

The effect of Buzan's strategy on developing the oral reading skills of fourth graders of primary school

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Abstract

The current research aims to identify the strategy of Buzan in developing the oral reading skills of the fourth graders of primary school. The sample of the research consisted of (30) female students of the fourth grade of primary school at Akbara School of the Directorate of Education of Salah al-Din / Fassam al- Dujail , for the academic year (2020-2021). She was chosen at random to apply the experiment, where the group (B) represented the experimental group with (15) female students, and section (C) represented the control group with (15) female students.

The researchers rewarded the two research groups (experimental and control) in the following variables: (the age of the students in months, the academic achievement of the fathers, the academic achievement of the mothers, the test of oral reading skills).

The researchers prepared the research tool (the test of oral reading skills), in its final form, it consisted of a reading piece consisting of (56) words to test the validity and speed of reading and (twelve paragraphs) to test the reading comprehension skill, and its validity and stability were verified. Over the course of (11) weeks, the researchers applied the test and using the statistical package (SPSS-28). The results of the current research showed (the students of the experimental group who study reading material according to Buzan's strategy outperform the students of the control group who study the same material in the usual way in the test of oral reading skills).

Research problem

The researchers believe that mesh the whole weakness in reading may return to the reasons for several of them related , Baltmivat parameter or the teacher and the teaching method, family and society, notably teaching methods, as one of the factors affecting task in raising the level of learners to learn to read and write , or its decline . This has been confirmed by scientific studies Including a study (Al-Khafaji, 2004), a study (Al-Mashhadani: 2008), and a study (Saber: .(2009

Based on the above , the irrigation researcher w that the reading problem is a real problem for generations alternate learners, scholars and those interested in the affairs of education, which led to a complaint number of parents from the low level of achievement of their children in the overall study, because the reason for the decline to poor performance in reading The lesson is not in the ability to read as much as it is in the ability to master the skills of oral reading (reading speed, reading health, and reading comprehension), and to benefit from it psychologically, socially and

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educationally, and this can only be done by searching for methods, methods and modern educational means. The good is what makes the learner an active participant who interacts positively with the read text, as well as giving him self-confidence and reassurance .It may help them in social life

Accordingly, the researcher has determined that the problem of this current research is in the following question: (Does the Buzan strategy have an impact on the development of oral reading for the fourth graders of primary school .(?)

Research importance

Education has become a life necessity and a basic base for the development of society. Throughout the course of human history, educators have made great efforts in developing and activating societies, and education has proven its effective role and its existence as the best intellectual product reached by man in his life (Al-Tamimi, 2005: p. .(7

Language is a means of education that benefits the individual in understanding cultural aspects, and a social tool that enables the individual to communicate and understand with others. From which the individual formulates what his mind hoards of ideas and opinions that he exchanges with other individuals , thus forming a rich faculty of the civilizational foundations necessary for the establishment of a developed human civilization within the framework of a single linguistic group (Darawsa, 2000: p. .(249

The Arabic language is considered the most complete of all languages when measuring the Arabic tongue with linguistic standards. Arabic makes full and complete use of the human speech apparatus, as Al-Akkad says in this regard: “The Arabic language uses this human apparatus in the most complete and best way, and does not neglect one of its functions, as happens In most linguistic alphabets.....there is no ambiguity in one of its letters between two letters, nor in one of its letters between two letters) "Al -Dulaimi and Souad : 5 200 , p. .(28

The importance of reading comes from the importance of language, as it is one of the main language skills, and its chronological order in the linguistic development of a person comes after the skills of listening and speaking, followed by writing. By knowing the shapes and sounds of letters, and being able to form meaningful words and sentences. As for the second aspect: a mental movement aspect that leads to understanding the reading, and the mechanical and mental aspects cannot be separated, as reading loses its significance and importance (Gaballah, 2011: p. .(26

Reading aloud is a means of detecting the students’ pronunciation errors, so that the teacher can treat them, and also enables the teacher to put her hand on the strengths and weaknesses of the students, and know the students’ ability to verbal expression, as well as linguistic and phonetic errors, and incorrect pronunciation of letters and sounds (the glimmer, 2011: p. .(58

Therefore, the school’s duty in the primary stage has become to give reading of great importance as it is the natural entrance to learning. Rather, the primary school fails miserably if it does not succeed in teaching learners to read, because the student’s success and progress in all academic subjects depends on his reading ability because it is an essential part in every subject of the study. Other subjects, as the student who learns to read in improper ways grows to hate it, or at least grows up and does not have enough skill to make him benefit from it more (Al-Khulaifi , 1997 , p.(77 .

Perhaps this confirms the existence of a close relationship between the Buzan strategy and reading, as it is one of the modern strategies that help the teacher to provide information to the learner in an orderly and organized manner and accordingly help the learner to organize his

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knowledge building, as it is a tool that helps to think comprehensively and creatively as it allows the mind to use all images And what is associated with it in a creative way based on the formation of coherence in information (Buzan, 2007: p. .(142

Modern methods and strategies are important in all educational fields, as they provide the individual with knowledge and scientific facts quantitatively and qualitatively, and provide him with knowledge and the multiplicity of its methods, and the multiplicity of models and the organization of their learning, which in turn leads to an increase in their requirements and the requirements of cognitive sciences, which led to the emergence of educational models that are more appropriate to the nature and development of that knowledge. Which prompted scholars and educators to set themselves the design of modern models that keep pace with the times, so that the teaching models are more appropriate and address the knowledge that has become required modernity and away from the traditional trend that assumes teaching is a position that requires the performance of one party, which is the active teacher who depends on him completely in teaching) .Zayer et al., 2013: .(32-31

Accordingly, many faculties of education in Iraqi universities worked to hold scientific seminars and conferences to advance the educational and scientific educational reality. The Memory and Memorization Approach to the Curriculum of Thinking (Babylon University, 2011: .(230-181

Accordingly, chose the researcher that Buzan strategy in the teaching of reading material for fourth grade primary being transmitted learner to stage tests editorial , which should be the learner ready for them as well as sensory growth is complete , it has, which greatly affects the language education and skills and help information storage and even structured , a A means of increasing the amount of benefit from the potential of the mind in the field of planning, and that it helps to learn in a creative way and focus during learning, and it frees the learner from the traditional methods that depend only on the teacher, as it seeks to increase the activity of the learner and stimulate his self-confidence (Abdel-Raouf, 2015: p. . (34

Research goal and hypothesis

The research aims to identify the impact of Buzan's strategy on developing the oral reading skills of fourth graders of primary school.

