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The Level of Second-Grade Female Students in the Reading Subject in View of Speed Reading from their Teachers' Point of View

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Abstract

The study aimed to assess the proficiency of second-grade female students in reading skills, particularly rapid reading, from the perspective of Arabic language teachers. The researchers employed a descriptive approach that aligns with the nature of the current research. The research population consisted of 85 schools teaching Arabic language for the second grade in the academic year 2021 / 2022. To achieve the research objectives, the researchers designed a questionnaire to measure rapid reading skills, including four main skills and their respective sub-skills. The study findings indicated a good level of proficiency among the students in reading in the context of rapid reading. Additionally, it highlighted the insufficient emphasis on reading within the Arabic language curriculum. The researchers recommended the necessity of conducting courses and workshops for teachers on how to implement rapid reading skills. The data analysis was performed using the SPSS statistical program to address the current research questions.

Keywords: Level, Reading, Rapid Reading

First: The Research Problem

The phenomenon of reading weakness among middle school students is a one of the aspects of teaching reading, which affects their academic achievement. This weakness is not limited to them during their studies, but rather continues even after their graduation. This weakness has become a common thing that teachers and students complain about, as the teacher stands confused as to how to address it. This weakness, and the reading weakness, is due to the students' lack of comprehension of what they read, and their lack of comprehension is due to the gap that exists between the written language and the spoken language that the students deal with in the reading lesson, so they do not find reinforcement for what they read in the environment in which they live, which causes the students to lose the desire to read, It spoils the intended benefit through its role in solving the problems they face in daily life, as the teacher does not choose enrichment books for reading, which leads to students' weakness in understanding what they read (Al-Hashemi, 2006: 152).

This weakness has begun to grow recently. Therefore, it is not surprising that this subject

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remains far from achieving the purposes it is intended to achieve. It still suffers from the manifestations of weakness declared by those concerned with teaching it. Reading was not able to fill all the gaps of weakness among students and did not contribute to addressing the problem. This weakness. Some teachers consider the reading lesson to be one of the easiest lessons. The teacher only bothers to read the text aloud, read silently from the students, and then aloud from them. Perhaps the lesson is divided into known parts, with each student reading one part. The reading is done according to the arrangement of the seating positions. (Attiya, 2006, 250)

The two researchers believe that all of this causes the weakness of second-grade female students in speed reading, so they decided to conduct a study to determine the level of second-grade female students in the reading subject in light of speed-reading skills from the point of view of female Arabic language teachers.

Second: The Importance of Research

Language is the mirror of a nation's thinking, the tool for expressing its mentality, and its means of preserving its personality and authentic heritage. Language is the tongue of the mind and the path of thought. Language and thought are two overlapping elements, one of which affects and is affected by the other, and it is not the sounds heard, but the meaning that it denotes. (Al-Waeli, 2004, 17-18)

„, As for the Arabic language, it is one of the living, global languages that occupies a prominent position among other global languages, and this venerable position stems from the importance of the Arab nation being the nation that was honored to carry the heavenly message and communicate it to all of humanity, after God Almighty honored it and revealed The Holy Qur'an, in a clear Arabic language, is a tool of understanding and expression among the people of the Arab nation. It is distinguished from the rest of the languages by its ancient history and literary status. It is a generous, interactive language capable of keeping pace with the development taking place in various fields of science and knowledge. (Al-Mousawi and Raed, 2019: 8)

The two researchers believe that our Arabic language is the mother language, and in which Arabs are proud of their Arabic because it is the language of the Holy Qur'an and it is the tool of thought and culture that was spread in many countries of the world. The Arabic language has several branches and reading is one of the important branches in it.

The importance of reading (reading) as a great skill lies in the relationship that exists between it and other linguistic skills such as writing, listening, and speaking, and their interpenetration in a relationship that is deeply rooted in its great depth and significance. Its nature indicates that it is a group of natural, organic, and mental processes that, by their nature, call for the creation of new, continuous links between the drawing of the word or letter, its meaning, and its pronunciation. With correct pronunciation, the heard sounds are transformed into structures with understandable meanings (Al-Dulaimi and Souad, 2005: 105).

