



The effectiveness of a proposed strategy based on deconstructive theory in developing the skills of analyzing the literary text in the Department of Arabic Language in the faculties of education

Dr. Ali Hamzah Hadi¹

Dr. Ahmed Kareem Mustafa Al-Abadi²

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¹University of Kufa / Faculty of Basic Education

²General Directorate of Education in Babylon



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Dr. Ali Hamzah Hadi¹, Dr. Ahmed Kareem Mustafa Al-Abadi²

¹University of Kufa / Faculty of Basic Education

²General Directorate of Education in Babylon

E-mail: aalihamza8787@gmail.com

ABSTRACT

The current study problem is the poor performance of students with literary text analysis skills and their reliance solely on the theoretical aspect that is limited to memorizing the text. Despite the importance of the literary text analysis skill, the current curriculum of the faculties of education of the humanities has failed to develop the literary text analysis skills of students, as well as the impact of these curricula on the teaching methods of teachers at the university. They relied on students to memorize information without actually being able to practice (Hassan, 2003:98).

Teaching literature and texts in Arabic curricula and books is limited to explaining them, describing their ideas, and focusing almost generally on the mental aspects of literary text without attention to the behind-the-text skills of literary taste (Tahaimah, 2004:1).

Many studies have conclusively demonstrated students' vulnerability in the subject of literary text analysis, including (Atiyah Study, 2015) and (Hindawi Study, 2022). Based on the foregoing, the researcher identified the reason for the weakness in the analysis of literary texts among students in relation to teaching methods used by professors. This called for the researcher to build a proposed strategy based on deconstructive theory in developing literary text analysis skills. The problem of the study can be identified by the following main question: "What is the effectiveness of a strategy based on deconstructive theory in developing the literary text analysis skills of students of the Arabic Language Department in the faculties of education."

The importance of the study

The importance of the study lies in the following points:

1. The importance of Arabic as the language of the Holy Koran and the Holy Prophetic Sunna.
2. The importance of literary text analysis material, it serves all branches of the Arabic language and helps in understanding the text.
3. The importance of the proposed strategy based on conceptual theory in the analysis of literary texts among students of the Arabic language department.
4. Teaching in the Department of Arabic Language may be useful through the preparation of programs to teach the analysis of literary texts.
5. This study may open up new horizons for researchers who can build educational programs based on deconstructive theory.

Objectives of the study:

The study seeks to achieve the following objectives:

1. Prepare a proposed educational strategy based on the conceptual theory to develop literary text analysis skills among students of the Arabic language department.
2. Identify the effectiveness of the proposed strategy in analysing literary texts among students of the Arabic Language Department in the faculties of education.

Search Limits:

- 1 Human boundaries: Sample of students of the Department of Arabic Language Grade III/Faculty of Education for Humanities/University of Babylon
- 2 Objective limits: Text analysed by students in accordance with the proposed strategy.
- 3 Time limits: Academic year 2022/2023 (chap. I)

Definition of terminology:

Literary text skills:

A _ Analysis of literary text: Terminology:

The analysis of the text is defined as an individual's ability to verify a scientific subject and to divide it into its elements, determine its relationships and understand its organizational structure. The literary duration may be literary, scientific, historical, artistic, map or scientific experiment, etc. (Shehata and Zainab, 2006:90)

(Abdelhamid et al., 2010) defined it as:

Reading the literary text carefully, so that the analyst can understand the text and its thoughts and meanings, and know the author's style of writing the text (Abdelhamid, et al., 2010: p. 7).

The procedural definition of the researcher:

The ability of the students of the faculties of education of the human sciences sample research to identify the elements of literary text through its fragmentation and identify the most important ideas and relationships with each other.

The procedural definition of the strategy

A proposal based on deconstructive theory: a set of steps and procedures that depend on the dismantling of the text and are in seven stages: the introduction, the first reading of the text, the search for contradictions, the spread, the search for silence, the redemption, evaluation and homework where the student is more focused in an analysis of literary texts.