To check the research goal researcher coined the hypothesis of zero following:

-1There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study according to the Buzan strategy and the average scores of the control group students who study in the usual way in the skill of reading health in the post test .

-2There is no statistically significant difference at the level of significance (0.05) between the average time taken to read the students of the experimental group who study according to the Buzan strategy and the average time taken to read the students of the control group who study in the usual way in the skill of reading speed in the post test .

-3There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study according to the Buzan strategy and the average scores of the control group students who study in the usual way in the reading comprehension skill in the post test .

Fourth: The limits of research

The current search is determined by- :

-1Fourth grade girls in the primary day schools for girls affiliated with the General Directorate of Education in Salah al-Din \ Dujail .

-2The first semester of the academic year (.(2021-2020

-3Topics of the Arabic reading book to be taught (Why do we love the school, the shepherd and the wolves, why the wall does not fall, the two brothers, from the exploits of our ancestors, prevention is better than cure .(
define terms

The researcher will specify the terms that are mentioned in the title of her research

Buzan strategy:

idiomatically known by:

)Obaidat and Abu Al-Sameed(2007 ,

It is “a creative strategy that represents the student’s vision of the subject and the relationships and links that he establishes himself between the parts of the subject, which is about making notes and private notes and not taking notes” (Obaidat and Abu Al-Sameed, 2007: p. .(205

Oral reading skills:

The researcher did not find definitions of the term oral reading skills in the literature she reviewed, so she preferred to divide the term and define (skill) and (reading aloud) separately, as follows:

a.skill

language

The skill in conquest: skill in a thing, and I have skilled the thing is more skilled in conquest as well, and among them is the skilled: skilled in every action (Al-Busais, 2011: p. .(18

Idiomatically/known by:

)Sada(2001 ,

as “the ability to do something well” (Hadith, 2001: (77

)Al-Hashimi, (2006

It is “the ability to execute perfectly in a specific time, represented by a voluntary organic activity connected to the senses, and depends on theoretical knowledge and practical training” (Al-Hashemi, 2006: p. .(22

NS .Oral reading:

language

“That is, I read it and I recited something, a Qur’an that I collected and joined together, and the meaning of I recited the Qur’an I uttered it as a whole, i.e. I recited it, and on the same recitation it is said that he recited reciting a recitation and a Qur’an, and inference is a fabrication of recitation” (Ibn Manzur, 2003: .(42

)Al-Dulaimi and Souad, (2005

It is the pronunciation of words audibly, according to the rules of the Arabic language, taking into account the correctness of the pronunciation and the integrity of the words, as well as taking out the letters from their exits (Al-Dulaimi and Souad, 2005: p. .(116

)Abu al-Daba’at, (2007

It is “a process by which written symbols are transformed into their meanings and ideas through their pronunciation” (Abu al-Daba’at, 2007: .(106

Theoretical aspects and previous studies

a .theoretical aspects

The first axis: the Buzan strategy

- T tread

The emergence of the Buzan strategy goes back to the distinguished educator Tony Buzan (Tony Buzan) which he proposed at the beginning of the seventies of the twentieth century as one of the learning strategies, when he tried to come up with a quick visual way to summarize ideas on paper. : pg .(172

Buzan's strategy has multiple names, some of them call it the brain map) Brian map ,(or memory map) Memory map ,(or a graphic map) Mind map ,(or the Buzan strategy after the scientist Tony Buzan) Tony Buzan (and some call it mental maps, which is the most common (Al-Abadi, 2016: p. .(31

The Buzan strategy is a schematic organizer in which the scientific material, ideas and information are organized in an artistic and visual way that allows the learner to interact with the educational material. Easier and easier to remember and understand information, link concepts and discover the relationship between them (Ambo Said and Suleiman, 2011: pg. .(475

The Buzan strategy is a technique for planning ideas visually, and it can be considered a method of brainstorming when it comes to mind to express ideas in shapes, diagrams, pictures or symbols with keywords to express ideas (Atiya, 2016: p. .(366

•Theoretical and philosophical basis upon which the Buzan strategy is based:

Buzan's strategy is based on Ozbel's educational theory (meaningful learning), where Ozbel sees that learning takes place by integrating new information into the cognitive structure through representation through the process of embedding, which is the process of finding relationships between concepts and ideas contained in the new material and the concepts and ideas involved in the cognitive structure. and integrating all of these concepts and ideas among them in a way that is modified and results in new ideas that contribute to the growth, development and consolidation of the previous knowledge structure and make it more resistant to forgetting (Al-Khaffaf, 2013: p. .(214

The Buzan strategy works in the same way, as it achieves meaningful learning, because it provides the learner with a strong visual image that represents previous and new relationships and information. pg .(46

•Benefits of the Buzan strategy:

First, for the learner:

- 1Lifting the restrictions on the thinking of the learner .
- 2Stimulate the mind, strengthen memory and focus more .
- 3Ease of remembering the data and information contained in the subject through the shapes drawn in their minds .
- 4Draw a complete picture of the molecules of the detailed subject .

