The Mental Impact of the Robot Strategy on Fifth Grade Literary Students Reflective Reading

Ola Amir Younis, Dr. Esraa Fadhel Amin

basic.israa.fadhel@uobabylon.edu.iq

Department of Arabic Language, College of Basic Education, University of Babylon, Iraq.

Abstract:

This research aims to identify "The Impact of the Robot Strategy on Fifth Grade Literary Students' Reflective Reading". In section (A), there were thirty-two female students to represent the experimental group, and in section (B), there were thirty-one female students to represent the control group. After that, the researcher balanced the two research groups so that they were statistically equivalent in terms of (chronological age calculated in months, and academic guardians). accomplishment, mental capacities test, Arabic language scores for prior sciences, language ability test).

The researcher developed a multiple-choice test of reflective reading skills and then offered it to a panel of arbitrators to determine whether or not it was valid and reliable. The results of the study showed that the experimental group had a significantly superior performance on the reflective reading test than the control group did at the 5% significance level.

Keywords: robot strategy, reflective reading.

Chapter One: Introduction

1.1 Problem of the Study:

Reading is an essential part of the educational process because it serves as a foundation on which students are built, a tool for language acquisition, and a component of the structure of linguistic communication. Despite the importance of reading in education, however, there has been a discernible decline in the level of reading in general and interaction with the text that is being read because it is not emphasised as much in the classroom. It is still at a very low level, and the student needs to study, investigate, and research in order to improve. And the fact that pupils' poor reading skills prevent them from adequately performing their cultural and scientific responsibilities in a society where the amount of information and reading material is always growing.

The researcher noticed a deficiency among students in middle school and discovered that the reading lesson in middle school is not taught in ways that are proportional to the significance of the subject matter being covered. And many factors clustered under the banner of weakness, including: the methods and methods of teaching that are now being employed that do not foster thinking, innovation, or research. (Zayer and Samaa 80: 2015).

The educational field of reading in general, and reflective reading in particular, suffers from a clear decline, which reveals shortcomings that appear in students' weakness in noticing and reflecting on the read text, identifying the general components of the text and analysing it into its basic elements, and identifying contradictions in the text. Learn to form inferences and identify indirect correlations through its use. Boolean, making decisions based on reasoning, and coming to a conclusion about a text are examples of boolean operations. Al-Shammari, 2019 (79), whereas Al-Khawaldeh (2012) emphasised that the difficulty is in finding a means to help students become reflective thinkers, and how to be able to think about topics in a rational approach, such as this one. Al-Shammari, 2019 (79). is one of the contributing elements that led to poor reading comprehension. In order to cultivate a spirit of inquiry, evaluation, and reflection in students who are reflective, it is vital to offer those students with the experiences that will help them develop that spirit (Khawalda, (2012) (188)).

According to Asr (1999), the traditional aggregate that teachers and students used to practise reading from a perspective based on understanding of words is the source of the problem. Because of this, the traditional aggregate missed the link between reflection, reading, and induction, in addition to overlooking the role of

reading. The reader, the contents and characteristics of his mind, and restricting the reader's function to decoding and remembering the signals without realising that the error originates in the meaning and, as a result, ignoring the fact that reading abilities are learning processes and not an educational product. (Al-Asr, 1999: 17, (178), the teacher in the reading lesson does not develop an effective plan that guarantees creating a state of interaction with the read text, and does not train the students to analyse the text and deduce the meanings behind the lines, and to clarify, discuss, and criticise the ideas contained in the text. (Al-Asr, 1999: 17, (178), the teacher in the reading lesson does not develop an effective plan that guarantees creating a state of interaction with the read text because the practises that are used in teaching reading do not pay attention to the subjectivity of the student in learning and thinking, and do not deal with the read text and explore its depths, and do not look at the text as a reflection and contemplation, and so the student is merely a receiver of the information, Salama et al., 2009, 296) to measure the extent to which they comprehend the read text. This is because the practises that are used in teaching reading do not deal with the read text and Because he is not productive and is used to only thinking on the surface, he is unable to utilise the information included in the book to develop his thoughts or find solutions to the challenges he encounters in his day-to-day life. Abd al-Hamid, 195: 2000), and students find it difficult to understand the meanings contained in the text as well as to interpret and infer some ideas, so their education did not pay attention to understanding and criticism except in the easy aspects that were limited to general understanding without paying attention to implicit understanding. Because of this, their education did not pay attention to understanding and criticism except in the easy aspects. (Al Busais 42: 2011)

 In light of this, the question that follows is what best captures the essence of the research problem:

Does the Robot Strategy have an impact on the reflective reading of the Fifth Grade Literary Students?