The two researchers believe that every reading in reading lessons that does not lead to understanding and is not linked to an understanding of what is read is considered incomplete reading. Indeed, we cannot call it reading in light of modern education in its sense, and this requires us to pay attention to speed reading in order to be aware of modern developments in the field of education and all other sciences.

Therefore, it has become the school's duty to provide the student with an appropriate amount

of reading skills, which are correct pronunciation of words and sentences, sound and appropriate understanding, and interpretation of words, in addition to that, appropriate speed in reading (Al-Sayed, 2005: 51).

Therefore, reading must be multiplied many times, and reading capacity must be increased using modern means. Scientific progress in the information age no longer allows anyone to be satisfied with his inherited culture that he receives from his fathers, and traditional culture is no longer sufficient to satisfy the cognitive needs of contemporary man and to lift him from the depths of ignorance, and it is not appropriate. In the age of speed, reading can be done at the same speed as it was read in the days of walking on foot and copying books by hand, and reading this overwhelming torrent of books that the printing presses throw out every day requires the use of new methods and skills to speed up reading and bridge this gap (Al-Rifai and Muhammad, 1997: 26). -29).

The researchers chose the middle stage because it works to meet the needs of the students in accordance with their age characteristics, and it also pays special attention to revealing their inclinations, abilities, and aptitudes, and directing and developing these inclinations, abilities, and aptitudes (Al-Arif, 1993: 220-221).

Third: Research Objective

The current research aims to (the level of female students in the second intermediate grade in reading subject in light of speed reading skills from the point of view of female Arabic language teachers). To achieve the research goal, the researchers set the following questions:

- 1-What are the speed reading skills of second-year intermediate school students in reading?
- 2- What is the level of female students in the second intermediate grade in reading subject in light of speed reading skills from the point of view of female Arabic language teachers?

Fourth: Limits of Research

- 1- Cognitive limits: Topics of the reading book scheduled to be taught for the academic year 2021-2022.
- 2- Human Limits: Second-year intermediate students and Arabic language teachers.
- 3- Time limits: The first semester of the year 2021-2022.
- 4- -Spatial boundaries: middle and high school morning schools in Babylon Governorate schools.

Fifth: Defining Terms

Level: Known by:

(Badawi) that: (Achieving a certain amount of proficiency in studying, and this is determined by standardized achievement tests, teachers' estimates, or both) (Badawi, 1980: 17).

Allam (Allam) defined it as providing detailed information about what an individual can and cannot do (Allam, 2001, 729)

Operational definition: It is what female students in the second intermediate grade achieve in using speed reading skills from the point of view of female Arabic language teachers.

Speed reading: known to everyone:

-(Ghazwan) as: a process related to reading a text or sentence in any language, in the shortest period of time and with high efficiency in terms of understanding and comprehension (Ghazwan, 1992: 201).

Hilal states that it is: “rapid dealing with information while consuming it, which increases the power of influence in interaction with the mind” (Hilal, 2005: 14).

-Procedurally: The researchers defined it as a set of methods and steps that female students in the second intermediate year follow by searching visually and mentally in the text to find out the main idea and the sub-ideas emerging from it, the writer’s style, criticizing him, and issuing judgments on him in the shortest possible time, from the point of view of the Arabic language teachers.

Reading

A - Linguistically: taken from “he looked at it carefully,” “I informed him of the matter”: I informed him of it, “I sought his opinion”: he looked at what it was, “I looked at the thing”: that is, I learned about it (Ibn Manzur, 2003: 281, material “Ta’la”).