Second: For the teacher:

- 1Employment of modern technologies in education such as computers, overhead projectors, slides, other recordings, and others .
- 2Reducing the words used in the presentation of the lesson, which helps him in the intensity of concentration and facilitates his understanding clearly by the learners .
- 3Taking into account the individual differences of the learners, as each of them can draw a special picture of the subject according to his abilities and skills .
- 4Summarize the topic when it is presented in the sporadic summary .
- 5Documenting data and information from different research sources .

)Hilal, 2007: p. .(134

•Advantages of Buzan's strategy

- 1- Storing or memorizing knowledge in a visually organized, tidy and smooth manner, which helps to strengthen memory, and thus increases the learner's ability to remember and retrieve information.
- 2- Finding relationships between variables and linking them to form, create and create new knowledge.
- 3- Develop and strengthen the skills of classifying ideas and drawing detailed diagrams.
- 4- Help to enhance and develop decision-making or decision-making skills.
- 5- Consolidate and develop brainstorming and problem-solving skills.
- 6- Enhance, consolidate and strengthen basic writing skills.
- 7- It helps to establish self-confidence and a sense of peace and psychological comfort, and thus information flows smoothly and powerfully.
- 8Helps to strengthen attention and mental activity .

)Safar and Muhammad, 2013: p. .(63

•How to use the Buzan strategy in teaching

When using this strategy in teaching, the following should be taken into account:

- 1Writing the words clearly and clarifying the main concept in a different color, or adding a small picture next to it saying it, or defining it with a circle or a triangle.
- 2The ideas or information covered in the map are written on the lines of each line connected to another line according to the degree of proximity or distance of the information from each other, thus forming an information structure.
- 3When writing information in the form of lines on the map, it is taken into account that each information is on the same line so that it is easy to make linear links between the information and this helps freedom and flexibility of thinking.
- 4Using colors as much as possible because of their improvement in memory by stimulating and activating the processes of the right hemisphere of the cerebral cortex, in addition to what gives it an exciting joy to the eye.
- 5Leaving sufficient freedom for the mind as much as possible in order to recall all the information in the mind, especially since sometimes the speed of incoming ideas may be faster than the ability to write them. A map is different from the other map and this helps the memory processes.

)Abdel-Raouf, 2015: p. .(104

previous studies

)Al-Azzawi, (2012

Place of study .:This study was conducted in Iraq/ College of Basic Education/ University of Diyala.

Objective of the study: The study aimed to identify the effect of Led's strategy on developing oral reading for fourth graders of primary school.

Study sample: The study sample consisted of (61) students of the fourth primary school, the number of students of the experimental group who were taught reading material using the Led

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strategy was (30), and the number of students of the control group who study the same material in the traditional way was (31) students.

Equivalence: The researcher rewarded the two research groups in the following variables (chronological age calculated in months, educational attainment of fathers, academic achievement of mothers, and grades of the previous year.)

Duration of the experiment: The experiment lasted for an entire semester

Study tool: The researcher prepared a pre and post test to measure reading speed and correctness, and another to measure reading comprehension.

Statistical means: He used several statistical methods, including: the t-test for two independent samples, the coefficient of difficulty, the coefficient of discrimination, the chi-square, and the effectiveness of the wrong alternatives.

Results: The researcher reached the following result: (the students of the experimental group outperformed the students of the control group in the three reading skills: (reading speed, reading health, and reading comprehension), and the differences were statistically significant between the students of the two groups (experimental and control.)

)Al-Azzawi, 2012: y-r.(

)Al Abdali, (2018

Place of study .:This study was conducted in Iraq at Ibn Rushd College of Education / University of Baghdad.

Objective of the study: The study aimed to identify the effect of using the interactive board (iPad) in developing the oral reading skills of fourth graders of primary school.

Study sample: The study sample consisted of (66) students of the fourth primary school, the number of students of the experimental group who studied reading material using the iPad was (33) students, and the number of students of the control group who study the same subject in the traditional way (33) students.

Equivalence: The researcher rewarded the two research groups in the following variables (chronological age calculated in months, educational attainment of fathers, academic achievement of mothers, and grades of the previous year.)

Duration of the experiment: The experiment lasted for an entire semester

Study tool: The researcher prepared a pre and post test to measure reading speed and correctness, and another to measure reading comprehension.

Statistical means: He used several statistical methods, including: the t-test for two independent samples, the coefficient of difficulty, the coefficient of discrimination, the chi-square, the effectiveness of false alternatives and Cronbach's alpha.

Results: The researcher reached the following result: (the students of the experimental group outperformed the students of the control group in the three reading skills: (reading speed, reading health, and reading comprehension), and the differences were statistically significant between the students of the two groups (experimental and control.)

)Al-Abdali, 2018: D-R.(

Research Methodology and Procedures

First, the research methodology

The current research aims to identify the (impact Buzan 's strategy in the development of reading aloud to the pupils of the fourth grade of primary), the researcher

followed the experimental method to achieve the goal of the search, so as to relevance to the nature of the search and his own net.

Second, the experimental design

Well for entitled s goal of the research follow the researcher that determined experimentally The partial adjustment (design of the control group Allaashoaiah selection of pre - test and post), it has been selected as an officer and another experimental group, came as the design shown in the diagram :(1

**Striped(1)
Experimental research design**

the test	dependent variable	independent variable	the test	group
post test	Oral reading skills	Buzan strategy	pretest	Altger j endodontic
		_____		Officer

Third: the research community

The researcher chose the General Directorate of Education in the province of Salah al - Din / Department of Dujail Qsidia for society' s search.

Fourth: the research sample

The current research sample included:

A core sample: the researcher chose the way intentionality (Akbara School for Girls) to represent the research sample, for the purpose of applying the experiment in which the following reasons:

- 1- Expressing the desire of the school administration and its willingness to cooperate with the researcher in the application of the experiment.
- 2near the school from the housing area one researcher said .
- 3The school has all the appropriate conditions for conducting the experiment .