Chapter II

First axis/theoretical framework

Deconstructive theory:

Disintegration varies with the previous two directions; A linguistic symbol or word does not refer to a particular meaning, as in structural terms, but to another symbol and the other symbol refers to another symbol. Thus, the symbols are handed over to each other in a way that makes it impossible to reach the final meaning.

Based on the concept and the impossibility to reach the meaning, the deconstructive theory made free reading of texts absolute. Even the sacred texts, there are an endless number of possible readings of each text according to the reader's background and reading objective, founded by Jacques Derrida, that have developed a methodology for dismantling the written text and revealing its inherent contradictions and the gaps in the author's thinking and language manoeuvres equal to that of revelation and human texts!!

Globalization now uses the deconstructive method of attacking other cultures, especially Arab-Islamic culture, with a view to dismembering them, isolating them from their constants and variables, and then rebuilding them in a new way to serve the purposes of globalists, Al Barki, 2006: S79).

Modernity with its philosophical concept is more general than reasonable knowledge that carries with it its proof that makes it free from suspicion and suspicion.

From a historical perspective, modernity is referred to as those intellectual currents that emerged from a revolution in the theory of knowledge, ethics and philosophy of beauty and with Descartes' questions of knowledge, rationality and cognitive proof.

The concept of modernity in the Arab-Islamic world differs from that of modernity in Europe, China and Japan. Modernity, like other historical incidents, varies by time and place and is conditional on the conditions of time and space. It is modernity in the Muslim world that was introduced by Islam in the 7th century AD and extended until the 16th century AD on the basis of which modernity took place in Europe after the 16th century Renaissance or after the Enlightenment in the 18th century on the basis of experimental approach, mental proof, intellectual, industrial and commercial renaissance (Al kurdi , 2015: p. 123)

Postmodernism:

The most important feature of postmodernism is empirical. It is a movement that creates a new understanding of the contemporary world, including art, science, music, culture and the humanities. We have found its roots in existential, nihilistic and chaotic philosophies, and find it in the thoughts of Hudger, Nisha, Sartre, Jack Derda and others.

Postmodernism is a rejection of modernity, and you see that there is no difference between humanities, arts, arts and social sciences, It seeks to dive into surface phenomena to reveal ideologies and theories. It is based on the principle of universality, the end of everything that is special, the dismantling of sociology and the beginning of your individual or individual communities.

Behind modernity is the argument that scientific research can do nothing more than characterization, and characterization is a personal experience that varies according to researchers. Researchers do not like experimental approaches and all the problems of structured observation and see knowledge as diverse forms of diversity of people, time and place.

Researchers question that knowledge is generalizable, cumulative in time, perceive it as private and individual, and reject the truth that represents the goal of scientific research, referring to a system of laws, values and standards based on pronunciation, rationality, mental discrimination, and questioning or suspicion about it.

Its post-modernist phase is a new social phase in human history that destroys the ideals and models of the Enlightenment era, represented by the works of the thinkers of Marxist modernism, positivity, Durkhaime and other modernist systems, rejects the universality of the mind and is not considered a central issue by man, but technology is the ideal.

Also, postmodernism does not recognize the dissemination of results, It challenges research results and opposes the use of research results to predict political and economic decisions and opposes post-modernist school Most of the characteristics of the post-modernist school show that it is a movement that is not scientific in the strict scientific sense but rather an anarchist, pessimistic and lost movement that tries to grow in social lands that extract it from scientific schools and claims to itself for the best that exists in Western and Eastern people, i.e. on modernity itself - propaganda beyond modernity... Or it is as close as it is to a movement of intellectual and civil disobedience that has bored people from the modernist pattern inherent in science and industry. They wanted to depart from the tradition with a new tendency or heresy that may change this tendency or heresy from the monotony of life felt by their owners. This is not evidenced by the lack of clarity of specific objectives that are worthy of respect based on reasoning and proof evidence, even if they are wrong (Zaber, 2008:

Nisha - a postmodern philosopher - has reached anti-religious extremism to the extent that religion and knowledge like water and fire never come together!!

