

## Reception Pedagogy Towards a Model of Cognitive Replacement and Enrichment In Reading Texts and Speeches

Ouahab Khaled\*

Faculty of Arabic language  
and literature.

University, Mohamed Boudiaf

Email [khaled.ouahab@univ-msila.dz](mailto:khaled.ouahab@univ-msila.dz)

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### Abstract :

Reception pedagogy formed one of the basic foundations on which the new generation's curricula and training programs and courses were built in the various educational stages (primary - middle - secondary - university). These programs and curricula paid special attention to this concept. In doing so, it re-presented the problems of literature by presenting the problems of reception, which is what this article attempts to address, seeking to answer a fundamental question: Can active methodological reading be considered a model of cognitive replacement and enhancement that can overcome the stereotypes that reading teaching activity has known in previous programs and curricula? The research reached a number of results, in particular: the necessity of realizing the importance of active methodological reading as a cognitive replacement capable of creating dynamism in the learner enabling them to build and obtain knowledge from various sources.

**Key Words:** reception and text theories, active methodological reading, reception pedagogy, learning setting, educational situation,

\* Corresponding author:

Khaled.ouahab@univ-msila.dz

### **Introduction :**

The fields of teaching the Arabic language are divided into four main fields: “(oral comprehension, oral expression, written comprehension, and written expression) (Committee, National Curriculum, 2016, p. 05). All of which combine to achieve the final competency, or the graduation profile that the developers of Arabic language programs and curricula seek to achieve through precise methodological and scientific steps. In this article, we will focus on the field of written comprehension, as it is notably and clearly linked to the process of expression and reception. Also, in this field are reflected the various mental processes performed by the learner. They are “intellectual processes that translate symbols into readable meanings. "It is a mental activity that deals with a group of components (understanding, reconstruction, use of information, evaluation of text) and is considered the most important way through which learners acquire knowledge, learn about cultural and civilizational heritage, and push them to be positive in their interaction with the text to expand their circle of experiences, enrich their thinking, and develop their enjoyment and curiosity. This field includes the following activities: reading, school songs, and focused reading (National Curriculum Committee, 2016, p. 05) ”.

From this standpoint, “what is omnipresent is incomprehensible - in the words of Tzvetan Todorov. Although reading is a very common thing it is largely unknown. Reading is a natural process that seems at first glance to have nothing to say about it...” (Tzvetan Todorov, March 2007, p. 87). The topic of reading was presented to those working in the fields of education and took different and diverse forms. However, reading literary texts, especially in schoolbooks, has today become part of what is known as methodological reading, which has benefited from various reading experiences, strategies, and plans such as linguistics, semiotics, grammar, pragmatics, reading and text theories...

Arabic language programs and curricula in the various educational stages (primary, middle, secondary, and university) have relied on methodological reading as an essential tool in approaching literary texts in an approach that is consistent with the established goals and objectives, as a road map that would contribute to structuring and building the knowledge of future generations.

### **I - Methodological Reading Concept:**

**Methodology** is: “a science that specializes in studying methods. It is the means that is concerned with researching the easiest ways to reach knowledge while saving effort and time. It is also useful in arranging and classifying knowledge material according to precise scientific rules.” (Badaoui, Mohamed El, 1998, p. 09)

As for **methodological reading**, it is “that comprehensive reading that is aware of its steps and methodological choices. It considers the text as a relational fabric of interacting internal and external components, which allows it to manifest itself in various manifestations and forms depending on the text system from which it takes