Table(1)

Distribution of the students of the research sample to the two research groups

The number of students	Division	group
15th	NS	Altger j endodontic
15th	NS	Officer
30		the total

B - The first exploratory sample: (60) female students from the fourth grade of primary school in (Al-Hurriya Girls School) affiliated to Salah Al-Din Education Directorate / Dujail Department ;For the purpose of revealing the clarity of the test instructions, the clarity of the wording of its paragraphs, and the time taken to answer these paragraphs.

C- The second exploratory sample: (150) female students from the fourth grade of primary school in (Al-Zubaidat Girls School) affiliated to Salah Al-Din Education Directorate / Dujail Department ;For the purpose of knowing the characteristics of the psychometric test and verifying the validity of the paragraphs.

Fifth: Equivalence of the two research groups

For the purpose of verifying the internal safety of the experimental design, parity was made between the two groups (experimental and control) in the variables that are believed to be interfering in the influence of the independent variable on the two dependent variables that affect the results of the experiment, namely:

- 1The chronological age of the students, calculated in months .
- 2The educational attainment of the parents .
- 3The academic achievement of the mothers .
- 4Pre-test scores in reading aloud skills .

The researcher obtained that the information age time, and academic achievement for parents, and academic achievement for mothers of school card and by taking the data through a questionnaire sent to the students . The fourth variable has obtained the required data during the test application (reading speed, and the health of reading, understanding Reading) before starting the experiment.

**Table ((2
Equivalency variables using the Mann-Whitney test for mean samples**

level	Mann Whitney value		control group				experimental group				
	tabular	calculated	average	total ra	standard d	Arithmetic	average	total ra	standard d	Arithmetic	
nonfunction	64	110	15.67	235	2.94715	114,4000	15.33	230	3.15474	114.3333	Chro
on	64	104.5	16.03	240.5	3.777	25.47	14.97	224.5	3.035	24.93	readi
on	64	100	3 16.3	245	4.518	47.87	67 . 14	220	9 5.06	47.13	readi
on	64	95.5	14.37	215.5	1.740	3.20	16.63	249.5	1.454	3.60	readi

**Table ((3
Equivalence variables using the Colmo - Grove Samir Nov test**

Indication level (0.05)	Values k Samir Nov		control group				experimental group				variable
	tabular	calculated	BA	middle school	medium	Primary	BA	middle school	medium	Primary	
nonfunction	1.36	548 .0	2	4	5	4	5	4	4	2	Parenting c
nonfunction	1.36	730 .0	2	3	5	5	2	4	8	1	collection mothers

Sixth: Adjusting the extraneous variables

In addition to the above parity statistical procedures between the two sets of research in some of the variables that t affect the variables officers tried a researcher that Z duck some extraneous variables that j believed it affects the integrity of the experience of these variables , so felt the need to identify and control are as follows:

-1maturity

Did not have the effect of this variable in the current search, the two groups Vtelmivat Search at the same stage , evolutionary, and fall within the same ages and as evidenced by the two groups of equal variable age.

.2A for the differences in the selection of the two groups

As the researcher tried to avoid the effect of this variable through random selection of the two research groups, in addition to that, the equivalence procedures conducted by the researcher between the students of the two research groups in the equivalence variables .

-3Associated accidents

The conditions of the experiment were controlled under the epidemiological circumstance (the Corona pandemic), as two reading classes were taken for each group and organized in reverse on the school day scheduled by the Ministry of Education for the fourth grade of primary school.

-4Experimental extinction

It did not happen that one of the students of the two research groups left or interrupted attendance, or moved to another school for the duration of the experiment, except for the individual absences to which the two groups of research were almost equally exposed.

-5The effect of the experimental procedures :

The researcher tried to control this variable through the following procedures:

A -Determining the course:

The specific study material for the experiment was unified for the two research groups, which are the (6) topics from the reading book scheduled to be taught for the academic year (2021-2020), which are (Why do we love school, the shepherd and the wolves, why the wall does not fall, the two brothers, from the exploits of our ancestors, prevention is better than cure.(?

b- The teacher:

He studied one of the researchers the two sets of research Keen M a not members of a teacher for each group so as not to have this factor influence the results , as this gives the results of the experiment degree of accuracy degrees and objectivity, and to take into account the symmetry between pupils two groups of research (experimental and control) in the impact factor teacher.

C- Distribution of shares:

In cooperation with the school administration, and to facilitate the researcher's task, an equal distribution of lessons was carried out between the two research groups through the weekly class schedule. in reverse ;to create a balance between them.

D- School building:

The researcher conducted her experiment in one school, in which the classrooms are very similar, such as the number and quality of seats, the size of the hall, the number of windows, lighting, as well as the paint of the walls.

E - teaching aids:

Researcher keen that the provision of educational methods adopted in teaching pupils the two sets of research equally in terms of similarity blackboards and the use of colored pencils Almajk and paintings.

The duration of the experiment:

The duration of the experiment was equal for the two research groups, as it started on (Tuesday 2020/12/1) and ended on (Tuesday 2/9/ 2021) for a full semester (11weeks.(

Seventh: Research Requirements:

-1Determining the scientific material

The researcher determined that the scientific material that will be taught to the students of the two research groups during the duration of the experiment according to the vocabulary of the curriculum and its chronology of topics from the reading book scheduled to be taught by the

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Ministry of Education for the fourth primary students for the academic year (2021-2020), and table (4)shows this.

**Table(4)
The topics studied by the researcher for the two research groups**

page number	Topics	T
12-9	Why do we love school?	1
22 -20	The shepherd and the wolves	2
25-23	Why doesn't the wall fall?	3
35 -31	the two brothers	4
40-37	From the exploits of our ancestors	5
46 -42	Prevention is better than cure	6

-2Formulating behavioral goals

After informing the researcher that Al Z general educational goals derived a number of objectives of the behavioral special material research, and the development of its own preliminary list of its image and the number of her (53) behaviorally target, the researcher has adopted that in determining the behavioral objectives at the three levels of Bloom 's Taxonomy (know, understand, apply.)