B-Terminally: It is defined by everyone who:

Awad is: “an active constructive process in which the reader plays the role of an active processor of knowledge and not just a passive receiver, and it includes mental processes and higher levels of thinking.” (Awad, 2003: 30)

(Abu Al-Dabaat) It is: a process by which written symbols are transformed into the meanings and ideas they denote through their pronunciation. (Abu Al-Dabaat, 2007: 106)

Procedurally: A number of literary texts contained in the reading book scheduled to be taught to female students in the second intermediate year, in which the level of female students in the second intermediate grade is determined from the point of view of the female Arabic language teachers.

Theoretical aspects: The two researchers will address theoretical aspects of speed reading skills, as follows:

Speed reading is an effective skill, as the individual who reads more quickly is able to invest the greatest amount of unused mental capacity. When a person reads more quickly, he concentrates more, and when he is able to increase his reading speed above (500 words per minute) with the maximum level of understanding and comprehension. It also speeds up and activates his thinking, as new works for the brain become easier and quicker to access. Speed reading reduces some of the fatigue and tensions, and he is able to understand the world he is contemporary with and keep up with in its various trends and culture. When the individual reads, he transforms words into meanings that the mind understands and comprehends. The mind walks and thinks. Through the reading process at a speed exceeding the speed of the eye, and for this process to be useful, it must be coupled with understanding what is read (Ababda, 2008: 16)

Types of Speed Reading

1-Scanning

It is a type of speed reading that helps to understand the design of the book, look at the contents and index, quickly scan the pages, quickly pass the eyes over the pages and use the

finger as an indicator to guide the eyes to reach the goal and recognize and absorb information without in-depth understanding, as the page can be marked to return to later. .

2-Browsing

It is to obtain the content of the book or report very quickly, as browsing gives sufficient information to serve the purpose without consuming a lot of time. Browsing is ideal for reading newspapers and taking a quick look at the main headlines, pictures, first paragraphs, graphs, and summaries. Browsing the book before reading it in more detail. A good investment of time (Chambers, 2014: 52-53).

Browsing takes only five minutes, in the following order:

- The author: It is at the front of the book.
- Title: Pay attention to book titles, as the title does not always indicate the content of the book.
- Publication date: The publication date is useful in updating information, as the publication date is useful based on the nature of the science in which we read and our goals for reading.
- Front and back cover: where we find the summary of the book or a summary that gives an idea of the book.
- Contents: By reading it, we know the way the book travels, its structure, its type, and whether it contains applications or is a narrative book.
- Introduction: It is knowing the symbols and style of the author and the summary of the book's content
- The conclusion: It is the summary of the book and the capsule of knowledge written by the author throughout the pages of the book.
- References: Reading references depends on the structure of your goal of reading the book, as you determine the type of reading whether it is informational, research, specialized, or cultural, so you can read the references before or after reading the book.
- Index: enables the reader to study a comprehensive topic without having to read the entire book. Through the index, you can judge the book and address a topic from it. (Gharib, 2006: 107-109)

Selective Or Transient Reading

It means optional reading, whether to entertain oneself, develop awareness of a topic, or develop general culture, in which the reader has the freedom to select or skip paragraphs in the reading or parts that are not important to him. This method of reading is used when the reader wants to search for specific information or an answer. Specific questions about a question, such as reading it in a dictionary, dictionary, or encyclopedia. These books do not require reading page after page. Rather, it is sufficient for the reader to mean what he wants directly. This method of reading is also used with scientific books and references when wanting to research, so he quickly passes his eyes over the pages of those books. Chapters or sections (Al-Abdali, 2007: 53).

Methods for Developing Speed Reading Skills

- 1 - Allocate time daily without interruption to practice reading skills and be determined to finish at a specific time.
- 2- Reading should be in order to obtain the basic ideas of the text and stay away from everything that causes mental distraction.