1.2 Importance of the Study:

Education is the process of developing a person's personality, which includes the person's body, soul, mind, and emotions as an integrated whole. to develop the student's body, mind, and social skills simultaneously. Therefore, education is life in its creative sense, as it begins with the formation of humans and continues until death. In the sense that it is passed down from one generation to the next within a society, it is unbroken from the moment that life begins all the way to the moment when it comes to an end. (Al-Tamimi, 2009: 273) In the realm of education, the goal of education is to provide a service that benefits both the learner and the educator. In order for the learner to grow and develop his abilities, reveal his energies and capabilities, and expand his perceptions through a variety of techniques, to take on his position in society, and to make it possible for society to continue its education, the purpose of this endeavour is for the learner to do these things. As for the purpose it serves for the educator, it is to assist him in guiding the learner in the educational setting towards altering the patterns of behaviour he now demonstrates in order to gain the necessary abilities. In addition, the purpose of education is to equip every learner who lives in this era with information so that he can live in a society that is full of scientific inventions and address his issues using methods that are derived from the scientific community (Zayer and Samaa, 2013: 19).

As the All-Powerful explains it in the proverb, "And if you count God's grace, you will not be able to," language is considered one of the virtues of God by which man is distinguished over all other creatures. In its well-known definition, language is also known as "the gift of God." to assign numbers to them. Yes, among all of his other creatures, man is the only one who is able to express his thoughts, aspirations, and hopes through idiomatic language, read and write, and connect with others of his gender in a variety of colours and tongues. The humanities are responsible for this. And the laws of those utterances, and He is the one who supplies the laws of the external sound, which is to say, the saying that comes out with the sound." Henry Delacroix, a professor, once observed that "the function of thought is in what is expressed" in reference to language (Al-Dulaimi, 13: 2013).

In addition, the Arabic language has a tone, which means that if you articulate yourself properly, others will be pleased to hear it, they will comprehend what you are saying, and you will be able to explain it without difficulty. It is a poetic language that is both rich and precise, and it is characterised by an abundance of formulas. In addition, it is a language that can be easily adapted to many situations. Specifically, in the phenomenon of synonymy and derivation, as well as its absorption of the born, the Arabized, and the intruder (Madkour 2009: 46-47).

Reflective reading is one of the types of reading that develops students' awareness so that they think about important ideas and go beyond what is less. It makes them monitor their thinking while reading and evaluate what they read. It helps them ask questions while reading, increases their ability to think about the questions they face, and gains self-confidence. It contributes to shaping the true meaning of what is read and also contributes to modifying students' behaviors, which leads to enhancing their self-learning skills and deepening their understanding of reading texts (Al-Shammari 75: 2019).

In reflexive reading, the teacher reflects on the text and analyzes it in its elements, and draws the necessary plans for understanding it until he reaches the results required by the text, then evaluates these results in light of the drawn plans. In this way, he enables the reader to build distinct and diverse knowledge, and to turn them into active readers who are not mere downstream of information. Increase motivation towards self-learning and open reading, develop their mental and intellectual abilities, ask questions, build new insights, and become lifelong readers. (Obaid and Afana, 2003, p. 21.(

In light of this concept, we conclude that it is no longer acceptable to judge the effectiveness of education depending on the effort made by the teacher. Rather, it depends on the amount or level of achievement achieved by education. The teacher may make an effort, but this effort does not achieve an achievement acceptable to the learners in the light of what is required of him in achieving the goals of education that have been set for the educational process, and if the learner fails to master learning, then this is evidence of the ineffectiveness of education, and based on the above, he may The teacher is active. Many of the learners and his superiors please him, but this is not so: he is an effective teacher. (Atiyah, 2007: 46(

As for active learning in its essence, it is basically what is known as authentic learning, and it is one of the modern trends, as it aims to achieve the maximum growth that every learner can reach in every mental, psychological, social and physical aspect. growth, and this active learning creates a bridge that helps learners bridge the gap between the learning process and its goal, through what it adds to the learning process. He participates in active learning because he is greater than the learners in learning, which positively affects the learners' attitudes towards themselves and the growth of their peers, and helps in developing social experiences among students on the one hand and between students and the teacher on the other. (Abu Al-Hajj, 25: 2017).