the subject of its work, as it provides each type of speech with appropriate tools for analysis.” (Mohamed Benayoub, 2007, pp. 99-100) Or, it is “processes, steps, stages, and activities that are followed in order to understand texts and analyze them in a such a way that utilizes their various internal and external patterns through balanced use and in a spiral movement that takes into account the principle of accumulation and progression from the easiest to the most difficult, and from the simple to the complex, while taking into account the conditions of teaching with excerpts, or fragments (sections).”, based on the educational – learning purpose, and what enriches the reading process with diversity and integration of approaches and tools, taking into account the abilities as well as and the pace of teaching and learning among the learners.” (Ali Ayt Awshan, 2009, p. 93) This will only be achieved by adopting the textual approach as “a pedagogical choice that requires linking between reception and expression, and embodies the idea of language as a system that needs to be understood in a comprehensive manner. The text is a core axis around which all branches of the language revolve, and represents the major structure in which all linguistic, phonetic, semantic, grammatical, morphological and stylistic levels appear. It also reflects various contextual influences (situational, cultural, social,...) and thus the text becomes the focus of the teaching/learning process with all its cognitive, psychological and behavioral dimensions.” (Aouinat Mohamed, 2017, pp. 97-99)

The literary text becomes the focus of the teaching process. (Committee, National Curriculum, 2016, p. 06) Through it, competencies in the fields of language are developed: “(oral comprehension, written expression, ...)”. (National Curriculum Committee, 2016, p. 32)

**Example of written comprehension (reading) in the primary school:** (National Curriculum Committee, 2016, pp. 45-47)

<b>Comprehensive competency text</b>		He/she communicates orally and in writing in a correct language. He/she reads fluently simple texts that are mostly in directive style, consisting of twenty to sixty words with diacritics, and produces them in written meaningful communicative situations.			
<b>Values</b>	<b>National Identity</b>	Through the texts of the Arabic language, he/she is proud of their language, appreciates the components of the Algerian identity, respects its symbols, and develops his moral, religious and civil values derived from the components of the identity.			
	<b>Citizenship</b>	He/she has a spirit of cooperation and solidarity, contributes to teamwork, and is honest in his dealings. He/she contributes to the cultural life of the school, neighborhood or village, adopts methods of dialogue, and rejects racism and violence in its different forms.			
	<b>Opening up to the world</b>	He/she learns about and respects the cultures around the world, and adopts methods of peaceful coexistence with others. He/she draws from the experiences of others what enables them to understand their era and build their future.			
<b>Transversal competencies</b>	<b>Intellectual</b>	He/she employs his/her oral and written expression abilities – has a command of the primary mechanisms of reading.			
	<b>Methodological</b>	He/she searches for information and uses it in oral and written expression - Respects the time allotted to complete activities / learns about media and communication.			
	<b>Communicative</b>	He/she uses methods appropriate to the dialogue and orientation situation - answers questions - employs modern media and communication methods.			
	<b>Personal / social</b>	Works independently - contributes effectively to group work.			
<b>Fields</b>	<b>Final competency</b>	<b>Competency components</b>	<b>Cognitive contents</b>	<b>Examples of teaching situations</b>	<b>valuationE criteria</b>
<b>Written comprehension (reading)</b>	He/she reads fluently simple texts with a mostly directive style, consisting of twenty to sixty words with diacritics, which he reads correctly and that he understands.	1- Understands what he/she read and reconstructs the information contained in the written text. 2- Uses information contained in the written text. 3- Uses the reading strategy and evaluates the content of the written text.	Reviewing letters: Vocabulary that includes letters in different positions (beginning, middle, and the end of the word.) Pronunciation of letters correctly (review of letters that are similar in pronunciation and different in form). Various texts, dominated by a directive style, that include contents commonly used in the previous two fields	1- Reading situations to determine the meanings of sentences, words and letters.	1- Pronounces letters and syllables correctly. 2- Performs a melodious performance appropriate to the type of text. 3-Respect punctuations. 4- Interacts with the meanings of the text. 5- Identifies the linguistic clues characterizing the text. 6- Determines the general idea of the text.
				2-Reading situations for understanding, integrating learnings, and making judgments.	

