretation of the reading material. And the adequacy of the reader and then the level of appreciation or creativity means the reader's understanding of the reading material through various mental activities and skills to the integration of the integrated and estimated.

2.1 Importance of the Study

This study is an important study which reveals indirectly the reasons for students' lack of access to different levels of absorption. The study reflects the degree of inclusion of students / teachers in the field of Arabic language for the skills of reading comprehension. In addition, the study attempts to explain the lack of access to absorption levels.

The practice of including students in reading comprehension skills gives them the ability to deal with students clearly, and the teacher / student is able to perform the teaching work clearly away from the random, but puts the teacher / student in a clear and scientific way to build the lesson in scientific form, Include the teacher / student absorption skills give him the ability to deal with teaching in a scientific and correct manner (Occa & Morgan, 2022).

The practice of the teacher / student for reading comprehension skills, and his knowledge in them make him able to properly plan the teaching share, and then make the teacher able to complete his lesson if the time of the lesson, for example, such as for the activities of literal or deductive, evaluation, creative, and on the other hand makes the teacher able to adjust the teaching time in order to distribute the teaching time properly for the educational situation.

The teacher / student's understanding of the skills of reading comprehension, within his levels, gives the teacher / student the ability to build reading comprehension within sequential and logical steps, not to cause boredom or evasion of the lesson, but to make the students tense to the activities of the teaching lesson; because the student expects the teacher new things After each teaching step. Therefore, this study seeks to develop a classification of reading comprehension to determine the degree of teacher practice of reading comprehension skills in order to formulate solutions for some of the shortcomings of students to determine the skills and activities of each level.

2.2 The study Problem

The school community complains about the inability of the students to analyze, infer, and evaluate. Some people go on to say that the process of creativity is no longer in the hands of students and to know the truth of the complaint and its reasons. The researcher wanted to study the process from the point of view of the teacher / Schools. The study aimed to identify the levels of reading comprehension which are included in the preparatory preparation notes in teaching. The study tried to answer the following questions:

Q1: What are the absorption levels included in the class notes of the student teacher?

Q2: What is the degree of inclusion of the teacher / student of the various reading comprehension skills (literal, Deductive, evaluative, creative) in class notes?

2.2 Determinants of Study

The results of the study were determined by the following determinants:

- Sample of the study "students of practical education" at Kuwait University / Faculty of Education specialized Arabic language teacher.
- Improved classification of reading comprehension skills.
- Class notes that were analyzed by the researcher and prepared by students.

2.3 Procedural Definitions

This study includes a set of procedural definitions:

Literal assimilation: The surface absorption of the reading material is defined by its skills included in the classification.

Comprehension: is the second level and requires a higher understanding of the reading material and is determined by the skills listed in Category.

Evaluation Comprehension: The third level that enables the reader to make judgments on the reading material and is determined with his skills in the classification.

Creative assimilation: is the fourth level that enables the reader to give a deeper analysis of the reading material so that the reader responds to the effects of S4 or R4 in the text and is determined by his skills in the classification.

Degree of practice: The number of times different skill activities are used.

2.4 Method and Procedures

In order to answer the study questions, the researcher examined the various classification categories for the development of a special classification for the study purposes.

First: literal assimilation "remembering" and aims to identify, retrieve and detail ideas.

Second: Comprehensive Comprehension "Interpretation and Analysis" This type of assimilation concerns the implicit meanings, requiring a greater effort and understanding by the reader by linking ideas to meanings.

Third: Evaluation Absorption: It is the comprehension that enables the reader to issue judgments on the reading material.

Fourth: Creative assimilation: includes the creativity of the reader through the impact on the ideas of the text.

The skills for each level or type of absorption are as follows:

First: Crafting skills include:

- Learn the details of the text (main ideas and partial).
- Extract the facts from the text.
- Know the characters and places (specify).
- Learn the sequence of events.
- Context follow-up.
- Formulation of text content in reader mode.
- Knowledge of the meanings of general vocabulary.
- Choose other meanings of "synonym".

Second: Comprehension Skills:

- Learn partial details of ideas.
- Understanding the importance of the subject.
- Summarize the general idea of the text.
- Distinguish the main idea of the sub
- Conclusion of the meanings of vocabulary from context "context of text".
- Determination of the reference of conscience
- Determine the writer's point of view.
- Conclusion causal relationships.
- Issuing generalizations.
- Understanding the metaphorical language.
- Guess in the intent of the remote writer.