- **Robort strategy**

This tactic is founded on the concept of summarising the educational foundations and concepts that the students have acquired according to the lesson that has been learned by the students, such that the summation takes the form of a robot, hence the name of the tactic. (Ambu Saidi et al., 2019)

- **Its steps:**

The instructor begins by providing an overview of the material, after which they are given an explanation of the concept behind the strategy, the robot diagram, and an explanation of the significance of each component as follows:

While inside the head of the robot, the instructor poses a broad inquiry to the class as she interacts with them.

The class is then given the opportunity to respond to the question by the instructor.

- The following are the types of information that I would like to look into further: This is the student's assignment, thus it contains the information that he needs to verify, such as its authenticity and reliability. The student writes in it the information that he was shocked by and wants to seek for, or the information that he wants to verify.

Information that was foreign to me: The student writes in it knowledge that he did not know when he wrote it. Create three facts: The student then records three new pieces of information that he has learned from the instructor.

- What will we be discussing today, and what do we hope to learn? The learner has to put down the overarching theme or topic that this course addresses in relation to life.

knowledge pertinent to the current lesson gleaned from earlier lessons: The student makes connections between today's lesson and earlier ones on the same topic.

information from other subjects that is relevant to the lesson: The learner applies the material from the class to knowledge gained from other areas of study (Zayer et al., 2017).

1-3 Objective of the Study:

The current research aims to identify (The Impact of the Robot Strategy on Fifth Grade Literary Students' Reflective Reading).

1-4 hypothesis of the Study:

In light of the research objective, the researcher put the following hypothesis:

"There are no statistically significant differences at the significance level (0.05) between the mean scores of the experimental group students and the mean scores of the control group students in the reflective reading test."

1-5 Limits of the Study:

This search is determined by:

1. Fifth grade literary students.

2. Reading topics from the Arabic language book for the fifth literary grade, which is scheduled to be taught for the academic year (2022-2023).

3. The first semester of the year (2022-2023).

1-6 Definion of Basic Terms

A. Impact : Linguistic:

(Ibn Manzur): He defined it with the rest of the thing, and the plural is the trace and the trace, which is what remains of the disappearance of the thing and left a trace on it (Ibn Manzur 1999: 69).

B. Term: Known for:

(Amer) That: Every negative or positive change that affects the project as a result of any development activity. (Amer 31: 2006).

C. **The procedural definition** of the impact, defined by the researcher as: the result of the intended change resulting from teaching using the robot strategy, in the level of reflexive reading skills among the students of the experimental group, the fifth literary grade.

2. strategy:

Linguistic: Through the researcher's perusal of language dictionaries, he did not find an Arabic linguistic origin or definition for this term, except that he found: "The term strategy is originally derived from the Greek word (strato) which means the army, and in the educational process or in learning and teaching it means the army, and the treatment of Teachers with students in the classroom, and from the derivatives of this word (Straego), which means the art of leadership, that is, in the educational field, and means the art of leading and managing the class" (Al-Qatami, 2013: 32).

B. Term: Robort strategy:

It is a strategy based on summarizing the lesson learned by students according to educational foundations and principles, so that the summarization takes the form of a robot, hence the name, and aims to provide students with the skill of summarizing and building mental maps. It can be implemented after completing the lesson.)

The **procedural definition** of the robot strategy is that it is one of the learning strategies that aims to bring about change in the learner by encouraging and interacting with him and increasing his understanding through coordinated and interrelated steps represented in asking questions, searching, investigating and linking. The subject is related to previous lessons and other study materials in order to reach the desired goals and to link the learners' past experiences with current learning.