Thus, reading texts are dealt with at this foundational stage, all the way to the secondary stage, and even university, within two levels“ :

- **Semantic level:** It is related to making judgments about the function of textual components (linguistic lexicon, intellectual connotations...) as the text is considered a group of interconnected complex sentences that achieve a communicative intent and carry a purposeful message.
  - **Grammatical level:** It means the structural aspect of sentence units that form a systematic harmony that determines the functional roles of words. (National Curriculum Committee, 2016, p. 06)“Thus, the methodological reading approach will only be effective and efficient by invoking the principle of graded learning, which bases its tools and activities on the pre-qualifications and acquisitions of the learners, based on the diagnostic assessment of their weaknesses and strengths, and linking that to their different teaching/learning needs, especially since “the nature of resources mobilised and acquired by the learner is no longer limited to school or university only. The learner derives them from their social environment and from modern means of communication, which now contain a huge amount of knowledge in various forms (audio, visual, interactive...) in the form of closed educational platforms such as “Easy class, Edraak platform, Safak /...) “; (Arab potsh and other ) or open virtual platforms (YouTube, Facebook, Twitter, Netflix,...) that fill the learner’s mind with various knowledge”. (Ahmad Kamil Al-Husr, 2002, pp. 03-47)This knowledge may have an adverse effect and contribute to building a personality that contradicts the principles for which educational curricula were founded to nurture and consolidate. On this basis, the learner possesses personal resources such as skills and abilities and external resources that serve as pillars that contribute to building and developing the targeted competencies. In order to activate these gains or make them in the form of measurable and observable indicators by the supervisor of the educational process, the learner is urged and motivated to mobilise these resources (linguistic resources, such as morphology, grammar, spelling, and the diverse culture that are structured by audio, visual, or interactive texts of different forms and styles), in order to adapt and employ them with the values, concepts, and goals included in the Arabic language curriculum and courses (National Curriculum Committee, 2016, p. 32) , based on a set of goals, which can be summarized in the following points: (National Curriculum Committee:, Mars, p., 2006, pp. 6-13)
1. Providing the learner with ways to deal with linguistic patterns.
  2. The ability to distinguish between different types of literary texts based on genre and structural sentences.
  3. Enabling the learner to use the methodology of extrapolating and deducing the meanings of literary texts of various types.
  4. Proper use of linguistic and rhetorical knowledge in the context of reception and expression.



5. Enabling the learner to recognize the styles of prose and poetic writing and their structural characteristics.
6. The ability to produce literary texts of various types (narrative, exegetical, argumentative, dialogical, informational...).
7. Achieving the joy and enjoyment of building learning.
8. Instilling human values and developing the learner's sensual and aesthetic taste.

Whoever carefully examines these goals will find that they all seek to make the learner an individual capable of understanding, analysing, extrapolating, deducing, and adapting to the situations that are presented to them by using the mechanism of communication, including discussion, dialogue, and expression of opinions, all the way to the expression process in a way that is consistent with the principles and values of his/her society. This embodies the spirit of philosophy on which educational curricula are established, to create a model for the responsible, organized, disciplined, interactive, and effective individual within his social environment, and methodological reading is only one of the means aimed at achieving this goal.