- 1- Developing the ability to understand by reading difficult texts and looking at the text as a single piece, not just vocabulary.
- 2- Make sure to increase your reading speed after a short period of time from starting to invest time and effort.
- 3- Focus on reading the text, and underlining important phrases and sentences to capture the main ideas in the text.
- 4- Continuing to read reduces the reader's linguistic errors, as well as helps in the correct pronunciation of words.
- 5- Training to expect what the text writer wants from the reader.
- 6- Test yourself from time to time to see how much progress we have made in reading speed, by calculating the number of words you can read per minute. (Ismail, 2013: 90-91).

Speed Reading Skills: The most important speed reading skills are:

- 1- The skill of focusing attention: It is an essential pillar of reading skills and the most important skill of a good reader who focuses his mind while reading and stays away from distraction and daydreaming, as focusing attention helps to understand the material with more accuracy and depth in order to obtain the main ideas of the text (Ismail, 2011). : 90) It contains sub-skills that are:
 - Identifying the odd word: This is done by identifying the odd word among a group of words.
 - Identifying the words that belong to a specific attribute or category: Identifying the words that belong to a specific attribute or category, such as asking the student to identify the verbs, demonstrative nouns, indefinite nouns, or definite nouns that appeared in the read text.
 - Sentence order: Arranging sentences into consistent and consecutive paragraphs leads to greater clarity, logic, and flow of ideas (Al-Sultani and Al-Jubouri 2020: 126).
- 2- Word recognition skill: The reader can recognize new words and explore them, such as recognizing word syllables and symbols (Kundera, 2010: 20). It consists of:
 - Quick word recognition: This is a quick initial look by reading the title and sections of the text, linking the accompanying images to the text, reading the first and last paragraphs, since the first contains the basic sentence or the basic idea of the text and the last paragraph contains a summary of the text as a whole. (Nuseirat, 2006: 124).
 - Completing the incomplete sentence: by choosing the appropriate word to complete an incomplete sentence from among a number of words, provided that this is done as quickly as possible without stopping or going back to reading the line from the beginning.
- 2- The skill of increasing the reading range of the eye: It is the number of words that the eye can see in one glance. When the eye's field of vision increases, the number of words it sees in one glance increases, and this leads to an increase in reading speed, as the mind's ability enables the reader to read more than one word. In one blink (Gharib, 2006: 68), it includes the following sub-skills:
 - Choosing the correct answer: It is a word that the student chooses from a group of words, provided that this is done as quickly as possible and in one glance, meaning that the more words he sees at one time, the faster his speed will be. (Zorn, 1991: 23)
 - The range of vision card: While reading, the student uses a card called the range of vision card, which is a cardboard card with an opening of certain dimensions. The student pulls the card from top to bottom, and when the word or sentence appears through the slot, the student Read it in one glance and as quickly as possible.