3. Reflective Reading:

Theoretical definition:

Moses (2001) defines it as a meditative mental process that depends on higher mental processes, and an activity that includes patterns of thinking and analysis, and not a visual activity that ends with recognizing printed symbols. Reading is a mutual interaction between the reader and the text, in which the reader examines with his experiences and knowledge what the text contains of suggestions, signs, symbols and connotations, and interacts with them through interpretation, commentary, analysis and criticism, which makes him the ruler of the text, not ruling it, and helps to find the reader with positive activity. (Moses 54: 2001)

The procedural definition of reflective reading is: the process of observing and thinking with the aim of understanding and analyzing the text, and discovering areas of contradiction and ambiguity in it. Then provide convincing explanations about it, and it is expressed in the total scores obtained by the student through the test prepared for this purpose.

4. Fifth Grade Literary:

It is the second grade of the three grades of the preparatory stage, and the stage that follows the intermediate stage, and the period of study in it is three years, and the specialization is (scientific or literary, and this stage consists of the fourth stage). Fifth and sixth grade) (Republic of Iraq, 18: 2008).

Chapter Two : Theoretical Background and Previous Studies

2- Theoretical Background

2.1. the constructivist theory:

Its concept:

From the extrapolation of the psychological and educational heritage literature, there is no specific definition of construct that includes all the psychological meanings or processes that this concept includes. The summary of the analysis of these insights revolves around defining constructivism as "a reception process that involves learners' reconstruction of new meanings in the context of their direct knowledge of their previous experiences and the learning environment, because it represents real life experiences and prior information, along م the learning climate" (Ibrahim, 2004: 36).).

Constructivism is seen as: "the method through which mental processes are acquired, developed, and used, that is, it is the process of constructing meaning within the ideas of the individual (the learner) as a result of the effort he makes to understand the concept, phenomenon, thing, or idea, or to derive meaning from it, or it is a vision In the theory of learning and child development, its basis is that the child is active in building his thinking patterns as a result of the interaction of his innate abilities with experience, and there are those who see it as a learning philosophy based on a logical assumption that we understand the world we live in based on our experiences, and that we build our judgments, rules and mental models to fit Our experiences Researchers believe that it is "a cognitive theory used to explain the process of how we know what we know," while (Gilzerfeld) defines it as thinking about knowledge and the mechanisms for obtaining it (Al-Afif, 2013: 49).

2.1.1 . Properties of Constructivist Theory

Characteristics of constructivist theory include:

1. The learner is responsible for teaching himself.

2. Learning is an active process through which the learner seeks to construct meaning

3. Knowledge is an internal process linked to the learner himself, and the previous experiences and knowledge he possesses. (Al-Adwan and Ahmad, 41: 2016).

2.2. Active learning

Its concept

The learner does not learn by simply sitting in the classroom and listening to what the teacher says and memorizing it or answering his questions, but he learns when he participates in the educational situation and talks about what he learns in that situation and writes about it and links it to his previous experiences, and applies it during his daily life and makes what he learns a part of himself, meaning Clarify, become: an active learner responsible for their own learning process (Ramadan, 19: 2017(

And that active learning is a way to educate learners as they go beyond their role in passive listening so that the learner takes some direction and takes the initiative to carry out activities in the classroom, and it is learning that directs learners in positive directions. This will allow them to discover others and work with them to understand the curricula by forming small groups for discussion. and role-playing, project work, and asking questions, to ensure that learners in their learning process make themselves learners on their own and under the supervision of their teachers (Abu Al-Hajj, 25: 2017.(

There are foundations for active learning which are:

1. Involving the learners in choosing the work system and its rules and in defining their educational goals, and allowing communication in all directions between the learners and the teacher.

2. Providing an atmosphere of reassurance and fun during the educational process.

3. Using active teaching practices that provide sufficient time for learning (MA, 2018: 47(

2.2.2 Elements of Active Learning:

There are four elements that represent the important and basic pillars of active learning, and they are as follows:

• The element of modernity and refinement.

• Component Reading.

• writing element.