## **II- Principles underpinning this pedagogy:**

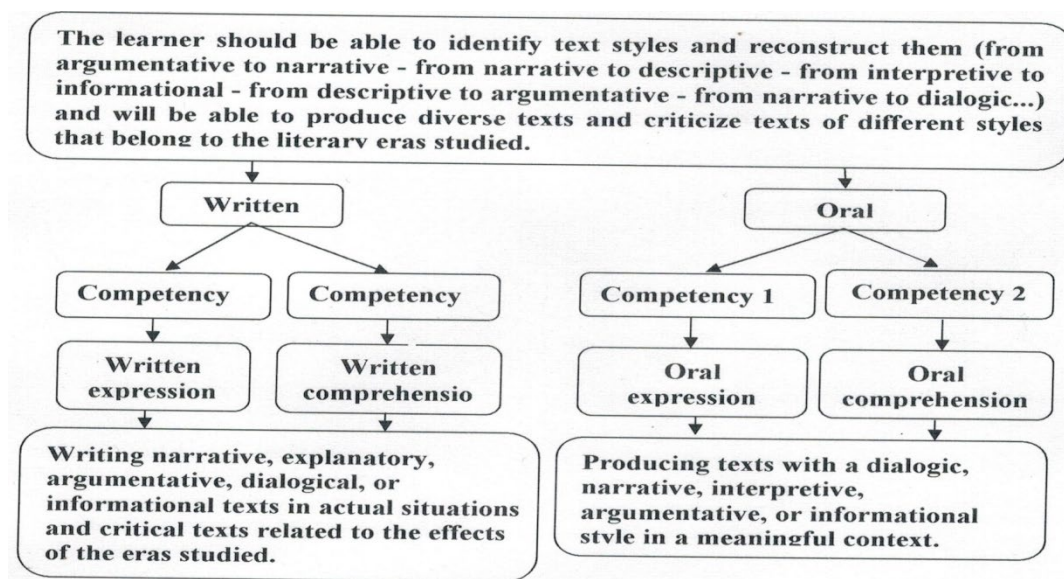
The developments taking place in the field of contemporary critical studies have forced the developers of Arabic language curricula at the secondary school cycle, for example, to infuse the familiar method of analyzing literary texts with some of the critical mechanisms proposed by systemic critical curricula. These are elements of knowledge that will be further studied at the university stage "such as looking at textual parallels or thresholds, and applying the principle of graded analysis of literary texts from the stage of initial reading examining the various linguistic phenomena that the literary text abounds to the stage of digging into its underlying layers. The latter is the stage that the reader enters equipped with his linguistic, literary and academic competence in an effort to prove and confirm his hypotheses by revealing the connotations of the text through various levels: phonetic, grammatical, morphological, and semantic, so that these levels combine to give a comprehensive meaning to the text. Therefore, this stage of reading is based on the principle of deconstruction and construction by deconstructing the structure linguistically and syntactically in order to rebuild it semantically". (supervision of: Cherif MERBIAI, Darraji Saidi and others , p. 04) In addition to the curriculum developers' reliance in the process of analyzing literary texts on what is provided by structural criticism methods, they also sought to approach some of what is provided by theories of reception and interpretation, which are theories that sought to confirm the role of the reader as "a textual structure that calls for the presence of a recipient without necessarily determining them". (Abdelkarim Cherfi Abdelkarim Cherfi, 2007, p. 189) Or "it is a tendency trying to restructure the process of understanding literature and pose the problems of literature through reception problems". (Nazem Owda Khadr, 1997, p. 121) This is because the essence and meaning of the literary

work do not belong to the text, but rather to the process in which the structural units of the text interact with the reader's perception. According to this new critical approach, literary works remain empty forms whose meanings can only be achieved through the reader penetrating their structures and giving them a certain significance. " (Abdelkarim Cherfi Abdelkarim Cherfi, 2007, pp. 179-185) In reception theories, the text has been displaced from the center of structural literary studies and has begun to live only through the reader, and this lead some people to say that the text is the reader himself. " (supervision of: Cherif MERBIAI, Darraji Saidi and others , p. 05)

In view of the vital role that the reader plays in his dialogue with the text as the ultimate source of meaning, critics have differed in describing this reader, "between the implicit reader and the intended reader, and the expert or knowledgeable reader, and the outstanding reader,...etc." ( Wolfgang Iser: The Act, pp. 24-29) All of these "revolves within the framework of competence that the reader should have." ( Wolfgang Iser: The Act, p. 05)

During the process of analyzing texts, the Arabic language curriculum proposes to address their various styles, considering the style "as the method used by the writer for an intended purpose, and thus every text has a style that suits its topic. The narrative style is suitable for stories and biographies, the descriptive style is suitable for a journey, and the demonstrative or explanatory style is suitable for articles. The instructive style is suitable for rhetoric and messages, and the dialogical style for plays. Although it is rare to find a text with a single style, describing a text with a style means the main style that dominates it, and the purpose of defining the style is to help convey the idea when the writer uses it well. Indeed, employing styles and mastering how to connect between them requires skills in artistic formulation and writing methods. " (Committee, National Curriculum, 2016, p. 06)

