



## Reading Comprehension and it's Relationship to the Hawkins Strategy

Hassan Khalbas Hammadi<sup>1</sup>

Asma Qasim Hashem<sup>2</sup>

Journal for Educators, Teachers and Trainers, Vol. 14 (3)

<https://jett.labosfor.com/>

Date of reception: 11 Feb 2023

Date of revision: 09 Mar 2023

Date of acceptance: 20 Apr 2023

Hassan Khalbas Hammadi, Asma Qasim Hashem (2023). Reading Comprehension and it's Relationship to the Hawkins Strategy. *Journal for Educators, Teachers and Trainers*, Vol. 14(3). 335-341.

---

<sup>1</sup>Professor ,University of Baghdad/ College of Education - Ibn Rushd for Human Sciences

<sup>2</sup>University of Baghdad/ College of Education - Ibn Rushd for Human Sciences



## Reading Comprehension and it's Relationship to the Hawkins Strategy

Dr.Hassan Khalbas Hammadi<sup>1</sup>,Asma Qasim Hashem<sup>2</sup>

<sup>1</sup>Professor ,University of Baghdad/ College of Education - Ibn Rushd for Human Sciences

<sup>2</sup>University of Baghdad/ College of Education - Ibn Rushd for Human Sciences

Email: dr.hassankh64@gmail.com<sup>1</sup>,assmakas778@gmail.com<sup>2</sup>

### ABSTRACT

This research aims to know (the relationship between Hawkins strategy and reading comprehension), and the researcher presented an explanation of the concept of the strategy and its stages, and identified the levels, principles and stages of reading comprehension, and what is the impact of the strategy on the development of reading comprehension and skills, and it turned out that there is a relationship between Hawkins strategy and reading comprehension through the stages of the strategy (the stage of circle/ openness and freedom, the stage of triangle/ guided exploration, and the stage of triangle/ guidance and guidance), as the stages of the strategy develop and develop the process of reading comprehension and help him to think and understand meaning.

**Keywords:** (The Hawkins Strategy - Reading Comprehension)

### Constructivism Theory

The past two decades have witnessed major shifts in educational research and the educational process, as the focus has shifted from external factors affecting learning such as teachers' variables, school, and curriculum, to focusing on what is going on inside the learner's mind when exposed to educational situations such as his previous knowledge, his ability to remember and process information, his motivation to learn, his thinking patterns, and everything that makes learning meaningful. (Sakban, 2021: 532), and learning strategies based on the principles of constructivism, which are active teaching and learning strategies, can be used in teaching students. (Abboud, 2015: 421)

Constructivism theory is one of the theories that emphasized that learning is done through observation, interpretation, processing and then adapting information according to the cognitive structure available to the learner. It focuses on learning as a constructive active process, and it is concerned with the internal cognitive processes of the learner. It also provides a learning environment in which the learner can build his knowledge by passing through many experiences. This means that the pattern of knowledge that the learner gains varies from one learner to another, as it is necessary to build new knowledge through previous knowledge, and thus education becomes a cognitive activity when the learner chooses the content of the new experience and employs the physical, emotional, mental and psychological aspects. (Samurai and Raed, 2014: 51-52)

### Principles of Constructivism

Constructivism is based on three basic principles:

1. The meaning is self-built from the cognitive system of the learner himself, and it is not transferred from the teacher to the learner, that is, the meanings are formed in the learner as a result of the interaction of his senses with the outside world, and these meanings are not always consistent with the sound scientific meanings, and this is what we call misunderstanding.
2. The formation of meanings in the learner is an active psychological process that requires mental effort, as the cognitive structure of the learner remains balanced as long as the experience is consistent with the predictions, otherwise the learner is confused and frustrated.
3. 3-The cognitive structures formed in the learner resist change, and here the teacher is required to follow special teaching methods and experiences that help restore balance to the learner, and keep him from contradictions. (Alian, 2010: 111-112)

### Teaching Strategies in Constructivism

In the light of Constructivism theory, teaching methods are formulated based on the principles of Constructivism theory, and these methods increase the opportunities for positive participation of learners such as discussion, dialogue, problem solving and brainstorming, and are also interested in educational methods that encourage learners to social interaction such as cooperative learning.