• The element of contemplation and reflection (Souad et al., 61.56: 2006)

2.3. Effective Learning

The term "effective learning" refers to education that helps students to gain the knowledge, skills, and directions planned to acquire them with joy and pleasure, in organised phases so that the learning is useful to the learner. This type of education is referred to as "effective learning." This indicates that education will not be successful unless it makes the students capable of obtaining the knowledge and skills that it is intended to teach them. Therefore, for education to be effective, students need to learn to have a goal or goals that are defined by the teacher, to have a clear sense of what those goals are, and to build an organised plan that ensures the goals will be achieved with a high level of efficiency. This indicates that education is not an end in itself but rather a means that should lead to goals that should be pursued.)Atiyah, 2007: 46.47)

3.2 The Importance of Effective Learning

The importance of effective education is evident in the following:

• Encourages the learner to take positive action.
• Helps the learner to gain experience and self-esteem.
• Supports social relationships and teamwork.
• Training the learner to assume responsibility and self-reliance (Baader, 2008: 39)

2.4 Reflective Reading:

2.4.1 Introduction :

Reading is a multi-layered activity that engages the reader on multiple sensory, physical, emotional, and mental levels. Only visual activity emerges from them, whereas other activities vanish with an extraordinary degree of formation. This is because numerous functions, including as comprehending, seeing, remembering, and reasoning, all of which rely on precise abilities and methods, interact within them. This idea was the focus of many researches, but none of them reached a scientific level, and the results couldn't be confirmed until the sixties, when descriptive and experimental studies were conducted in England, which resulted in significant findings that played an important role in the process of understanding and developing reading. (Al-Amawi, 2009: 44). To develop into the contemplative mental process that it is now, which is dependent on higher-level mental processes. And an activity that must involve all modes of thinking, assessment, judgement, analysis, reasoning, problem-solving, and delivering pleasure, and not just a visual activity that stops with recognising printed symbols or only knowing their contents (Tawima, 2001: 132).

Reading is one of the most crucial and vital talents for an individual to possess if he or she wishes to achieve success in either their personal or professional lives. Reading is one of the key ways in which people communicate with one another, which is one reason why this topic is of such significance. Al-Hamid, 2006: 12-13), and all of this supplies him with the fundamental elements for the development of his cerebral, emotional, and social capacities. Reading has evolved into a key indicator of a society's overall progress in today's world (Aliwat, 2007: 6).

Reading is the door that allows people to look out onto expansive landscapes, which in turn enables them to expand their thought processes, hone their preferences, and fulfil their requirements. (Aziz 2005, p. 446).

Reflective reading is the reader's contemplation of the text and its analysis in its elements, drawing the necessary plans to understand it in order to reach the results required by the text, and then evaluating these results in light of the drawn plans." (Obaid and Afana, 2003, p. 21).

Reflective reading is a process of observation and reflection with the aim of examining and analyzing a text, discovering areas of contradiction and ambiguity in it, and then providing convincing explanations about it. (Madkour, 2010, p. 86) A study (Saudi, 2016, 26) added another dimension to the concept of reflective reading, which is that the reader asks questions that require answers to understand the implicit meanings contained in the text, and recognition of the writer's goal is an important indicator of the reader's ability to reading skills. contemplative.(Abdullah, 2018: 31).

2.4.2 Importance of Reflective Reading:

Reflective reading can help students at :

• Turning them into active readers who are not only recipients of information, but critics

• Making them productive examiners.

• Asking questions and building new insights.

• Becoming a reader for life.

• Achieving their information literacy.

• Increasing motivation towards self-learning and open reading.(Saudi, 2016, p. 26)

2.4.3 Reflective Reading Skills:

Some studies referred to several reflective reading skills, including studies by Al-Samman (2014), Saudi (2016), Al-Shammari (2019), Abu Al-Qumsan (2020), and Muhammad (2021).

The most prominent of these skills are:

Displaying the main and sub-ideas of the text.

• Discovering indirect relationships in the text.

• Infering values from the text.

• Developing conclusions in the light of feedback provided by the teacher and colleagues.

• Evaluating the conclusions of the author of the text.

• Infering logical relationships by seeing similarities in the text.

• Asking questions about the text.

• Determining the purpose of the text.

• Identifying the logical evidence that supports the views of the author of the text.

• Identify missing or omitted information in the text.

• Calling experiences related to the subject of the text and pointing out similarities and differences.

• Determining the relationships between textual ideas.

• Reaching appropriate results by seeing similarities in the text.

• Dividing the text into its basic elements.

• Supporting conclusions with evidence from or outside the text.

• Linking the topic of the text with scientific information learned from different sources.