The display researcher that these goals of arbitrators and specialists in the field of teaching methods, Arabic language and measurement and evaluation in order to verify the validity and completeness the content of the subject matter, and in the light of the views of the arbitrators and their proposals have been modified and re - drafted, was the adoption of the goals of behavioral in the preparation of teaching plans , bringing the number of behavioral objectives and as The final has (44) supplement goals (10), by (21) goals for the level of knowledge, (17) goals for the level of understanding, and (6) goals for the level of application, and table (5) shows this.

**Table(5)
The number of behavioral objectives in its final form for reading topics for the fourth grade of primary**

the total	application	Understanding	knowledge	Topics	T
7	1	3	3	Why do we love school?	1
8	1	3	4	The shepherd and the wolves	2
8	1	3	4	Why doesn't the wall fall?	3
7	1	3	3	the two brothers	4
6	1	2	3	From the exploits of	5

				our ancestors	
8	1	3	4	Prevention is better than cure	6
44	6	17	21	the total	

-3Preparing teaching plans :

The preparation of lesson plans and one has been successful teaching requests have prepared a researcher that lesson plans for the subjects to be taught during the duration of the experiment in the light of the contents of the textbook behavioral substance and objectives, and in accordance with the steps Buzan strategy in teaching pupils group experimental, and according to the method steps (traditional) In teaching the students of the control group, samples of these plans were presented to a group of arbitrators specialized in the Arabic language and its teaching methods and subject teachers to solicit their opinions, observations and suggestions for the purpose of evaluating those plans to ensure the success of the experiment.

Eighth: the search tool

Tests of all kinds are among the most important and common assessment methods and tools in evaluating cognitive learning outcomes, whether in school education or in university education .This is because of its ease of preparation and application (Zaytoun, 2001: pp. -500 .(501

One of the requirements of the current research is to prepare a test to measure oral reading skills (reading speed, reading health, reading comprehension.(

-1Reading speed and correctness test :

The researcher adopted a number of unstudied reading stories for the students of the research sample from the book to be taught for the fourth grade of primary school, one of the topics, because the students - the research sample - did not study them in advance, and the researcher chose three stories, and printed them in an appropriate reading size, and took into account the following:

- 1- Not to be a subject of poetry.
- 2- It should not include texts from the Noble Qur'an, or hadiths of the Messenger Muhammad (may God bless him and his family and grant them peace .(Because it may be one of the students' archives, in addition to its distinction of difficulty in meaning and concealment of semantics.
- 3The number of its words shall not be less than (50) words, based on previous studies and literature in this field .

And then presented it in a questionnaire to a number of experts and specialists in the Arabic language and its teaching methods to choose one of them that fits the sample of the current research, and the three topics were:

- 1The stubborn ass
- 2Zaryab Al-Baghdadi - the world of melodies and melodies
- 3Khawla, daughter of Al-Azwar

After solved Yale expert responses , it became clear to the researcher said that the selection took place on the second topic (Zeryab Baghdadi - the world of melodies and melodies), and conducted Alp urge that some of the changes on the chosen topic, and re - text organization ,taking into account without prejudice to the language its context, and offered reading text after

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the previous changes On a number of specialists in the Arabic language, its curricula and methods of teaching, and Arabic language teachers at the primary level.

Based on the observations and opinions of experts, the necessary modifications were made to the reading text .It is now ready for use in measuring the correctness and speed of reading.

-2Reading comprehension test :

The researcher adopted the skills confirmed by the primary school curriculum at this stage, namely:

- 1Get the literal meaning of the topic .
- 2Implicit comprehension .
- 3Arrangement (grouping words into units of thought .(
- 4Understand the meaning of the word .
- 5Understand the context

Researcher prepared the test questions understanding of the health test tool and speed subject (Zeryab Baghdadi - the world of melodies and melodies), it will be the test of (12) in a paragraph on the specific skills of three distributed questions and table (6) shows that.

Table(6)

Distribute the comprehension test questions to the selected skills

number of paragraphs	number of questions	question pattern	comprehension skills
5	1	Multiple Choice	-1Getting the literal meaning -2 Implicit understanding
5	1	Supplement	understand context
2	1	Rearrangement	-4Ranking

Honesty

It adopted the researcher that the virtual honesty in finding the sincerity test, virtual honesty is determines the relevance of these paragraphs the variable to be measured, and is the public appearance of the tool in terms of its clauses and the suitability of the tool for the purpose of which put her (Jabri 2011: p.(215 .

The researcher presented that the test, its instructions, and criteria for its correction were given to a group of arbitrators specialized in the Arabic language, its teaching methods, measurement and evaluation . To express their opinion on its validity and sincerity, and in the light of their opinions, the researcher modified some paragraphs, and reformulated others ;Therefore, the test satisfies the test’s sincerity condition because it obtains a percentage (%80) of the arbitrators’ agreement, as the test can be calculated honestly if it is presented to a number of specialists or experts in the field measured by the test and they judge that it measures the behavior that was designed to measure it with sufficiency (Al-Zayoud and Hisham, 2005: p. .(143

Preparation of correction criteria and score calculation

Measuring the reading skills covered by the current research and calculating the total score requires the preparation of special criteria for each of the three skills, and after reviewing previous studies and literature, the researcher set the criteria according to the following:

First: The skill of correct reading

- 1The word is correct:

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

B - If the student uses the movement of stillness when reading it to her.

-2The word is incorrect in case.

A - increase the voice.

b- Delete a sound.

C - heart sound.

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

E - If the student moves it incorrectly.