These strategies have several characteristics, including:

1. Invites learners to participate actively in the learning process.

2. Invites learners to make a decision.
3. Encourage learners to ask questions and search for answers to them.
4. Calls for negotiation cooperation.
5. Be pleasant or exciting to feel pleasure.
6. It is characterized by an element of surprise and allows learners to express themselves. (Mohammed, 2010: 162-163)

### **Active Learning**

An educational philosophy that relies on the learner's positivity in the educational situation and includes all educational practices and educational procedures that aim to activate the role of the learner and maximize it, as learning is done through work, research and experimentation, and the teacher's self-reliance in obtaining memorization and indoctrination, but rather on the development of thinking and the ability to solve problems and teamwork and cooperative learning, and therefore active learning is not based on the acquisition of information, but on the method of the learner and his method of obtaining information and the values he earns while obtaining information. (Ali, 2011: 234), as it enables students to interact with each other, and the student can participate individually in reading, writing, meditation or collectively, active learning means direct and effective participation of students in the learning process, and encourage them to work, listen and write notes. (Jameel, 2018: 104), its purpose is to help learners acquire a set of skills, knowledge and trends, as well as to develop a set of learning strategies that enable learners to solve their life problems and take responsibility for learning it and help learners to start learning outside the limits of normal methods, and increase the learners' abilities to understand knowledge, build meanings for it and receive it, as well as facilitate learning through the passage of learners of scientific experiences associated with real problems in their lives and enable them to work creatively and develop positive trends towards learning and encourage them to discover existing values and trends, as well as participate in setting goals and seeking to achieve them and encourage them to acquire communication, interaction and cooperation skills with others and develop their internal motivation to motivate them to learn. (Awad, Magdy, 2010: 24)

### **Active Learning Principles**

Active learning has several principles, including the following:

**Feedback:** It is necessary to provide feedback to learners on their performance, in order to determine the level of that performance, and what learners need to improve this level.

**Support:** It is necessary to provide support to learners when they need it.

**Wealth:** Learning environments must be rich in multiple means and many learning resources.

**Diversity:** Although learning environments are rich and meet the needs of learners, they must be varied constantly and changed periodically. (Suleiman, Ali, 2009: 15)

### **Active Learning Strategies**

Active learning strategies include a wide range of practices and activities that involve the participation of the basic elements that work to urge students to practice and think about the things they learn and practice. Such strategies can be used to motivate students and guide them to be busy thinking and creating at the same time. (Ahmed, 2022: 509), and that the goal of scientific education is to prepare learners who build theories that summarize the knowledge molecules, and away from learning the separate knowledge molecules, so the perspective of scientific education prefers to deepen knowledge without expanding it at the expense of depth, and educators have been interested in their studies to find different methods and strategies that help the learner to form and organize that building, and the strategies that emerged (Hawkins) strategy. (Abdullah, 2017: 330)

### **The Hawkins Strategy**

In 1965, David Hawkins, an American educator and philosopher (1913-2002), developed a model for science education based on what he called play or chaos. Hawkins was one of the first to focus on learning based on curiosity and curiosity. He pointed out that teaching should be carried out in three stages, and that learners learn best when they follow their innate cognitive curiosity.

(Hawkins, 2002:63)

Hawkins points out that inventing methods of learning to find good beginnings in school and libertarian participation will make the dry school of some learners a friend to them with the passage of time in the years of study, and this type of methods becomes a means of work and exploration is the essence of creativity, the learners have become very aware of the experience we have done regarding the movement of the pendulum because of the freedom and time that was given to them, and it is noticeable when the mind develops abstractions that will lead to understanding, we had to cross the line between ignorance and insight because of the real understanding of the small facts (discoveries), and that the stage of freedom and some time is the first

stage of the method was important to the learners, and we were rewarded with a higher level of participation by them when our role was initially to observe what the learners are doing.  
(Hawkins ,2002: 70-71)

### **Hawkins' strategy is based on two basic assumptions**

Practical activity is part of the scientific work practiced by scientists in their studies and guides them to solve problems.

The most effective learning is learning by doing. (Al-Khalili, et al., 2004: 282)

### **The motives underlying Hawkins's method of education are:**

1. The motive of curiosity.
2. Motivation for research and exploration.
3. Motivation of movement, activity and play.
4. Motivation to contact the group and cooperate with it.
5. Motivation for achievement and discussion. (Arifij, Nayef, 2010: 80)

### **Stages of Hawkins Strategy:**

#### **First: The Circle Stage (the stage of openness and freedom)**

The shape of the circle indicates that there is no beginning or end point, in the sense of no restrictions, it represents the stage of freedom, and it leaves learners at this stage the opportunity to deal with the tools freely and think about their use and what can be benefited from them without the intervention of the teacher, but at the same time the teacher must give general instructions and monitor the learners, and this stage takes a few minutes not exceeding ten minutes.