- 4- The skill of organizing eye movements: While reading, the eyes work as if they were a camera. They take pictures of words and store them in the mind. The eyes do not move smoothly, but rather stop suddenly and then start moving again. This means that training the eyes on how to take wider and more comprehensive pictures It will reduce the number of times she pauses and she will catch more words. Its sub-skills are:
 - The letter S method: It combines the forward and backward scanning movements, and can be used for single-line scanning, double-line scanning, or variable scanning. (Buzan, 2008:110-112).
 - The letter Z method: It is developed by training the student to reduce eye pauses while reading, to move properly from one line to another, and to get rid of the problem of regression.
 - The card method: It is a method of speed reading based on eliminating bounce during reading, by using a card with specific dimensions (3/5 inch). The student places the card at the top of the page, and while reading it, he gradually moves the card to the bottom of the page. In order to obscure what she had previously read (Dudley, 1993: 64).
- 5- The skill of organizing hand movements: The hand is one of the speed tools, as it helps to initially fixate the eyes (like a joystick) on the line that is being read at the same time. It helps to continue reading along the page, and its sub-skills are:
 - The underlining hand movement: is to place your hand on the page with your thumb bent under the palm inward. Your fingers must be flat and comfortable on the page, with the hand fully extended on the page. The movement must be done smoothly, with your eyes following the movement of your hand. At the end of each line, raise your hand a short distance from the page, then return your hand diagonally to the bottom of the beginning of the next line, and continue the movement until you reach the end of the page.
 - Hand movement in the manner of the letter (S): This method can be used in different forms. Some people prefer to move in the shape of the letter (S), wide and comprehensive, while browsing the book to get an idea of its subject when reading quickly (2-4) seconds per page. Many people use a faster pattern for this method when they read at a very high speed. It is similar to the underlining movement, but with a wider range, that is, by two or more lines.
 - Hand movement in the manner of the letter (L): This movement is very useful in reading printed material in the form of columns, and can be used in other types of preparation and reading, in which the index finger is used to start two lines below the beginning of the page on the right hand side, then move to the left and under line, and when you reach approximately half an inch from the left margin, move your finger two lines down in a slow rotation, then move your index finger down five or six lines toward the right margin of the page, and repeat these movements along the page (Sherif, et al., 2009: 179 – 187)
- 6- The skill of understanding the main idea: It reveals the basic essence of each paragraph, and is a general expression of the content of the paragraph. It communicates the information contained in the paragraph by giving a general idea about it, and once you find the main idea, you have found the spirit of the paragraph and have The main idea is at the beginning, middle, or end of the text (Rozaks, 1998: 131), and is developed through the following methods:
 - Directed questions: These are asking questions about the material and asking the student to answer them. These questions provide appropriate understanding during reading to link

the text to those questions. (Nuseirat, 2006: 124)

- Writing a summary: It is extracting important information in brief and concise writing, which means rewriting what you have read in words and preserving the main meaning of the text. (Rozaks, 1998: 160)
- 7- The skill of understanding detailed ideas: which is obtaining the greatest possible amount of understanding and comprehension, and this would develop the critical reading ability of female students and distinguish between the useful and the unhelpful (Al-Jubouri and Hashem, 2020: 269)
- Paragraph organization: Students are tasked with organizing a paragraph on a topic based on information and details given to them.

Identifying sentences and arranging them: This is done by presenting a topic to the students and providing them with a list that includes a group of sentences. The students must identify the sentences that belong to this topic according to their sequence in the topic (Asr, 1992: 190).

- 8- Deduction skill: It is linking ideas and understanding the relationships between different incidents so that they can make conclusions that lead to new, meaningful knowledge. Its sub-skills are:
 - Directed questions: This is done by training students to ask questions that enable them to reach facts and conclusions, through the information and introductions included in the text and linking them to each other.
 - Predicting the results: This is done by reading an incomplete story, or an incomplete paragraph that ends with an ambiguous ending and at a point that arouses their curiosity to know what will happen next, and then the teacher asks the students to predict the outcome that this story will reach. (Beishuizen, 1999: 63).

Previous Studies

- Study by Al-Asadi and Firas / 2017

Reading speed and its relationship to reading comprehension among students of the Arabic Language Department

The study was conducted in Iraq / University of Babylon, College of Education for Human Sciences and aims to identify reading speed and its relationship to reading comprehension among students of the Arabic Language Department, third stage. The research sample was (25) male and female students. The researchers used the descriptive approach, and the statistical methods that the researchers used to reach The results of the research were (Pearson correlation coefficient, arithmetic mean, percentage, and t-test), and the researchers concluded that reading speed is an acceptable positive phenomenon if the students of the Arabic Language Department adhere to its controls. There is a strong direct relationship between reading comprehension and reading speed. (Al-Assadi and Firas, 2017:)

- Janajara Study (2021)

The degree to which Arabic language teachers employ speed reading skills among sixth grade students in Nablus Governorate