Third: Evaluation Absorption Skills Includes:

- Learn the ingredients of reading beauty.
- Distinguish between facts and opinions.
- Distinguish between truth and fiction.
- Link results with introductions.

$$\begin{array}{rcl}
 & \frac{80}{27+80} & = \text{Ratio of agreement with the second analyst} \\
 \%74,8 = \%100 \times & & \\
 & \frac{72}{22+72} & = \text{Ratio of the agreement with the third analyst} \\
 \%77,0 = \%100 \times & & \\
 \\
 \text{The researcher found that this } \%78,6 & = & \text{Average rate of agreement} \\
 \text{percentage is sufficient for the purposes of the study} & &
 \end{array}$$

Study Procedures

First: Determine the objectives and questions of the study and the study and sample society.

Second: Review the previous studies, which include studies in reading comprehension, studies in the analysis of the content of the books of the Arabic language.

Third: The development of a classification criterion for reading comprehension. The researcher benefited from various studies on reading comprehension and classifications.

Fourth: verifying the validity and Reliability of the tool.

Fifth: Using the developed standard and monitoring the results of the analysis in specific tables according to the study questions.

Sixth: To present the results according to the study questions.

Seventh: Discuss the results.

2.7 Procedures for Implementing the Study

The researcher used the descriptive statistics to extract the ratios by monitoring the frequencies for each level and for each one of them. Skilled separately from the skills and activities of absorption levels.

3. Literature Review

The reading comprehension occupied an important area in the educational literature, especially the studies that focused on the different aspects of the language. The studies that focused on reading comprehension focused on two dimensions of the educational process; the text and the student. The studies focused on the concept of reading comprehension, And the factors that affect the process of reading comprehension, but the studies that dealt with assimilation from the point of view of the teacher as an important dimension of the dimensions of the educational process few, it was noted that the general focus of studies was on the student as a component For the recipient of the educational process.

The importance of the teacher in the past as the owner of the information and its importance in the present as a coordinator and coach for students to deal with information was not clear in the studies of reading comprehension, but the modern view of the teacher as a classroom manager and coordinator of information made the teacher at the site, which must exercise the different skills of the stages of reading comprehension so that he has Experience and skills through which he can do the mechanisms and skills of absorption at different levels. Hence, the studies that we will address will be studies on reading comprehension as a concept, activities, skills and studies that dealt with different issues about the activities and events of absorption. The studies that dealt with the teacher and the degree of his practice and his proficiency of activities and events and the skills of absorption are few.

Iser (2022) study aimed at investigating the effectiveness of a proposed program based on English for Specific Purposes in developing reading comprehension skills and attitudes towards learning EFL among student-teachers of Arabic Language. Three main instruments were administered to seventy male and female students: reading comprehension skills checklist, reading comprehension skills test and attitudes scale. The participants received a reading comprehension program based on English for Specific Purposes for twelve weeks. The data, collected in the form of a range of measures: literal, inferential, and critical reading comprehension skills as well as the attitudes of students towards learning EFL, were subjected to t-tests

Reading in teaching foreign languages (FL for short) is the most essential skill that supports learning of that language. In English as foreign language (EFL for short), reading is a skill that teachers expect students to acquire. Comprehension is the goal of reading. Reading comprehension (RC) means the ability to understand the reading text. Thus, comprehension is a very active process involving connection between reader’s previous knowledge and new knowledge (Isaqjon, 2022). Additionally, comprehension also, involves knowledge of the semantic and syntactic systems that will enable readers to make prediction and inference. Many techniques have come to the field of teaching English as foreign language (TEFL for short) that aim to develop students' RC. One of them is Storyboarding (SB) which is a technique that enables students to interact with the reading text, extract the gist and achieve comprehension successfully.

The study investigates the effectiveness of Flipperentiated instruction in enhancing preparatory stage pupils’ EFL reading comprehension skills. A total of 150 preparatory stage pupils participated in the study. Participants were divided into two groups: control and experimental. The control group consisted of 30 pupils whereas the experimental one consisted of 120 pupils divided into four groups according to their strongest intelligence. Pre-post tests were administered to assess the participants’ reading comprehension skills before and after intervention. A Flipperentiated instruction- based program was used with the experimental group whereas the control one received regular instruction. The results showed that participants of each of the four experimental groups outperformed those of the control group. Flipperentiated instruction proved to be effective in enhancing preparatory stage pupils’ EFL reading comprehension skills.

Ibrahim, F. (2021) A Study entitled: Investigating the effect of top-down and bottom-up processing on Iraqi EFL learners’ comprehension of vocabulary

This paper investigates the role of bottom-up and top-down processing of Iraqi EFL learners’ vocabulary comprehension. The researcher conducts two vocabulary tests to university level students. The first test is the Academic Word List test that is used to assess bottom-up vocabulary comprehension while the second one is the Academic Vocabulary Size test that is employed to assess learners’ top-down vocabulary comprehension abilities and to find out whether proficient learners make use of the top-down approach to understand a specific lexical item more than the bottom-up approach. Analysis of the test scores reveals that the bottom-up group slightly outperforms the top-down group. The researcher concludes that employing a specific approach, whether top-down or bottom-up, depends on the level of proficiency and the nature of L2 vocabulary acquisition.