#### **Second: Triangle Phase (Guided Exploration Phase)**

The shape of the triangle symbolizes guidance and guidance, and this stage is called the directed discovery stage. The teacher shows learners how to implement the activity and its steps verbally, in writing or in a practical procedure. The teacher allows learners to record data and direct them to discover the concept, principle or content to be learned. This stage takes time depends on the type of activity from 10 to 15 minutes.

#### **Third: The Box Phase (Dialogue and Discussion Phase)**

It is the last stage of Hawkins' strategy, and the box symbolizes the learners sitting with their teachers for dialogue and discussion on the results they receive. The role of the teacher at this stage is to manage the dialogue and discussion, formulate the scientific concept, principle or generalization, and ask some questions to evaluate the learners' learning. This stage takes about ten minutes. (Hawkins ,2002: 13)

### **Reading comprehension**

Reading comprehension is the most important skill of reading skills, as reading education aims at all stages and levels of education to develop the ability to understand what is in the printed material, if reading is a complex mental process, then comprehension is the major process around which all other processes are centered, especially that comprehension is the peak of reading skills, and the basis of all their processes, but understanding is the main factor in controlling the entire language arts. (Ismail, 2013: 91)

Reading comprehension helps the reader to correctly perceive the readable text because of its meaning, whether it is apparent or hidden. Reading without comprehension loses its value and becomes an automated process that cannot convey to the reader the ideas and meanings of the text and is devoid of the motives for turnout. (Al-Funah, 2012: 114), as it is the individual's ability to perceive meanings and translate ideas from one image to another in light of his knowledge.(Hussein, 2022: 209)

### **Reading Comprehension Objectives**

readings Comprehension has, several objectives include:

1. Increasing the diverse experiences of learners by reading about the fields of human activity.
2. Develop the attitudes of learners sound constantly towards reading in various areas of life.
3. Increasing their ability to collect the different meanings of the readable material. (Jassim, 2022: 390)

### **Principles of Reading Comprehension:**

There are a number of principles that contribute significantly to the revitalization of reading comprehension, which should be taken into account by those involved in reading education:

- 1- Reading comprehension is a cognitive process

This means that reading comprehension requires the use of language in the mental processes conducted by the reader in order to reach the meanings in the sense that the reader can not think or perceive the meanings unless he can know the words and linguistic structures contained in the read text.

- 2- Reading comprehension is a process of thinking: This means that reading itself is a kind of problem that the reader faces, and if reading is so, it requires completing the thought in the reading and deducing what is included in the reading, and what is behind its lines, and thus reading is a purposeful mental activity.
- 3- Reading comprehension requires active interaction between the reader and the text: this means that the reader should be positive in his understanding of the text, using his cognitive structure in dealing with the information contained in the text in order to understand and master it.. (Attia, 2014: 78)
- 4- Reading comprehension requires mental fluency: Mental fluency means the reader's ability to recognize words and read structures quickly and read them continuously and uninterruptedly with the ability to discover the meanings inherent in the paragraphs of the read text. (Hazza, 2022: 68)

### **Stages of Reading Comprehension**

Reading comprehension goes through several stages, namely:

#### **Sensory perception**

Sensory perception includes the recognition of letters, words and indicators of the surface of the text, in the sense of deciphering words by extracting the spelling and grammatical features of the reading material.

#### **Stimulation process**

It is related to scratching one's memory for information suitable for loose stimuli. This activity is present in all levels of text processing. The process of distinguishing a letter requires a cognitive process. On the other hand, the activation does not take place letter after letter or syllable after syllable, but rather the process takes place comprehensively.

#### **Inference stage**

It is a cognitive strategy that uses the information in the possession of the reader with the aim of enriching, completing or transforming the information contained in the text, as it is easy to understand and memorize, and inference is of great importance in detecting logical incoherence or confusion.

#### **Forecasting**

It is a cognitive activity that depends on the prognosis of information that is still not available and that the goal of this activity is to determine the true meaning of the reader, as it provides indicators that facilitate the selection of the best interpretation in order to continue reading.

#### **Preservation activity**

Long-term preservation achieves more semantic perception, remembering the whole text decreases rapidly from the memory attributed to the significance, but the information, even if stored in the memory immediately, is subject to forgetting and there are three factors that affect the preservation are the novelty of the information and its relative importance and emotional value.

Retrieval and display activity: This activity is based on the retrieval of information stored in memory after a certain processing, as the retrieval of information is largely subject to the pattern of galaxy processing and factors that affect preservation . (Zayer, Ahed, 2016: 87-88)

### **Levels of Reading Comprehension**

The levels of reading comprehension according to the direction of their study have increased to two levels (horizontal and vertical), and these levels can be clarified as follows:

#### **First: The horizontal level of reading comprehension skills: represented in the following basic skills:**

##### **1-The level of understanding the meaning of the word**

It includes the following skills

Define the meaning of words and understand their significance.