And - if the student changes her positions as it came in the piece.

g - If the student exceeds it and does not read it.

-3Giving one degree for each word that is pronounced correctly, and thus the maximum degree is (56) degrees.

-4Emptying the data into a special form prepared for this purpose with the intention of carrying out statistical dealing with it .

Second: Speed reading skill

The researchers used the finite quantity method.Amount - LimitWhen applying the reading speed test , the researchers calculated the student's reading speed according to the following equation:

$$x = \frac{NS^*}{60} \times 60$$

And .Th (Abu Al-Azaim, 1983: (149

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

Third: Reading comprehension skill

Since the reading comprehension skill is measured by an objective test, this test requires special criteria when correcting, as the researcher gave (one score) for the correct answer for each of the test's (12) paragraphs. In terms of the number of its paragraphs, the degrees of each question were distributed as follows:

First question: 5marks.

Second question: 5marks

Third question: 2marks

Test validity:

The researcher said the application went into hiding t reading skills on a prospective sample was two phases:

The first stage: the first exploratory trial of the test

The researcher applied the test to a sample of (60) female students from the fourth primary school of (Al-Hurriya) School of Salah Al-Din Directorate / Dujail Department on 2021/26/01 corresponding to Tuesday to reveal the clarity of the test instructions and the clarity of the wording of its paragraphs and the time taken to answer these paragraphs, and by the supervision of the extent researchers on the application of the test was recorded notes necessary, through Alastan of a timer to set the time, as the limit d the average time required to read the subject read aloud (reading speed and health of reading) and to solve skill questions reading comprehension. The researcher supervising the test recorded the time taken for each student to read the topic aloud and to solve the comprehension test questions on the students' answer sheets, then extracted the

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average time for oral reading, which amounted to (minutes), while the average time for answering the reading comprehension test questions was (30) minutes.

The second stage: the second exploratory experiment of the test

Dish researcher to test reading comprehension on a second sample consisting of 150 pupils from the pupils fourth primary school (Zubaydat) of the Directorate of Education Salah al - Din / Department of Dujail after confirming the clarity of instructions test and the clarity of the formulation of its paragraphs, and the time it takes to answer these paragraphs, purpose of this application is to find out its properties Alsekoumtrah and ensure the health of paragraphs, reaching the researchers to test students a week before the deadline, and Ashe rack one researcher that the application of the test on 2021/2/2 approved on Tuesday, after the application of the test on the exploratory sample , the researcher By:

- Correct answers .
- The data were arranged in descending order and divided between two groups (high group and low group .(
- The students' answer sheets took the highest %27 and lowest %27 of the total students. On this basis, the paragraphs were analyzed to find the coefficient of difficulty, the strength of paragraph discrimination, and effectiveness. The following is an explanation of the statistical analysis procedures for the test paragraphs :

A- The power of distinguishing between paragraphs

After calculating the discrimination power of each paragraph of the reading text to test the validity and validity of reading, it was found that it ranges between (0.73-0.34) and Table (7) shows this, and the paragraphs of the reading comprehension test range between (0.54-0.37) and Table (8) shows this and sees))) Elbe, 1972 The test items are considered good if their discrimination power is (0.30 or more.(Elbe, 1972 :406 .(

b - difficulty level

After calculating the difficulty coefficient of each paragraph of the reading text to test the validity and validity of reading, it was found that it ranged between (0.32- 0.71) and Table (7) shows that and that the difficulty coefficient of the paragraphs of the reading comprehension test was found to range between (0.57-0.33) and Table (8) shows That is, and (Al-Fiqi, 2014) stated that the difficulty coefficient for the test items is acceptable if it ranges between (0.80-0.20) (Al-Feki, 2014: pg. .(198 As a result, all paragraphs were kept, because they fell within the aforementioned range.

Table(7)

Discrimination and difficulty coefficient of reading text words to test reading speed and correctness skills in the upper and lower groups by %27

Discrimination coefficient	number of answers		T	Difficulty factor	Discrimination coefficient	number of answers		T	Difficulty factor	Discrimination coefficient	number of answers
	world	upper				world	upper				
54	11	33	41	0.66	0.49	17	37	21	0.52	0.41	13
51	12	37	42	0.61	0.73	10	40	22	0.59	0.39	16

54	6	28	43	0.43	0.46	8	27	23	0.63	0.39	18
44	4	22	44	0.41	0.56	5	29	24	0.67	0.37	20
46	10	29	45	0.37	0.34	8	22	25	0.51	0.34	14
39	11	27	46	0.59	0.59	12	36	26	0.51	0.34	15th
51	9	30	47	0.45	0.46	9	28	27	0.63	0.34	19
54	10	32	48	0.71	0.54	18	40	28	0.35	0.71	5
44	17	35	49	0.56	0.44	14	32	29	0.43	0.51	7
39	15th	39	50	0.76	0.44	22	40	30	0.32	0.44	4
51	6	31	51	0.67	0.46	18	37	31	0.50	0.51	10
39	9	29	52	0.67	0.46	18	37	32	0.41	0.44	8
46	8	27	53	0.46	0.49	9	29	33	0.49	0.44	11
41	7	24	54	0.37	0.44	6	24	34	0.63	0.54	15th
46	9	28	55	0.48	0.61	7	32	35	0.38	0.41	7
44	6	24	56	0.65	0.61	14	39	36	0.57	0.46	14
				0.52	0.46	12	31	37	0.33	0.37	6
				0.38	0.51	5	26	38	0.70	0.51	18
				0.38	0.66	2	29	39	0.52	0.61	9
				0.33	0.51	3	24	40	0.46	0.44	10

table(8)

Discrimination and difficulty coefficient of reading comprehension test items in the upper and lower groups by %27

Difficulty factor	Discrimination coefficient	number of answers		T	the question
		world	upper		
0.46	0.39	11	27	1	The first question
0.43	0.46	8	27	2	
0.37	0.44	6	24	3	
0.43	0.51	7	28	4	
0.57	0.46	14	33	5	
0.51	0.34	15th	29	1	second question
0.49	0.44	4	22	2	
0.49	0.44	11	29	3	
0.33	0.37	6	21	4	
0.52	0.46	12	31	5	
0.51	0.54	10	32	1	The third question
0.46	0.49	9	29	2	

C - the effectiveness of incorrect alternatives

When calculating the effectiveness of the incorrect alternatives for each of the multiple-choice paragraphs that comprised the reading comprehension test, the researcher found that it was between (-0.0249) and (-0.098), and this means that the incorrect alternatives have attracted to her a number of students of the lower group, and based on Therefore, it was decided to keep the incorrect alternatives without deleting or changing, and Table (9) shows that.

