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ABSTRACT

This research aims to identify (the relevance between the strategy of the substitute word system and reading comprehension strategy), 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 the strategy of the substitute word system and reading comprehension through the stages of the strategy (identifying the material/ conducting linkages/ creating a sensory image/ training on the retrieval process), as the stages of the strategy develop and develop the process of reading comprehension and help him to think and understand the meaning.

Keywords: substitute word system strategy, reading comprehension

Constructivism Theory

Constructivism is derived from the construction or structure that derives from the Latin origin (Sturere) in the sense of the way in which a building is built, and it is also a vision in the theory of learning and child growth, based on the fact that the learner is active in building patterns of thinking as a result of the interaction of his innate abilities with experience. Constructivism is in its simplest form and its connotations are clear that knowledge is actively built by the learner and is not received negatively from the environment. (Sugar,2015 :61) 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)

A learning strategy based on the principles of constructivism can be used, which is one of the strategies of teaching and active learning in the teaching of female students. (Abboud, 2015: 421)

Active Learning

In light of the cognitive development, we note the existence of modern methods that consider the learner as the focus of the educational process, and demand the cancellation of the negative role of the learner by creating educational environments that help the level of learner participation and facilitate the active construction of knowledge. (Ramadan, 2016: 28)

The philosophy of active learning depends on the positivity of the learner in the educational situation, and in order to reach this, it is necessary to carry out several educational practices and teaching procedures that lead to activating the role of the learner. (Hazza,2022: 80)

The role of the student in active learning is the focus of the educational process, as his role can be determined in educational situations, such as asking new questions, ideas and opinions, and then canceling the negative role for him, and participates in evaluating himself as well as meditation and problem solving, so he looks for information himself from several sources, and he is involved in the planning and implementation of lessons, that is, more than just listening. (Sayed, Al-Jamal,2012: 107)

The role of the teacher in active learning is a facilitator of the learning process, encouraging and supportive of it. He consciously plans his lessons and engages learners in the process of planning and implementation in a way that does not conflict with the ultimate goals of the teaching process. He also effectively presents his educational material using appropriate effective teaching strategies. He employs modern technology in teaching in an appropriate manner and as required by the educational situation. He also provides appropriate and constructive feedback to his students, taking into account learning differences. (Saidi, et al., 2019: 24-25)

Active learning strategies include a wide range of practices and activities that involve the participation of key elements that encourage students to practice and think about the things they learn. (Ahmed, 2022: 509)

Constructivism Theory and Active Learning

One of the theories that prove the activity of the learner is the Constructivism Theory, which believes that the learner has his own knowledge that he stores within him. Each person has his own knowledge that he possesses, and that the learner reveals his knowledge himself either individually or collectively based on his current knowledge and previous experiences, and this is only through active learning. (Zaitoun, 2003: 19)

Constructivism Theory is that the learner builds his knowledge through his direct interaction with the learning material and linking it to previous information and making changes to it on the basis of new meanings, that is, it is a process of generating multiple knowledge and seeks to be an active learner seeking to solve his problems by employing the concepts and knowledge he has acquired. (Al-Zidawi, 2017: 280)

The philosophy of active learning is based on the structural process. Each of them is closely linked to the other. Constructivism is that the learner builds his knowledge from direct interaction and learning material, linking it to previous concepts, and making changes to it based on new meanings, which turns into a process of generating renewed knowledge and deep understanding that supports the learner, as he built dialogues with teachers and peers, as learners show high levels of cognitive thinking. (Obaidat, 1991: 21)

From the perspective of constructivism, any activity that produces the opportunity for the learner to participate and engage in the construction of knowledge is preferred, desired and required. (Zaytoun, 2007: 33)

Memory aids

In the past, memory aids were considered magic arts, but today they are taught in special courses to improve memory and have been subjected to study and research and proved effective, so they were adopted as tools to help the learner learn and remember. (1990:274, Wolkford)

The diversity of memory aids and their effective use in educational learning situations can contribute to the motivation of learners and increase their demand as well as increase the vitality of the teacher and his activity in learning sites.

There are many other ideas and principles that can contribute to improving memory or provide evidence without indicators to improve it, some of which are briefly mentioned:

1. Re-learning

Repeating what the learner has learned in the past enhances the value of retention and facilitates remembering.

2. Building organized bases of knowledge

The learner can benefit from the idea of databases by trying to link new concepts with old concepts and facts, as the better the organization and linking the new to the old, the better the memory.

3. Story synthesis

Based on an attempt to construct a meaningful story for the individual trainee from the text or vocabulary to be remembered.

4. Use of conceptual maps

The trainee can convert any text to be remembered into a conceptual map linking the concepts of the text according to organized relationships and clear significance.

5. Take notes continuously

by rewriting the text in a short form to provide yourself with semantics to remember the text or the entire required material, and this method is now more possible with the availability of small laptops or cell phones.

6. Factors of the physical environment

It is necessary to look for environmental conditions that help to remember and are far from distracting, such as the way to sit, the place of study, lighting and ventilation, and other factors of the environment that affect memory or recognition. (Al-Yasjeen, 2017: 24-25)

Remembrance Assistance Strategies

Cognitive psychologists mention a set of remembering strategies or so-called remembering aids, as they prepare them as tools that facilitate memorization, remembering and assimilation processes, and determine the methods by which learners deal with information and experiences, and move them from routine to the use of exciting and tempting methods of remembering. (Qatami, 1998: 378).