Recognize the relationship between words.

- Appointment of the floor counter.

Ability to classify words into groups with similar meanings.

##### **2-The level of understanding the meaning of the sentence**

It includes the following skills

Define the purpose of the sentence and understand its significance.

- Linking sentences to what suits them from similar meanings and texts.

Criticize the meaning of the sentence.

Recognize the right relationship between two sentences and the type of relationship. (Zayer, Ahed, 2016: 82)

##### **3-The level of understanding the meaning of the paragraph**

It includes the following skills:

An appropriate title for the paragraph.



Understand what the purpose of the paragraph is.

Recognize between the lines of implied meanings and ideas that are not explicitly mentioned.

#### **4-The level of understanding of the text**

It is several paragraphs that integrate and link together to lead to integrated ideas, and this requires an understanding of the meanings of the words contained in the sentence, and also leads to an understanding of sentences and paragraphs and their interdependence, as well as the temporal and spatial sequence of paragraphs. (Ibrahim, 2013: 198)

**Second:** The vertical level of reading comprehension skills: represented in the following skills:

##### **1-The level of direct understanding** (literal or superficial)

It means the ability of the reader to understand words, sentences and ideas directly as stated in the text, and the skills of this level:

Determine the appropriate meaning.

Identify the main ideas and sub-ideas, and prioritize them in order of importance, as well as identify opposites, synonyms and common meaning. (Al-Naqa, Wahid, 2002: 2015-2017)

##### **2-The level of interpretive understanding (deductive)**

It means the ability of the reader to dive into the depths of the text, to derive the meanings, which the writer directly states, and the skills of this level:

Determine the differences and differences in the reading text.

Determine the cause and effect in the reading text.

Determine the writer's goals and objectives.

Determine between the lines and beyond. (Abdul Bari, 2010: 68)

##### **3-The level of critical understanding**

It means the ability of the reader to make a judgment on the text read linguistically, semantically and functionally, according to the rules, foundations and appropriate standards, and the skills of this level:

Distinguish between truth and opinion.

Determine the author's credibility.

The difference between reasonable and unreasonable.

Judgment on the originality of the material readable, and its suitability for the age. (Harahsheh, 2007: 81)

##### **4-Level of tasteful understanding**

It means the ability of the reader to understand deeply based on his contemplative experience, and his sense of the writer's feelings and feelings, and the skills of this level:

The skill of the reader's sense of what the writer, poet or literary felt.

The skill of perceiving the high aesthetic values or the emotional state in the text.

The level of creative understanding: It is a high level of understanding that requires the reader to invent new and unfamiliar ideas, and the skills of this level

Propose new solutions to problems in the text.

Predict events before you finish reading the text.

A statement of the end of the reading unless the writer specifies the end of it.

Ability to creatively arrange readable text events. (Zayer, Ahed, 2016: 86)

#### **REFERENCES**

1. Ibrahim, Suleiman Abdul Wahid, Difficulties of reading comprehension for people with educational problems, Al-Warraaq Foundation for Publishing and Distribution, Amman - Jordan, 2013.
2. Ahmed, Nadia Starr, The impact of the ambassadors' strategy in the directions of the students of the Arabic Language Department towards the subject of observation and application, Al-Ostad Magazine, Faculty of Education Ibn Rushd for Humanities, Volume (61), Issue (1), 2022. <https://doi.org/10.36473/ujhss.v61i1.1249>
3. Ismail, Baligh Hamdi, Strategies of Teaching the Arabic Language: Theoretical Frameworks and Practical Applications, Curriculum House for Publishing and Distribution, Amman - Jordan, 2013.
4. Jassim, and Sun Abbas, the effectiveness of a program based on reading strategies in developing the skills of reading comprehension and productive thinking for students of the fifth grade of primary school, Professor's Magazine, Faculty of Education Ibn Rushd for Humanities, Volume (61), Issue(2), 2022. <https://doi.org/10.36473/ujhss.v61i2.1511>
5. Beautiful, dreams, the impact of Fink's model in the collection of the subject of principles of psychology among the students of the fifth literary and their mental motivation, Professor's