Table(9)

The effectiveness of the wrong alternatives for the paragraphs of the first question of the reading comprehension skill test

alternative c	alternative b	alternative	paragraph number
0.049 -	✓	0.024-	1
0.073-	0.049-	✓	2
✓	0.024-	0.073-	3
0.073-	✓	0.049-	4
✓	24 0.0-	98 0.0-	5

Constancy

The stability of the test items of oral reading skills was calculated by applying the equation (Kewder Richard 20), as it is one of the most frequently used equations to find the internal consistency of the test items, which gives a score of one for the correct answer and zero for the wrong answer) Allam, 2000: p. .(160The researcher chose that the answers of the students of the exploratory sample to whom the test was applied, and through their answers, and based on the equation (Keuder-Richardson 20), the reliability coefficient reached (0.88), which is a high and good stability coefficient for unregulated tests that if its stability coefficient reached (0.67) or above It is good)Hedges, 1966,P 22The final test consisted of (56) words to test reading speed and correctness, and (12) paragraphs to test reading comprehension, divided into three questions, as follows:

First question: 5paragraphs

Second question: 5paragraphs

The third question: my paragraph n

Ninth: Experimental application

During the implementation of the experiment, the researcher followed the following procedures:

-1The researcher began to apply the experiment to the students of the two research groups on Tuesday, 2020/1/12, by teaching two lessons per week for each group, and this group continued to be taught throughout the first semester of 2021-2020and ended on Tuesday, 2/9/ .2021

-2One of the researchers studied that the two research groups were according to the teaching plans that were prepared and at the end of the experiment that lasted an entire semester .The researcher applied the tool to the experimental and control group students .

•Procedures for applying the test:

The researcher applied to test reading aloud skills on Tuesday (09.02.2021) and after created the recording device, stopwatch , and wages Z researcher to test reading speed and accuracy

by about an individual with the use of one of the teachers, as it calls for the students to enter the individual a individual, to the classroom, provide them with the researcher supervisor Atelachtbar test piece, a reading paragraph of Modo) p Zeryab Baghdadi) chose the researcher that from the end of the book reading fourth grade primary display after him on a group of experts.

Before I begin each student read this thread asking them to be start reciting correctly as soon as you can not fault and non - stop, and if it failed one of them for reading the word, the researcher supervisor on the test Ehmhin (5) seconds, and then requests left, and continue reading within the specified time Its amount is (one minute), and after she finishes reading, she exits the classroom to enter the second, and so on...., and records the students' readings in a recording device to determine the number of correct and incorrect words, while determining the time spent by each of them in reading the subject and this is in a validation test Reading and speed.

To test the reading comprehension skill, the supervising researcher distributed the comprehension test questions to the students and placed them inverted, and the researcher said to them: You have (30) minutes to answer the test questions.

Tenth: Statistical Means

The researcher used the appropriate statistical methods in the search using the current statistical program) spssMy agencies:

-1Mann Whitney for medium samples :

The researchers used the Mann-Whitney test for average samples in the nonparametric tests to find out the significance of the difference between the mean ranks between the experimental group and the control group:

A - The chronological age is calculated in months.

b -Oral reading skills (reading health, reading speed and reading comprehension(

-2Colmogrove Samir Nouf :The researchers used this method to find out the significance of the difference between the experimental group and the control group in :

A- The educational attainment of the parents.

b- The educational attainment of the mothers.

-3The discriminative power equation for the paragraphs: to calculate the discriminatory power of the paragraphs of the search tool

-4Difficulty factor: to calculate the difficulty of the search tool paragraphs

-5The effectiveness of the wrong alternatives :

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

6- Keoder-Richardson equation (: (20The researchers used this method to verify the stability of the research tool

Presentation and interpretation of results

First: the results

The first null hypothesis states the following

There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study according to the Buzan strategy and the average scores of the control group students who study in the usual way in the skill of reading health in the post test , and after unloading the scores of the students of the two groups searching for the test The validity of reading Appendix (14) and using the appropriate statistical means, the

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results showed that the arithmetic mean of the experimental group was (43.53), the standard deviation (2.825), the sum of ranks (345), and the average ranks (23), while the control group was the arithmetic mean of (25.60), And the standard deviation (4.205), the sum of ranks (120), the average ranks (8), and the calculated Mann and Teni value) zero) at the significance level ,(0.05) which is smaller than the tabular value that is equal to (64), and the table (10) shows this.