The study was conducted in Palestine/University of Nablus and aimed to determine the degree

to which Arabic language teachers employ speed reading skills among sixth grade students. The research sample was (110) male and female Arabic language teachers. The researcher used the descriptive approach to achieve the goal of her research. The researcher prepared a questionnaire that included (17) A paragraph consisting of four axes. The researcher used the statistical program SPSS (arithmetic mean, standard deviation, one-way analysis of variance, Scheffé test, Cronbach's alpha) to analyze the questionnaire, and concluded that there were no statistically significant differences in the use of speed reading skills by Arabic language teachers among sixth grade students in Nablus Governorate attributes the variable years of experience and training courses (Al-Janajra, 2021: K-L)

Aspects of Benefit from Previous Studies

- 1- Through previous studies, it is possible to learn about the research methodology that the two researchers will use.
- 2- It can be useful in defining the research objectives.
- 3- It helps in choosing the research sample.
- 4- It helps in choosing and determining the statistical methods to be used.

Research Methodology and Procedures

First: Research Methodology

The two researchers chose the descriptive method, because it is compatible with the nature of the current research, as it is the method that is concerned with studying phenomena and events, and it includes the processes of predicting the phenomena and events that it studies (K. Lovell, 1976, p. 37).

Second: The Research Community

The research community is all the elements related to the problem of the study to which the researcher seeks to generalize the results of the study (Abbas et al., 2007: 217). The research community consists of female Arabic language teachers for the middle and secondary levels in Babil Governorate for the academic year 2022/2023 AD.

Third: The Research Sample

The research sample consisted of (85) female teachers of the Arabic language subject for the second intermediate grade in the center of Babil Governorate for the academic year 2022/2023 AD.

Fourth: Search Tool

The two researchers used the questionnaire as an appropriate tool for the current research. The questionnaire included (4) main skills: the skill of focusing attention, consisting of (4) sub-skills, the word recognition skill, consisting of (5) sub-skills, the deduction skill, consisting of (5) sub-skills, The main idea skill consists of (4) sub-skills.

The researchers followed the following steps in preparing the study tool:

- 1- Review previous studies related to the study problem.
- 2- Review the literature related to reading and speed reading skills.

The researchers relied on three alternatives to the speed reading skills subscale: (Available - Somewhat Available - Not Available) and matched them with grades (3, 2, 1). They were

presented to a group of arbitrators in the field of the Arabic language, its teaching methods, and general teaching curricula and methods, to express Their opinions on the validity of the alternatives and the method of evaluating the level.

Validity of the Tool

A tool is valid if it can actually measure the thing for which it was developed (Sarhan and Kamel, 1972, p. 125). The two researchers used face validity, as this type of honesty is considered the simplest type of validity due to the simplicity of the procedures used to achieve it. The best way to confirm face validity is for a number of specialists to assess the validity of the items for the trait to be measured (Al-Manizel and Adnan, 2010: 153), and to verify the validity of the tool. The two researchers presented the questionnaire to a group of arbitrators specialized in the field of the Arabic language, its teaching methods, and general teaching curricula and methods. The two researchers adopted a percentage of (80%) or more from among the arbitrators' opinions as a criterion for the validity of the items and their truthfulness in measuring what they were designed for.

Instrument Stability

What is meant by the degree of accuracy, precision, or consistency with which the test measures the phenomenon for which it was developed. That is, its results do not change if it is applied again. (Al-Omar, 1990, p. 336). The researchers chose the re-test method to calculate reliability. The questionnaire was distributed to a survey sample consisting of (25) schools, and after two weeks the test was re-administered on the same sample, after correcting the answers, assigning grades, and using the Pearson correlation equation (Pearson's reliability coefficient reached (80%), which is an acceptable reliability coefficient.

Application of the Tool

The two researchers distributed the questionnaire to the research sample of (85) Arabic language teachers, on 3/6/2023.

Statistical Methods

The two researchers used the statistical program SPSS to analyze the data and answer the questions of the current research.