• Identifying the allegations in the text.

• Identifying inconsistencies in the text

. (Saudi, 2016, 25).

2-5 Previous Studies

The researcher was unable to locate a previous study that dealt with the variable of the current study (the robot strategy), so she made the decision to present the following studies in order to profit from them in the current investigation, particularly in the variable (reflective reading). The following studies are referred to as:

Al-Samman (2014): The impact of using an integration strategy that was based on the aesthetic approach to reading in order to enhance reflective and creative reading abilities among students who were intellectually talented in secondary school.

Through the construction of a combinatorial strategy that was founded on an aesthetic method of reading, the purpose of this research was to teach intellectually talented pupils how to read with greater reflection and creativity. The researcher chose to utilise both a descriptive technique and a semi-experimental approach, and the study sample included ninety pupils from the first secondary grade in Cairo Governorate who were considered to have above-average mental abilities. Reading skills such as introspective reading and creative reading are evaluated using the study resources provided. According to the findings, the integration strategy that was based on an aesthetic approach to reading was beneficial in improving reflective and creative reading skills among the students who were intellectually gifted and were in their first year of secondary school. According to the findings of the study, it is necessary to reevaluate both the objectives of teaching reading to these students in light of the two lists, as well as the strategies of teaching current reading in light of the aesthetic approach to reading and its teaching strategies that contribute to the development of reading. In addition, the study recommended that the objectives of teaching reading to these students be reevaluated. Reading skills that encourage introspection and creativity, geared towards intellectually talented individuals. In addition, rethinking the tools and procedures used to evaluate teaching reading to intellectually gifted students in light of the aesthetic approach to reading and the variety of methodologies used to evaluate reading instruction is also something that has to be done. (Al-Samman 81: 2014).

Al-Shammari (2019): The effectiveness of a proposed strategy based on self-regulated learning in developing reflective reading skills among middle school students in Hail.

The study aimed to identify the effectiveness of a proposed strategy based on self-regulated learning in developing reflective reading skills among middle school students. The sample consisted of (22) students. The researcher chose the experimental design with one group, with a pre and post test. The researcher applied the pre-test of reflective reading skills before starting the experiment. After conducting the experiment and processing the data statistically, the study found that there were statistically significant differences between the averages of the experimental group in the two measurements. Before and after the test in reflective for the benefit of subsequent application. (Al-Shammari 73: 2019).

Chapter Three: Research Methodology and Procedures

3.1 The Research Methodology:

The researcher adopted the experimental approach, in line with this approach, with the procedures and requirements of the research, and the experimental research is the approved and correct interpretation of the specific conditions of a specific event and the observation and interpretation of the changes resulting from this incident. This approach has proven its sufficiency and effectiveness in a number of social studies. and humanity. (Abu Huwaij 29: 2005).

3.2 Experimental Design:

Experimental design is a plan and program of action for how to implement the experiment, and experiment means: planning the circumstances and factors surrounding the studied phenomenon in a specific way and then observing what happens, i. (Abdul-Rahman, Adnan, 2007, p. 487) The researcher chose the experimental design, and Table No. (1) shows that:

3.3 Research Community:

The current research community represented the students of the fifth literary grade in the preparatory and secondary governmental day schools for boys in the province of Babil. (1) In order to identify the directorates affiliated to Babil Governorate, the Directorate of Education of Al-Musayyib deliberately chose, due to the small number of fifth grade literary students in the center of Babil Governorate, randomly. They were selected from secondary and preparatory schools that include fifth grade literary students from (15) Musayyib Preparatory School for Girls. In light of this, and by the method of simple random drawing, the experimental and control research groups were identified, so that Division (A) represented the control group that studies reading in the usual way, which is (30) students, while Division (B) was. They represent the experimental group who are studying using the robot strategy, their number is (31) female students

3.4 Equivalence of the Sambles :

a.   The chronological age of the female students calculated in months: The researcher prepared an information form and distributed it to the female students of the two research groups. After receiving the forms from the female students, the chronological age of the female students is calculated in monthshas been calculated .