Either a postmodernist vision of art, I have discarded that art is to highlight the elements of beauty in everything that is beautiful or to draw what I agreed is beautiful, consistent and decorated. Indeed, the functions of art have become to highlight and embody ugliness and have become to ugliness its share of the walls of museums and exhibitions!!!

This Freud sees art as a kind of psychological illness that society tries to exclude from consciousness or vent written wishes that the artistic creator is not allowed to meet.

On the same line, Nisheh declares that he will not re-ugly and this Picasso is a genius of visual art that makes the ugliness so shaky that he says that you are in the process of a glorious artwork.

From the foregoing, the most important characteristics of postmodernism are the following:

- Rejection of all doctrines and systems of organized belief and beliefs including all forms of social and linguistic theorizing ideologies and references
- Great reliance on intuition, individual perception and self-feeling. Personal Experience
- The sense of meaninglessness of texts and things and pessimism and the belief that science will not evolve.
- severe subjectivity, personality and non-discrimination between oneself and subject matter.
- Acute relativism and acceptance of infinite interpretations without preference between them.
- Belief in chaotic change that is not governed by criteria or justified causation and no rule.
- Refuse to study the past to take advantage of it or draw possible scenarios for the future and refuse to benefit from experiments conducted elsewhere where the importance is confined to the here and now.
- Scientific research is descriptive and environmental and its results cannot be generalized, so it cannot represent what is happening in the real world.
- It does not believe in the universality of reason and humanity and does not recognize cultural or social specificities but individuality and individuality.
- Do not believe in a fact as an objective of scientific research based on rationality, logic or order, laws and values. It is chaos (Abdou, 1999: p. 23).

Table 1. Structural and deconstructive comparison:

Dismantling Theory	Structural Theory
- Secular.	- A humanistic holistic system.
- Individual.	- Synthetic Analytics.
- It follows from the ideas of existentialism, nihilism and anarchism (Nietzsche, Sartre, Hedger..)	- Abdel-Qaher, Al-Nazm and the Islamic Perspective. De Saussure and the System - The Secular Perception.
- Rejection of all doctrines and organized belief systems	- Tsumsky - Transformational Grammar
- Great reliance on personal experience and personal feeling.	- Parsons and maintaining balance
- A sense of meaninglessness, for meaning is always welcome.	- The overall approach to teaching.
- Pessimism and the feeling that science is not developing.	- extrapolation
- Refusal to study the past, where the importance is confined to the here and now.	- Deduction.
- Scientific research is only descriptive and hates all forms of experimentation and systematic observation.	- Inference.

Second axis

Previous studies

Studies on the analysis of literary text:

1. Qahtani Study 2011

Al-Qahtani study aimed at knowing the strategy of collaborative learning in developing literary text analysis skills of third grade middle students. The study was conducted at Umm al-Qura University in Saudi Arabia. The study sample was made up of (54) Middle school students, the researcher selected a list of literary text analysis skills that were formed (4) Skills and study results outweighed the students of the pilot group studied in collaborative learning compared to students studied in the usual way (Al-Qahtani, 2011).

2. Salama Study 2012

The aim of this study was to learn about the effectiveness of a proposed enrichment programme based on anecdotal poetry in developing literary text analysis and tasting skills among secondary students. The study was conducted at the Institute of Educational Studies in Egypt. The study sample was made up of (63) High school students selected a list of literary text analysis skills. (10) Skills and study results outweighed the students of the pilot group studied by the enrichment programme based on stories compared to students studied in the usual way (Salma, 2012).

3. Atiyah 2015 Study:

"The Level of Students of the Arabic Language Section in Linguistic Text Analysis"

The study was conducted in Iraq by the University of Babylon, Faculty of Education for Human Sciences, with the aim of identifying the level of students of the Arabic Language Department in language analysis. The sample was composed of students of the Arabic Language Department of the Faculty of Humanities of Babylon University. The sample was selected in the selective manner of students of the University's Arabic Language Department which includes 100 students from both genders

The researcher selected six texts of the Quran and the poetry books, which were deposited by the researcher in a special questionnaire prepared for this purpose.