Presentation and Interpretation of Results

The two researchers presented the results that were reached through applying the research tool, as well as interpreting and discussing them by answering the study's questions, as follows:

To answer the research question: What is the level of second-grade intermediate female students in reading subject in light of speed reading skills from the point of view of female teachers?

The two researchers applied the questionnaire to the (85) Arabic language teachers (research sample), according to their (4) main skills. The data was transcribed and the frequencies of each skill were collected according to their levels, then they were arranged in descending order according to their weighted mean, standard deviation, and percentage weight. Table (1) shows this. The researchers adopted a scale consisting of three levels with a sum of weights of (6), and (3) grades were given for the first level (available), (2) two grades for the second level (somewhat available), and (1) one grade. For the third level (not available) and the mean of the

scale for each skill is (2). The aforementioned mean was considered a (standard) to separate between the available skill and the unavailable skill. Accordingly, every skill that obtained (2) or more was counted on the available skills side, as for the skills that obtained If a score of less than (2) is considered unavailable, the researchers will present the results of the questionnaire as follows:

- 1- Presenting the results of the questionnaire, explaining the strengths and weaknesses of each of the main speed reading skills, and Table (1) shows this.

Table (1) Frequencies, Arithmetic Mean, Standard Deviations, and Percentages for the Main Speed Reading Skills.

	The main speed reading skill	mean	standard deviation	percentage	Rank
1	The skill of focusing attention	2.23	0.83	74.33	3
2	Deduction skill	2.38	0.79	79.33	1
3	Main idea skill	2.34	0.79	78	2
4	Identify the word	2.19	0.83	73	4

It is clear from Table (1) that the average level of the second grade female students in the reading subject in light of speed reading was good, and the reason is due to the interest of the Arabic language teachers in applying speed reading skills when presenting reading topics through their interest in the student's ability to read many words over a period of time. Short and their ability to comprehend words and know their meanings, as well as to apply speed reading skills. The skill (inference) ranked first among speed reading skills, as the arithmetic mean was (2.38), the standard deviation was (0.79), and the percentage was (79.33), and the skill (idea) was ranked Main) ranked second among speed reading skills, with the arithmetic mean (2.34), standard deviation (0.79), and percentage (78), and third place for the skill (focusing attention), as the arithmetic mean reached (2.23), standard deviation (0.83), and percentage (74.33, and the skill (word recognition) ranked fourth, with arithmetic mean (2.19), standard deviation (0.83), and percentage (73).

- 2- Displaying the results of the questionnaire for each sub-skill of the main skills:

After the researchers have arranged the main speed reading skills, they will be presented and discussed as follows:

First: Deduction skill: This skill included (5) sub-skills. The researchers extracted the arithmetic mean, standard deviation, percentage, and frequency of the skill level. They were arranged in descending order, and Table (2) shows this.

Table (2) Deduction Skill Paragraphs, Repetitions, Arithmetic Average, Percentage, and Paragraph Order.

Rank	Percentage	Standard deviation	Mean	Frequency	Sub-skill
1	89	0.662	67.85	9 10 66	Write a compositional topic that includes the vocabulary you have learned
2	87	0.692	61.85	10 13 62	Answer the questions correctly
3	84.330	782.53	85 15 10 60		Give a new idea of the topic words
4	71.670	732.15	85 17 38 30		Formulate a new title for the topic
5	64.67	0.8	1.94	85 30 30 25	Write a summary of the topic read

The skill (writing a compositional topic that includes the vocabulary you have learned) ranked first, as its arithmetic average reached (2.67), while the paragraph (writing a summary of the topic read) received the lowest arithmetic average of (1.94).

Second: The main idea skill: This skill included (4) sub-skills. The researchers extracted the arithmetic mean, standard deviation, percentage, and repetition of the skill level. They were arranged in descending order, and Table (3) shows this.

Table (3) Main Idea Skill Paragraphs, Repetitions, Arithmetic Average, Percentage, and Descending Order of Paragraphs.