Table(10)

The significance of the differences for the arithmetic averages obtained by the students of the two research groups in the skill of reading health in the post test

Indication level (0.05)	Mann Whitney value U		average rank	total ranks	standard deviation	Arithmetic mean	the number	the group
	tabular	calculated						
A function of interest to the experimental group	64	zero	23	345	2.825	43.53	15th	Experimental
			8	120	4.205	25.60	15th	control

Notes from the table (10) and a difference is statistically significant between the mean scores of pupils two groups of research (experimental and control), for m valid experimental group, and this result shows the superiority of pupils of the experimental group taught according Buzan strategy on the control Schoolgirls group that is studying the way Ordinary

b- The second null hypothesis which states the following:

There is no statistically significant difference at the level of significance (0.05) between the average time taken to read the students of the experimental group who study according to the Buzan strategy and the average time taken to read the students of the control group who study in the usual way in the skill of reading speed in the post test, and after unloading the grades of the students The two groups search for the reading speed test Supplement (15) and using the appropriate statistical methods, the results showed that the arithmetic mean of the experimental group was (28.00), the standard deviation (4.392), the sum of ranks (120), and the average ranks (8), while the control group was the arithmetic mean of its value (47.20), the standard deviation (4.693), the sum of ranks (345), the average ranks (23), and the calculated Mann and Teni value) zero) at the significance level ,(0.05) which is smaller than the tabular value that is equal to (64) and Table (11) It shows.

Table ((1 1

The significance of the differences for the arithmetic averages obtained by the students of the two research groups in the skill of reading speed in the post test

Indication level (0.05)	Mann Whitney value U		average rank	total ranks	standard deviation	Arithmetic mean	the number	the group
	tabular	calculated						
A function of interest to the experimental group	64	zero	8	120	4,392	28.00	15th	Experimental
			23	345	4.693	47.20	15th	control

Notes from the table ((1 there is a difference is statistically significant between the mean scores of pupils two groups of research (experimental and control), for m valid experimental group, and this result shows the superiority of pupils of the experimental group taught according Buzan strategy on the control Schoolgirls group taught in the usual way.

c- The third null hypothesis which states the following:

There is no statistically significant difference at the significance level (0.05) between the average scores of the experimental group students who study according to the Buzan strategy and the average scores of the control group students who study in the usual way in the reading comprehension skill in the post test , and after unloading the scores of the students of the two groups searching for a test Reading comprehension skill Supplement (16) and using appropriate statistical methods, the results showed that the arithmetic mean of the experimental group (9.47), standard deviation (1.680), total ranks (343), and average ranks (22.87), while the control group had an arithmetic mean value of (3.33), The standard deviation (2.127), total ranks (122), and the average grade (8.13), and the value of Mann Whitney calculated (2) at the level (0.05) which is smaller than the tabular value of which is equal to (64) and the table ((2 1 shows that.

Table ((2 1
The significance of the differences for the arithmetic averages obtained by the students of the two research groups in the reading comprehension skill in the post test

Indication level (0.05)	Mann Whitney value U		average rank	total ranks	standard deviation	Arithmetic mean	the number	the group
	tabular	calculated						
A function of interest to the experimental group	64	2	22.87	343	1.680	9.47	15th	Experimental
			8.13	122	2.127	3.33	15th	control

Notes from the table ((2 1 there is a difference is statistically significant between the mean scores of pupils two groups of research (experimental and control), for m valid experimental group, and this result shows the superiority of pupils of the experimental group taught according Buzan strategy on the control Schoolgirls group taught in the usual way

Second: the interpretation

After analyzing the results, it appeared that the students of the experimental group outperformed the students of the control group in reading speed, reading accuracy, and reading comprehension. This may be attributed to one or more of the following reasons:

- 1- Buzan's strategy has been accepted by the students as a new form of learning, different from the traditional form, as it provided them with the opportunity to participate and confront the anxiety and turmoil felt by the students who face difficulties in the subject.

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- 2The Buzan strategy is one of the modern strategies in teaching that refer the learner to be active and active in the classroom, especially if he uses it well .
- 3The Buzan strategy that the researcher used with the students of the experimental group provided opportunities for the students to develop oral reading skills by practicing alternative methods of traditional school learning, which provided opportunities for all or the majority of the students to reach good proficiency in light of the researcher's use with her students the Buzan strategy
- 4The Buzan strategy meets the needs of the students in showing their educational abilities, as the students used to practice discussion and study .
- 5- Buzan's strategy led to arousing the students' interest and excitement about reading, and increased their desire to know the study material and prepare them for it, and their integration with each other, which led to an increase in their achievement in reading.
- 6The topics studied during the experiment may be suitable for using the Buzan strategy, which led to an increase in the development of oral reading skills in those topics .

Third, the conclusions

In light of the results of this research , the researcher concludes that:

- 1- Teaching using the Buzan strategy requires more time, effort, and skill from the teacher than is required of him when using the traditional methods.
- 2- Buzan's strategy directs students that attention should be given to meaning that leads to comprehension, not just verbal reading.
- 3- The Buzan strategy is effective and helps in developing the students' oral reading skills, increasing their desire to read, through work and in a cooperative manner, and making a joint effort by the students in competition to raise the level of their groups.
- 4- The procedures of the Buzan strategy are consistent with the focus of modern education principles of stimulating learners' motivation towards learning, increasing their activity and effectiveness, taking into account individual differences between them, making the learner an active and participating element, and enhancing his self-confidence.
- 5- Increasing the desire, acceptance and love of the students of the fourth grade of primary school by using the Buzan strategy when teaching them the subject of reading.

Fourth: recommendations

In light of the current search results Fa n researcher that the Guardian said , including the following:

- 1- Directing male and female teachers to the importance of reading skills and how to practice them.
- 2- Allocate one of the Arabic language lessons, starting from the second grade of primary school, in which training is provided on the skills of reading speed, health and comprehension.
- 3- The necessity of opening training, development and qualifying courses for educational bodies to provide them with modern teaching strategies, including the (Buzan strategy) and its application in the field of education.
- 4- Develop a guide (teacher's guide) to educate male and female teachers about reading skills and methods of developing them, and exercises on them.

Fifthly: suggestions

- 1- Conducting comparative studies to identify the impact of Buzan's strategy with other strategies in developing oral reading skills
- 2Conducting studies to know the effect of Buzan's strategy on other subjects at different stages .

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