The researcher prepared the questionnaire herself, which included a number of texts for analysis and distributed them to the experts to choose their proportions, and prepared a correction standard as well. The results of the study were the first in the number of errors (80%). The pure level was the second out of the number of errors (62%) and the grammar level was the third out of the number of errors (60%).

4. Abu Jazeera Study (2016)

"The impact of the use of interactive digital poems on the development of literary text analysis skills of ninth grade students is essential"

This study was conducted in Palestine Islamic University of Gaza. The study aims to learn about the impact of the use of interactive digital poems in the development of literary text analysis skills among 9th grade students. The researcher selected the School of Shari 'a Awqaf for Girls a sample for her research in a random manner and reached the sample of research (63) Female applicants (32) female students in the pilot group, and (31) female students in the control group conducted statistical equivalence between the two research groups. The research concluded that the students of the pilot group who studied the expression of interactive digital poems outweighed the students of the control group who studied the analysis of the text in the usual way (Abu Jazeera, 2016).

Comment on previous studies:

- The aim of all previous studies is to identify the effectiveness of many strategies in analyzing literary text with the exception of a study (Atiyah 2015) aimed at challenging the level of college students in analysing literary text.
- Most previous studies have followed the semi-experimental and descriptive curriculum either (Atiyah, 2015) based on the descriptive curriculum only
- The study sample in most previous studies focused on school students except for the study sample (Atiya, 201) focused on college students.
- Previous studies have gathered on the effectiveness of methods, strategies and methods in the analysis of literary texts.

Chapter III

Research methodology and procedures

Research Community

The society of this research consists of students in the fourth phase of the Arabic language departments in all the faculties of basic education in Iraqi universities for the academic year (2021- 2022), the number of which is (6) colleges distributed to various Iraqi universities, and a table indicating this:

Table (1) Number of fourth-stage students in Arabic-language departments in basic education colleges

Number of students	number of divisions	Colleges of Basic Education in Iraq that have the Arabic Language Department (Fourth Stage)	T
108	2	Al-Mustansiriya	1
49	1	Dhi Qar	2
134	3	Babylon	3
141	3	Maysan	4
64	2	Sumer	5
100	3	Kufa	6
596	14	the total	

Sample Search:

The researcher chose to appoint him in a type (random stratification), if he selects by two classes the faculty of education at Kufa University out of the six colleges by about two; Because one of the employees of this university, his choice of two research groups (experimental and control) was at random, he selected a division (a, c) from among the fourth stage divisions of the Faculty of Education of Kufa University, as shown in table (2):

Table (2) Number of students in the two research groups before and after exclusion

Number after exclusion	Excluded	number before the exclusion	Group	College	University
31	4	35	Experimental	Faculty of Basic Education	Kofa
27	2	29	Control		
58	6	64	Total		

Parity of the two study groups:

The researcher thought to ascertain parity in variables that could affect subordinate variables. Before embarking on the experiment, a number of variables were adjusted by statistical parity, which may have an effect on subordinate variables and thus have an impact on the results of the experiment: (The time age of students of the two research groups is calculated by months, previous attainment, mental abilities test (IQ), and by using the T test of two independent samples Tipen there are no statistically significant differences between the two groups in these variables at a degree of freedom (56), and an indicative level (0.05) as shown in table (3).