1. Merder Strategy.M.U.R.D.E.R
2. Dabga Strategy
3. Imagry
4. Substitute word system strategy
5. Ridiculous association strategy

These strategies have proven successful in supporting learners' ability to retrieve desired information from those techniques that the learner usually uses, such as repetition of information, and have been commonly used in a number of subjects at different educational levels, which may justify their use in educational classroom situations. (Qatami, 2013: 351).

Substitute word system Strategy

Memory aid strategies are tools or strategies, including images, educational materials, new words and lists containing a set of words that help to retrieve information. (Abu Asaad ,2015: 55)

Lorient and Lukassel state that there are some issues that are necessary to stimulate and direct attention to what we want to memorize or remember:

First, what do we want to learn?

Second, the feelings we use in the identification process.

Third: The linkages we have established between the new material and the previous materials and experiences. (Qatami, 2011: 197-202)

Thus, the teaching model developed by (Lorayne and Lucas) in 1974 includes four stages:

- 1- Identifying the material.
- 2- Conducting linkage operations.
- 3- Creating sensory images.
- 4- Training in the recovery process.

These stages are based on the principles of attention and methods of improving the use of memory aids. (Qatami, 2010: 277)

Stage 1: Identification of the material

It is the process by which the familiarity response to the things or topics that the learner has known and experienced before is achieved, and therefore he is recognized again in situations associated with signs or signs indicative of them, and the process of recognition is exposed to two types of memory disorders:

A Feeling strange

When things are already familiar, a kind of forgetfulness (Amenesia) may result from emotional disability that is associated with the subject of remembering.

B. False Recognition

When new things, already unfamiliar people, or completely new situations seem familiar. It seems as if the learner has experienced it before and this may occur as a result of the similarity of elements in the new situation with elements in the previous situation. (Hadi, 2018: 225)

Phase 2: Conducting Linking Operations:

The method in which the learner relies on finding a coupling between the new things he sees and hears and the things he is familiar with and that he knows previously and saves, such as associating the name of the capital of Sudan with the elephant, so he remembers Khartoum, the capital of Sudan. (Abu Shraikh, 2008: 62)

Conditions that must be observed by the teacher when linking:

- 1- Clarity of the linking process in the minds of learners.
- 2- Clarity of objectives when the teacher prepares the linkage plan.
- 3- Taking into account the inclinations and abilities of learners when linking .
- 4- To be linked naturally and away from artificial situations so as not to distract the minds of learners. (Mujahid, 2021: 27)

Linking ideas often begins with a visual or mental scan of previous ideas, and the brain literally makes the connection through the tree appendages between the related ideas. It is important at this stage of the linkage process to refrain completely from exercising the role of censor over anything, allow ideas to flow and everything is permissible and acceptable. (Salah, 2016: 86)

Phase 3: Creating Sensory Images

Creativity is the high ability to remember and pay attention to details and endure ambiguity and anxiety as well as self-discipline . It is also one of the talented manifestations of man, but it requires a high degree of mental development and skill, and can be developed by providing the necessary intellectual freedom, as well as one of the manifestations of rational and intuitive thinking, as it reflects an advanced reality of intellectual activity and awareness. (Abdulhadi, Walid,208: 125)

It gives students the opportunity to discriminate and create before moving to a stage unknown to them, reduces their failure and frustration, and gives them the freedom to employ their creativity. (Saber, 2022: 166)

The sensory image is the ability of the learner to organize the sensory alerts received by him through the different senses, and to process them mentally within the framework of previous experiences, and to identify them, and give them their meanings and various cognitive connotations, for example, when the learner remembers the face of a friend, he will bring in his mind the image of the friend; but it is often a blurred image. (Inside, Haider, 2016: 56-58)

The learner puts mental images of what is in the text, as the text gives life, activates all the senses and stimulates imagination and creativity, and the perceptions that arise in the learner's mind can be such as: I see what I read ... I feel what I read...Like a movie in a learner's mind, I make pictures in my mind while reading. (Zayer, Hashem, 2016: 147)

Stage 4: Training in the recovery process:

The retrieval process is the process of recalling the past in the form of words or standards, or Movements, or mental images, that is, we can remember sensory images or non-sensory images, as well as the retrieval process can be of total or partial retrieval or overlapping between partial and total and we saw that it depends on the images of the storage of experience while learning. (Lentils, Qatami,2008: 213)

The retrieval process, which is the learner's ability to recall information from his long-term memory when required to answer a question such as when was the city of Baghdad built?. (Attia, 2015: 83)

It is the retrieval of information that is stored in memory after a certain processing, as the retrieval of information is largely subject to the processing pattern, and the factors that affect the preservation. (Zayer, Ahoud,2016: 88)

If the retrieval stage is to evoke past experiences in the form of words, meanings and images and means remembering the information selectively, as what has been carefully paid attention to is accurately perceived and stored and then retrieved without decomposition, fragmentation or overlap in the learned experiences in an organized, integrated and resistant to forgetting. (Al-Funah, Sunn, 2013: 111)

This skill helps learners to think in different ways and at different levels by examining the scientific material provided to learners and forming questions and hypotheses about the subject. It helps to form relationships between information stored in memory and new information. (Mohammed, 2017: 158)

Importance of Reading Comprehension:

Comprehension is a multidimensional thinking process, resulting from the interaction between the reader, the text and the context. It is a mental process that begins with deciphering the codes and then grading to comprehending the written words. (Jassim,2022 :390)

The importance of reading comprehension in linguistic communication, and understanding the linguistic message between the writer and the reader, the speaker and the hearer, is highlighted in addition to the psychological foundations involved in perception, remembrance and recall. (Deschènes, 1991: 35)

Reading comprehension is the ability of an individual to perceive meanings and translate ideas from one image to another in the light of his knowledge. (Husseini,2022:209)

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