1	EG	30	60.202	6.140	38.81	Calculated	Tabulated	Not significant
2	CG	30	83.201	7.086	50.27	**0.448**	**2**	

B- Mental Ability Test:

In order to achieve equivalence between the students of the two research groups in the intelligence variable (mental ability), the researcher used the Henmon-Nelson mental ability test, which was determined by the Sudanese researcher (2010).

No.	Group	N	Mean	SD	DF	D.Varriables		T-value	Level of significance 0.05
1	EG	30	39.40	6.709	55.27	58	Calculated	Tabulated	Not significant

2	CG	30	39.13	5.557	26.16		0.186	2	

T. Parents' educational attainment:

The researcher obtained the information through the information form that she prepared and distributed among the students of the two research groups.

Academic Achievement	Group	Illiterate	Primary	Intermediate	Preparatory	College	Df	T-value Tabulated	T-value Calculated	Level of significance
	Patents' Academic Achievement									
Fathers Exp.G		30	10	6	8	8	2	**1.59**	**7.82**	Not significant
Fathers Con.G		30	7	10	7	6				
Mothers Exp.G		30	9	6	8	7	2	**1.61**	**7.82**	Not significant
Mothers Con.G		30	6	7	11	6				

The researcher obtained the grades of the students of the two groups in the Arabic language subject for the previous year, the first academic course, from the school records.

No.	Group	N	Mean	SD	DF	D.Varriables	T-value Calculated	T-value Tabulated	Level of significance 0.05
1	EG	30	62.30	14.57	211.41	58	Calculated	Tabulated	Not significant
2	CG	30	63.17	11.81	139.48		**0.253**	**2**	

A: Linguistic ability:

The researcher equilized the two research groups in this variable by using the language ability test for the researchers: (Al-Hashemi and Faiza Al-Azzawi), for secondary and university students, and this indicates that the two research groups are equivalent in the language ability variable. Table shows that:

No.	Group	N	Mean	SD	DF	D.Varriables	T-value Calculated	T-value Tabulated	Level of significance 0.05
1	EG	30	8.63	7.080	2.69	2	0.143	2	Not significant

2	CG		8.53	7.170	2.71	2			Not significant

3.5 . Controlling Non-Experimental Variables (External Integrity of the Experimental Design):

The researcher tried to adjust the experimental variables that she believes might affect the safety of the experiment, as follows:

Events accompanying the experiment: During the duration of the experiment, no symptoms or other events occurred that prevented the students from attending for a long time, except for a one-day interruption for all school students due to weather conditions. The researcher replaced this day with a later day, in agreement with the school administration.

1. Differences in sample selection: The researcher controlled the impact of this factor on the results of the research, by randomly selecting the two research groups, and making equivalence between them in some variables, in addition to the fact that the sample members belong to one social environment, and they are almost homogeneous in most of the social, economic and cultural aspects, including .

2. Maturity: The duration of the experiment did not take a long time for changes to occur in maturity.

3. Experimental extinction: The members of the two research groups were not exposed to abandonment or interruption during the experiment period, except for some cases of natural absenteeism for some students.

3.6: The effect of the experimental procedures:

The researcher worked on controlling the experimental procedures, which have an impact on the results of the experiment, as follows:

a. Confidentiality of the research: The researcher was keen from the first day on the confidentiality of the research by agreeing with the school administration and the subject teacher to not inform the students about the nature of the research.

B. Study subject: The subject matter was specified for the reading subjects prescribed within the first course in the Arabic language book for the fifth literary grade for the academic year (20222023).

C. Teaching Person: The researcher studied the experimental and control groups herself, which added to the experiment a degree of accuracy and objectivity.

3.7. Experiment Requirements:

Determining the scientific subject: The researcher identified the scientific material that will be taught to the two research groups during the experiment devoted to the first course within the Arabic language book to be taught to the fifth literary grade for the academic year (2022/2023 AD). It included eight topics from the Arabic language book, and table (10) shows that :

2. Formulate Behavioral Goals:

The formulation of behavioral goals is considered one of the basic and important steps, because it helps the teacher to determine the content of the educational material, and to work on organizing this material in light of it, as well as determining the appropriate conditions for the learning process. The different skills and information that the learner must learn, and also help the teacher to choose appropriate tools, methods, methods, teaching methods and activities, and behavioral goals represent a basic criterion in evaluating the educational process (Al-Hilla, 2003: 224).