Table (3) Test results for experimental and control groups in parity

Indication	Value t-test		Control group		experimental group		Variables
	Tabular value	Calculated value	Standard deviation	SMA	Standard deviation	SMA	
Non significant	2.21	1.18	10.16	272.7	12.41	269.5	Age
Non significant		0.061	2.37	11.03	2.83	11.17	Previous educational achievement
Non significant		0.568	7.48	37.30	6.59	38.35	Intelligence

Fourth: Research Requirements

Research requires the preparation of a set of supplies; For the purpose of implementing its procedures, among these requirements: identification of scientific material

The researcher identified the scientific material he would study prior to the start of the experiment, then analyzed the subjects, and identified the main rhetorical concepts and sub-concepts within those subjects, which should be earned for the students of the sample, and were (10) Head and branch concepts, and the two researchers formulated behavioral goals for the purpose of the teaching plans, which were in the light of the general objectives of the article, and the subjects of educational content, distributed across the six levels of the field of knowledge of Bloom classification, as the number of behavioral goals formulated by the (66) behavioral goals, (15) knowledge goals, (13) understanding goals, (12) application goals, and (11) objectives for analysis, (7) objectives for installation, (8) targets for evaluation, distributed to the topics identified in the experiment, and prepared the necessary teaching plans for the experiment

Preparation of the search tool

Research requires the preparation of an affiliate variable measurement tool, namely: a measure of the analysis of literary texts, and what is explained by the steps of the tool's preparation:

A. The objective of the scale is to measure the skills of analyzing literary texts for fourth-level students.
B. Building the scale: The researcher followed the following steps in building the scale of analysis of literary texts:

1- Preparation of the list of literary text analysis skills measured by the scale. In preparing this list, the researcher followed the following procedures:

❖ Defining the objective of the scale list: Identifying the most important skills of analyzing descriptive literary texts, research that in building the scale takes into account the analysis of literary texts to measure students' skills.

❖ Sources of skills derivation: the list of skills, derived from the theoretical framework of study with its scientific and educational studies.

❖ Formulation of the list: The list of literary text analysis skills was initially composed of (11) literary text analysis skills. The list was then presented to a number of arbitrators specializing in the teaching methods of Arabic language. All the protectors agreed on the suitability of these skills with some drafting modifications.

C. Determining the content of the scale: The researcher considered that the content of the scale included poetic and prose models.

D. Drafting scale questions: The researcher took into account that the scale vocabulary was related to skills, that questions were presented in full language contexts, that they were appropriate to students' abilities, that they were clear, and that they were in four alternatives.

E. Correction of the scale: The researcher gave each paragraph a single score, bringing the total of the scale scores to 22 degrees.

F. Verification of the measure: The two researchers reached this type of honesty by presenting the 22 paragraphs of the measure to a group of experts and specialists in teaching methods Arabic, measurement and evaluation. According to the opinions of the arbitrators, the researcher adopted an 80% percentage to accept the paragraph, thus enabling the researcher to ascertain the apparent truthfulness and validity of the test paragraphs.

G. Exploratory experience: The researcher conducted an exploratory experiment on a random sample of 40 students with the aim of identifying the suitability and acceptance of paragraphs for students, identifying the factors of difficulty, ease and distinction for each paragraph, calculating time and calculating the stability of the scale. The results resulted in the following:

The difficulty factors for each of the scale questions were calculated in the way of the two extremist groups 27% for the upper group, and 27% for the lower group, so the researcher found all the questions to be moderate; The difficulty coefficient values ranged from 51% to 69%, making it clear that there are no very difficult or very easy questions; So no question changed.

Discrimination transactions are calculated for scale paragraphs ranging from 41% to 65%. Discrimination transactions are positive in expressing the ability of scale questions to discriminate.

H. Test Stability

The researcher used the retest method to calculate the stability of the scale, and the correlation factor between the students' grades was calculated the first and second time using the Pearson correlation coefficient, and the correlation coefficient (0.87), it is clear from the above that the scale has a high percentage of stability.

Chapter IV

Presentation and interpretation of results

First: Presentation of results

The researcher presents the results of the study according to its hypotheses as follows:

Zero first imposition: (there are no statistically significant differences at an indicative level (0.05) between the average grades of the pilot group students studied in the proposed strategy and the control group students studied in the traditional way in the literary text analysis scale).