4. Results

Q 1: What is the degree of inclusion of the teacher / student of the types of absorption levels included in the class notes of the student teacher?

In order to answer the study questions, the researcher analyzed the class notes of the teachers of the study sample. The results of the study indicated that the teachers employed the absorptive skills within the four levels but with different percentages. The results of the analysis indicated that the teachers' 42.1% of the total absorption, while the degree of the exercise of deductive skills of 24.6% of the total absorption, and the skills of the absorption of evaluation teachers exercised by 21.8%, while the skills of creative absorption was the lowest proportion in practice was 11.4%.

Table 1. Degree of inclusion of teachers / students for different types of absorption

Sequence	Types of literal absorption	Number of duplicate	Degree of practice
1	Literal absorption	1013	42,1%
2	Comprehension	592	24%
3	Evaluation absorption	524	21%
4	Creative assimilation	274	11,4%
	Total	2403	100%

Q 2: What is the degree to which the teacher / student of different reading comprehension skills (literal, deductive, evaluative, creative) is included in class notes?

In order to answer the second question, the researcher analyzed the class notes according to the prepared standard, which was adopted as a tool for analyzing the class notes of the teachers. After the analysis, all the

absorptive skills were classified within their levels and then the repetition of each skill was calculated according to the level of each skill, The results of the analysis and classification of the absorptive skills and within the four levels indicated the following results: Teachers in the literal understanding focused on the skill of knowing the details of the text and the main and partial ideas. The results of the analysis indicated that the degree of teachers' 25.6% of the skills of literal assimilation. It is also noted that the degree of teachers' skill to formulate the content of the text in the reader style was 3.1%.

In terms of deductive comprehension, the results of the analysis and classification of the skills of this level of comprehension showed that the degree of teacher practice of "subtraction of the meaning of vocabulary from the context - text context" was the highest with 17.7%, the highest level of skills of this level of comprehension , And the "guessing in the intent of the distant writer" was the lowest ratio where the results of analysis and classification to - the skill of guesswork in the intent of the writer remote - the degree of practice 205%. The rest of the results for both the literal and the deductive absorption were included in Tables 2 and 3.

Table 2. Degree of inclusion of teachers / students in crafting skills

Sequence Skills	Types of literal absorption	Number of duplicates	Degree of practice
1	Learn the details of the text and the main ideas and partial	260	25,6%
2	Extract the facts from the text	196	19,3%
3	Identifying and identifying the characters and places	176	17,3%
4	Learn the sequence of events	132	13,0%
5	Context follow-up	71	7,0%
6	Formulate text content in a reader style.	32	3,1%
7	Knowledge of the meanings of general vocabulary.	113	11,1%
8	Select other meanings "synonym	33	3,6%
Total		1013	100%

Table 3. Degree of inclusion of teachers / students in deductive learning skills

Sequence Skills	Types of literal absorption	Number of duplicates	Degree of practice
1	Learn partial details of ideas	84	14,1%
2	Determination of the reference of conscience	38	6,4%
3	Understanding the importance of the subject	73	12,3%
4	Summarize the general idea of the text	64	10,8%
5	Discrimination is the main and subsidiary idea	80	13,5%
6	Concluding meanings of vocabulary from context context of text	105	17,7%
7	Determine the writer's point of view	12	2,0%
8	Conclusion causal relationships	62	10,4%
9	Issuing generalizations	41	6,9%
10	Understanding the metaphorical language	18	3,0%
11	Guess in the intent of the remote writer	15	2,5%
Total			100%

As for the results of the analysis of the evaluation and creative levels, the results of the analysis and classification of the absorptive skills in these two levels indicated that the teachers in the study sample showed a low standard of practice in the previous two levels. The results indicated that the teachers' "Was 15.8% while the skill of" knowledge of the ingredients of reading beauty "was 3.4% and the rest of the skills, the results of the analysis of the level of evaluation absorption to the variation in the degree of practice and as shown in Table 4:

Table 4. Degree of inclusion of teachers / students in assessment comprehension skills