3. Preparation of teaching plans:

The researcher prepared (8) teaching plans for the experimental group and (8) for the control group. Samples of them were presented to the arbitrators and experts to obtain their opinions and suggestions on the validity of these plans. Some modifications were made to them according to their opinions.

Validity of the test: The researcher used two types of validity of the test to ensure the validity of the test items that she prepared, namely:

Apparent honesty: The researcher presented the test to a group of arbitrators in order to find out the validity of the paragraphs that represent the test. (30) Paragraph.

The survey sample for the test: The researcher applied the test to a sample of female students in the fifth literary grade and from the research community of Al-Kawthar Preparatory School for Girls after the number of the survey sample reached (30) students. The time on each student's paper after completing the answer, and the final time was calculated, and it was found that the average time for answering the test is (40) minutes

Statistical analysis of the test items: The researcher applied the test to a sample within the researchcommunity itself, consisting of (100) students from the fifth literary grade, selected from the same research community, from Al-Kawthar Preparatory School for Girls, which included (56) students, and Al-Seddah Preparatory School, which included (55).) a student, on Wednesday and Thursday 12/28-29/2022, and the following is an explanation of the statistical analysis procedures for the test items:

Discrimination powers of the test items: The researcher calculated the power of discrimination for each item of the objective test, and found that the value of the items ranged between (0.33 - 0.63), and this indicates that all test items are considered acceptable in terms of their discriminatory power.

   Paragraph difficulty level: The researcher deduced the difficulty coefficient for each paragraph of the objective achievement test and found that its value ranged between (0.35_0.69), and this indicates that the test items are considered acceptable in relation to the level of difficulty.

Efficacy of false alternatives:

After conducting a statistical analysis of the multiple choice items in the first question to find out the effectiveness of the wrong alternative in them, it was found that the wrong alternatives are camouflaged, as they attracted students from the lower group more than their students. The upper group, where the results were all negative, and Appendix (12) clarifies this, so it was decided to keep it unchanged.

D- Reliability test: The researcher used the half-division method, so that the reliability coefficient was (0.83), and after correcting it with Speroman Brown's equation, the stability coefficient was (0.90).

E- The final version of the exam:

After completing the necessary procedures for the test, which included the organizational and statistical procedures for all test items, the test is ready in its final form, consisting of (30) items.

X/statistic means:

1. Post-test of two independent samples:

2. Kai-square equation (Ka2)

3. Pearson correlation equation.

4. Spearman-Brown correlation equation.

5. Difficulty coefficient equation for the substantive paragraphs.

6. Efficacy of counterfeiting pseudo-objective alternatives.

7. Equivalence of discrimination power for objective test items.

Chapter Four: This chapter includes a presentation of the research results that were reached and their interpretation as follows:

4.1 : presenting the results:

To achieve the goal of the research and verify its hypotheses, the researcher applied the reflective reading test on the two research groups, the experimental group that was taught using the robot strategy, and the control group that was taught in the traditional way. road. After correcting the test results:

No.	Group	N	Mean	SD	DF	D.Varriables	T-value		Level of significance 0.05
							Calculated	Tabulated	
1	EG	30	28.50	6.19	38.40	58			significant
2	CG	30	23.26	5.44	29.70		4.11	2	

4.2 Interpretation of the results:

In light of the previously presented result, it became clear that the reason for the superiority of the students of the experimental group over the students of the control group in the reflective reading test may be attributed to:

4.3 Conclusions:

Through the results reached in the research, the researcher concluded the following:

1. The main reason for the weakness in reflective reading among middle school students may be due to the shortcoming of a number of Arabic language teachers in the subject of reading.

2. Adopting traditional methods in teaching reading and not having access to the latest scientific methods, including the (robot strategy) that develops and helps reading in general.

In light of the findings of the researcher in this research, he recommends the following:

1. Take advantage of the bot strategy, and put it into practice.

2. Including programs and courses for preparing Arabic language teachers, strategies for teaching methods and foundations for evaluating the Arabic language, especially topics related to reading.

4.5 Suggestions:

 In order to complement the findings of the current research, and to develop it, the researcher suggests conducting a study to identify:

1. The impact of the robot strategy on literary awareness in the Arabic language subject for fifth grade literary students.

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