To verify the results of the zero hypothesis, the arithmetic average and standard deviation were calculated for the grades of the two groups. The calculation average for the students of the experimental group (20.86) was a standard deviation (1.12). The control group was an average arithmetic (6.13) and a standard deviation (2.20). (41.24) greater than the tabular value of (2.021) at an indicative level (0.05), and a degree of freedom (56) This indicates that there is a statistically significant difference between the two groups and for the benefit of the experimental group. Based on this result, the zero hypothesis is rejected and the hypothesis is accepted by the Bubble, which states that there are statistical differences between the two groups in the analysis of literary texts, resulting from the use of the proposed strategy based on deconstructive theory as a method of teaching, as shown in Table (4):

Table (4) Results of the T test for the experimental and control groups in the analysis of literary texts

Indiction on 0.05 level	T-TEST value		Dgree of freedom	Standard deviation	SMA	N.O students	Group	T
	Tabular value	Calclatd value						
Significant	2.021	41.24	56	1.12	20.86	31	Experimental	1
				2.20	6.13	27	Control	2

The second zero assumption:

There is no effectiveness of the proposed strategy in developing the skills of analyzing literary texts among the students of the Department of Arabic Language).

The researcher found the practical significance of the effect of the independent variable in the dependent variable by calculating the ETA square², he used the ETA equation; to know the size of the effect it turned out that the value of (η^2) was (.418), meaning that the size of the effect is high, which indicates that the independent variable (the proposed strategy based on the deconstruction theory) has a high influence in the dependent variable (analysis of literary texts), and a table (5) shows this.

Table (5) The magnitude of the impact of the proposed strategy based on deconstructive theory in the development of skills of analyzing literary texts

Impact size	ETA square value	dependent variable
Large	.418	Literary text analysis

Second: Interpretation of results:

The research explains the results of hypotheses by subordinate variable (analysis of literary texts) as follows: The results demonstrated the effectiveness of the proposed strategy based on deconstruction theory, in developing the literary text analysis skills of students of the Arabic Language Department in the faculties of education; The pilot group studied using the proposed strategy outweighs the control group studied in the usual manner, and the researcher considers that these results may be due to one or more of the following reasons:

- 1- The adoption of the proposed strategy to address literary texts as an integrated system, and attention to all levels of stylistic analysis, such as audio and lexical, has had the greatest impact in assisting students in the process of linking the various aspects of literary text, which is reflected in a welcome development of literary text analysis skills.
- 2- The proposed strategy attracted and motivated students according to the disjointed theory because of its opportunity for collaborative collective activities and exchange of views, which had the greatest impact on the development of their literary text analysis skills.
- 3- The interesting presentation of literary texts that characterized the strategy's steps; Students have never been entrusted to this method, which has provoked their motivation towards learning, thereby developing skills to analyze their literary texts.
- 4- Incorporate in the plans the proposed strategy various activities and training based on careful planning, thereby enthusiastically and effectively accepting students to carry out these activities and training, thus contributing significantly to improving their skills in the analysis of literary texts.
- 5- The researcher used the strategy in a respectful psychological environment, exchanging views and respecting perspectives, just as there was freedom of expression about the students' thoughts and insights, and the researcher took into account the individual differences between them, and invested the time allocated effectively, all of which led to the superiority of the experimental group, over the control.

Third: recommendations:

in the light of the study's findings; The following recommendations may be made:

- 1 The proposed strategy should be used in accordance with the conceptual theory, which has achieved its effectiveness in developing literary text analysis skills.
- 2 Training students in methods of developing literary text analysis skills.
- 3 Preparation of standards for the analysis of literary texts at different levels of study.
- 4 The need to diversify the activities contained in the Arabic curriculum in the light of modern theories, particularly the deconstructive theory.

Fourth: Proposals:

The researcher makes the following proposals:

- 6- Conducting a study aimed at identifying the effectiveness of the proposed strategy in accordance with the conceptual theory in the teaching of rhetoric and the development of rhetorical tasting skills in secondary and university students.
- 7- Conduct a study to identify the impact of the proposed strategy on grammatical teaching and the development of grammatical and functional writing skills among secondary students.

- 8- Evaluate the curriculum of literature and texts at the secondary levels to verify their validity in developing literary text analysis skills.

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