- Magazine, Faculty of Education Ibn Rushd for Humanities, Volume (227), Issue (3), 2018. <https://doi.org/10.36473/ujhss.v227i3.775>
6. 6-Harabsheh, Ibrahim Muhammad Ali, Reading Skills and Methods of Teaching them between Theory and Practice, Dar Al-Khuzami for Publishing and Distribution, Amman - Jordan, 2007.
  7. Hussein, Rehab Mansour, Reading Comprehension and its Relationship to the Psychological Aspects of the Word among Middle School Students, Al-Ostad Magazine, Faculty of Education Ibn Rushd for Humanities, Volume (61), Issue (4), 2022. <https://doi.org/10.36473/ujhss.v61i4.1895>
  8. Al-Khalili, Khalil Youssef, Abdul Latif Hussein Haider, and Mohammed Jamal Al-Din Younis, Teaching Science in the Stages of Public Education , 2nd Edition, Dar Al-Qalam for Publishing and Distribution, Dubai, 2004.
  9. Zayer, Saad Ali, Ahoud Sami, and Alaa Al-Mandalawi, Sustainable Development Educational Applications, Dar Al-Wadah Publishing, Amman - Jordan, 2016.
  10. Al-Samarrai, Qusai Muhammad, and Raed Idris Al-Khafaji, Recent Trends in Teaching Methods, Dar Degla for Publishing and Printing, Amman - Jordan, 2014.
  11. Suleiman, Yahya Attia, and Ali Ahmed El-Gamal, Strategies for Active Learning and Teaching Social Studies, Arabic for Advanced Curricula and Software, Cairo - Egypt, 2009.
  12. Sakban, Mohammed Khader, The impact of the Tragedy model on the acquisition of historical concepts among fifth grade primary students, Professor's Magazine, Faculty of Education Ibn Rushd for Humanities, Volume (60), Issue (3), 2021. <https://doi.org/10.36473/ujhss.v60i3.1729>
  13. Abdul Bari, Maher Shaaban, The Psychology of Reading and its Educational Applications, Dar Al-Masirah for Publishing and Distribution, Amman - Jordan, 2010.
  14. Abdullah, Kifah Mohsen, The impact of the strategy of planning organizations in the acquisition of chemistry among fourth-grade students and their sound thinking, Professor's Magazine, Faculty of Education Ibn Rushd for Humanities, Volume (2), Issue (221), 2017. <https://doi.org/10.36473/ujhss.v221i2.439>
  15. Abboud, Suhad Abdul Amir, The Effect of Using the Active Learning Strategy in Achieving Chemistry and Reflective Thinking among Second Grade Intermediate Students, Al-Ustad Magazine, Volume (1), Issue (215), 2015.
  16. <https://doi.org/10.36473/ujhss.v215i1.1496>
  17. Arifij, Sami Salti, and Naif Ahmed Suleiman, Methods of Teaching Mathematics and Science, Safaa Publishing and Distribution House, Amman - Jordan, 2010.
  18. Attia, Mohsen Ali: Metacognitive Strategies in Reading Comprehension, Dar Al-Monjough Publishing and Distribution, Amman - Jordan 2014.
  19. Al-Afwan, Nadia Hussein Younis, Modern Trends in Teaching and Thinking Development, Safaa Publishing and Distribution House, Amman - Jordan, 2012.
  20. Ali, Mohammed Al-Sayed, Modern Trends and Applications in Curricula and Teaching Methods, Dar Al-Masirah for Publishing and Distribution, Amman - Jordan, 2011.
  21. Alyan, Shaher Ribhi, Natural Sciences Curricula and Teaching Methods, Dar Al-Masirah for Publishing and Distribution, Amman - Jordan, 2010.
  22. Awad, Yousef Diab, and Majdi Ali Zamel, Active Learning Towards an Effective Educational Philosophy, Dar Al-Monjough Publishing and Distribution, Amman - Jordan, 2010.
  23. Mohammed, Amal Juma Abdel Fattah, Teaching and Learning Strategies (Models and Applications), University Book House, Al Ain - Emirates, 2010.
  24. Al-Naqa, Mahmoud, and Waheed Al-Sayed Hafez, Teaching the Arabic Language in Public Education (Entries and Techniques), Al-Ikhlas Printing Press, Cairo - Egypt, 2002.
  25. Hazza, Intisar Ketan, the impact of the strategy of saying something in the reading comprehension of the fourth grade primary schoolgirls in the reading subject, Professor's Magazine, Faculty of Education Ibn Rushd for Humanities, Volume (61), Issue (1), 2022AD.
  26. <https://doi.org/10.36473/ujhss.v61i1.1916>
  27. Hawkins , David, The Informed Vision Essay on Learning and Human Nature, Algora Publishing, New York, (2002).