Sequence Skills	Assessment comprehension skills	Number of duplicates	Degree of practice
1	Learn the ingredients of reading beauty	15	3,4%
2	Distinguish between facts and opinions	30	5,7%
3	Distinguish between truth and fiction	36	6,8%
4	Link results with introductions	50	9,5%
5	Interpretation of symbolic meanings	32	6,1%
6	Comparison of recombinant and different in phrases and sentences, meanings	78	14,8%
7	Linking the partial idea to the main idea	59	11,2%
8	Issuing results	83	15,8%
9	Budgeting on one concept	67	12,7%
10	Predicting the results of the reading material	50	9,5%
11	Know the motives of reading	24	4,5%
	Total	524	100%

As for the results of the analysis and classification of the skills of creative assimilation, the results of the analysis and classification showed that the degree of teachers' practice of the skills of this level of absorption was very low compared to other absorption skills. (11.4%). Thus, the level of teachers' training in this level also decreased. The results of the analysis showed that the skill of "adding other parts of the text" (6.5%), but the skill of "converting text from one form to another while maintaining the meaning" was the degree of exercise teachers of this skill, and - within the skills of this level of absorption (18.2%), 5) shows the degree of the practice of teachers within this level of absorption.

Table 5. Degree of inclusion of teachers / students in creative assimilation skills

Sequence Skills	Creative assimilation skills	Number of duplicates	Degree of practice
1	Change at read end	25	9,1%
2	Recruiting Recruiting	39	14,2%
3	Convert text from one form to another while retaining the meaning	50	18,2%
4	Add other parts of the text	18	6,5%
5	Choose the best address	26	9,4%
6	Summarize the text.	25	9,1%
7	Propose solutions and endings for the reading material	29	10,5%
8	Understanding the ability of the writer	24	8,7%
9	Conclusion of writer's emotions and trends	38	13,8%
	Total	274	100%

5. Discussion of Findings

The previous studies focused on this subject on the student and the text without referring to the teacher as a pillar in the educational process. Hence, this study came to study the same purposes for previous studies, but it was taken from another side. The general doubt that there is no existence of metaphors, especially the higher ones cannot be attributed to the weakness of the student alone, but can take the teacher an important part of them, as the teacher lost or non-practitioner of these skills cannot pass to the student and then ask the student to interact with or practice.

The results of this study indicate that the teacher "sample of the study" that does not exercise the skills of absorption only a small degree, how we ask the student to interact with the skills and does not know, and hence the researcher finds that the weakness indicated by different studies in the inability of the student to reach the upper levels of absorption perhaps In part because of the teacher and not the student and contrary to what the previous studies indicate.

The results generally indicate that the interaction of most teachers with the levels of absorption does not exceed the level of the first "literal" and not all skills of literal absorption, but easy and close to the simple application, this may be due to lack of knowledge of the teacher or the teacher's unwillingness to deal with these levels where it It requires effort not to be easy to prepare and prepare.

The lack of studies in this subject may give the teacher some kind of contact on the cause by the student and thus take responsibility for himself, explaining that the reason is the student or the text, but the results of this study show a clear indication that the loss does not give him.

The image that the teacher painted for himself that he possesses the information may be behind this weakness, since the teacher is still related to his previous concept as the owner of the information and he is the one who passes it in the way he sees fit without reference to applied studies from a new perspective.

Some teachers point out that this information or skills are only theoretical information and that it is difficult to apply. Rather, the source of these studies is strange to the Arabic language, and it is not permissible to apply such studies to the Arabic language, but it is wrong. The handling of these absorption levels requires a high capacity of applied knowledge and it is not possible to reach these levels with a little effort or as the teachers do. It is from the first reading that these levels are activated, but that the "teacher" needs to read first to determine the level that he desires and then Search for activities that ensure the achievement of this or that activity.

6. Recommendations

Based on the findings of the study, the researcher proposes the following recommendations based on the findings of the study:

Reformulate Teacher Placement: Place Ministry of Education teachers in courses that incorporate practical applications, deviating from routine sessions that predominantly focus on outdated information lacking modern scientific foundations.

Utilize Scientific Research: Emphasize the utilization of scientific research in the field and advocate for its dissemination among teachers, enabling practical application based on evidence-backed insights.

Activate Field Research through Supervisors: Entrust supervisors in the Ministry of Education with the responsibility to activate field research, grounding it in scientific evidence, thereby enhancing the overall learning performance.

Evolve Teacher Role: Encourage a paradigm shift in teachers' perception of their role, highlighting the transformation from being mere information conveyors to facilitators actively engaged in practical application.

Provide Practical Examples for Skill Demonstration: Incorporate concrete examples of the recommended skills into teaching materials, ensuring teachers have tangible, easily accessible references for skill demonstration and implementation.

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Acknowledgments

Not applicable.

Authors contributions

Not applicable.

Funding

Not applicable.

Competing interests

Not applicable.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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