Rank	Mean	Standard Deviation	Percentage	Frequency	Mean	Standard Deviation	Percentage	Frequency	Sub-skill
1	88.33	0.66	2.65	85	9	12	64	Proper formulation of directed questions	
2	84.33	0.78	2.53	85	15	10	60	Know the main idea of the topic	
3	75.33	0.71	2.26	85	13	37	35	Linking the main idea of the topic read to other topics and ideas	
4	64.67	0.8	1.94	85	30	30	25	Knowing the sub-ideas in the topic	

The skill (proper formulation of directed questions) ranked first, with a mean of (2.65), while the paragraph (knowing sub-ideas in the topic) received the lowest mean of (1.94).

Third: The skill of focusing attention: This skill included (4) sub-skills. The researchers extracted the arithmetic mean, standard deviation, percentage, and frequency of the skill level. They were arranged in descending order, and Table (4) shows this.

Table (4) Attention Focus Skill Paragraphs, Frequencies, Averages, Percentages, and Descending Order of the Paragraphs.

Rank	Mean	Standard Deviation	Percentage	Frequency	Mean	Standard Deviation	Percentage	Frequency	Sub-skill
1	88.33	0.59	2.65	85	5	20	60	Identify the foreign word	
2	85.33	0.66	2.56	85	8	21	56	Identify and compose sentences	
3	63	0.8	1.89	85	32	30	23	Rephrase the sentence	
4	60.67	0.86	1.82	85	40	20	25	Give a summary to the text writer	

The skill (identifying a foreign word) ranked first, with a mean of (2.65), while the paragraph (giving a summary to the text writer) got the lowest mean of (1.82).

Fourth: Word recognition skill: This skill included (5) sub-skills. The two researchers extracted the arithmetic mean, standard deviation, percentage, and frequency of the skill level. They were arranged in descending order, and Table (5) shows this.

Table (5) Word Recognition Skill Paragraphs, Frequencies, Arithmetic Average, Percentage, and Descending Order of the Paragraphs.

Rank	Mean	Standard Deviation	Percentage	Frequency	Mean	Standard Deviation	Percentage	Frequency	Sub-skill
1	82	0.83	2.46	85	19	8	58	Use synonyms of the word in sentences	
2	78.33	0.76	2.35	85	15	25	45	Know the meaning of the word	
3	78	0.73	2.34	85	13	30	42	Speed in recognizing the word	
4	64.33	0.86	1.93	85	35	21	29	Create new sentences from the	

								word
5	62	0.77	1.86	85	32	33	20	Complete the missing sentences

The skill (using synonyms of the word in sentences) ranked first, as its arithmetic average reached (2.46), while the skill (composing new sentences from the word) received the lowest arithmetic average of (1.93).

Conclusions, Recommendations and Proposals

The most important conclusions reached by the two researchers are presented here, and recommendations and proposals are presented from the research results:

Conclusions

- 1- The performance of female students in the second intermediate grade is weak in the skill of speed reading, and not at the required level.
- 2- The performance of female students in the second intermediate grade is weak in the skill of word recognition.
- 3- The skill of speed reading did not receive full attention from Arabic language teachers.
- 4- The reading subject does not receive the importance it deserves among the Arabic language subjects.

Recommendations

In light of the results of the current research, the researchers recommend the following:

1. Holding courses and workshops for male and female teachers on how to apply the skill of speed reading.
2. Urging male and female teachers to use the skill of speed reading, because of its importance in increasing student achievement.
3. Paying attention to Arabic language classes, especially reading, and applying modern teaching methods.

Suggestions

In light of the results of the study, the researchers suggest the following:

1. Conduct a similar study to determine the effect of speed-reading skill on the achievement of second-intermediate female students in Arabic grammar.
2. Evaluating the performance of middle school students in using speed reading skills.
3. Know the reasons for the weakness of middle school students in using speed reading skills from the students' point of view.

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