- **Graduation profile model, or final objective for the end of the third year of secondary school, Branch of Literature and Philosophy:** (General Inspectorate of Education, 2022, p. 02)





The approach to prose and poetic texts of various types and styles is based on the following pedagogical principles:

- 1- **Self-learning principle:** It is based on complex and purposeful questions aimed at motivating the learner to research and study by activating the self-learning strategy and building knowledge by relying on oneself. The knowledge that is acquired through self-effort is engraved in the long-term memory and thus constitutes an unforgettable individual experience that can be recalled whenever necessary, or whenever the “educational situation that often takes the form of solving problems (Lekhda ZERROUK., 2003, p. 81) ”requires its presence and activation ....
- 2- **Pedagogical reading principle:** It is a type of reading that provides the learner with multiple reading skills that gradually enable them to be open to various texts whose worlds require certain abilities and skills that are linked in their entirety to reading proficiency or to the reading experience related to that literary type or genre. Therefore, the proposed methodology for approaching texts aims to develop this competence among learners. That is, creating reading experiences related to a specific literary genre or several literary genres. The methodology of this reading is summarized in: observation - understanding - analysis - synthesis and evaluation...” (National Curriculum Committee:, Mars, p., 2006, p. 07)
- 3- **Considering methodological reading as a didactic bridge** whose goal is to modify and correct the learner’s reading path and develop their cultural knowledge or reading knowledge and their ability to move from “deciphering linguistic symbols and signs to analyzing speeches, and dismantling their components in a regular periodic movement from the inside to the outside or from the linguistic context or “small circles” to the contexts related to the historical, religious, cultural, social environment and others...). These are called “major circles” by examining the relationships of these speeches and reconstructing them before reaching the stage of written expression and then to the stage of development, creation and creativity. ” (National Curriculum Committee:, Mars, p., 2006, pp. 07-08)

### III- Procedures and Strategies of Applying Methodological reading:

Methodological reading is “a dynamic act that aims at reading the text in a conscious way according to gradual stages, in which the learner carries out educational activities, under the supervision of his teacher, who takes the position of observer, guide, and mentor according to new educational approaches. Hence, he instructs his learners to notice the text, and all the evidence associated with it, whether it is written (graphics), main and sub-headings, or what is known as parallels, or textual thresholds, or formal (diagrams, drawings, illustrative forms...). He would suggest reading paths by making hypothesis about the text, before moving on to the remaining procedures (comprehension, analysis, synthesis then assessment) in order to verify realism and credibility of these hypothesis.” (supervision of: Cherif MERBIAI, Darraji Saidi and others , p. 04)

Methodological reading according to this approach is “an interactive reading project between the reader and the text, which extends within a spiral path. The learner becomes the center of all processes, in which the teacher is an activator and motivator to taste the pleasure of texts and feel the pleasure of reading.” (supervision of: Cherif MERBIAI, Darraji Saidi and others , p. 05)

#### **IV- Main Foundations upon which the Methodological reading is Founded:**

Methodological reading is established upon a set of bases, among which are the following:

**1- Interaction:** what is important “for reading every literary text is about the interaction between the structure and its receiver. Studying the literary work should not only concern the actual text, but equally with the actions involved in responding to that text. The text itself simply presents (planned aspects, or oriented features) through which the reader (the learner) can produce the esthetic theme of the work, hence, we can conclude that the literary work is about two parts: they are called the artistic aspect and the aesthetic aspect. The artistic aspect is the author’s text, whereas the aesthetic aspect is the verification achieved by the reader” (Wolfgang Iser, 2007, p. 129), regarding that the interaction that takes place between the reader (learner) and the structure of the text. In order to achieve the desired interaction, the teacher encourages his students to do active reading, which is considered as a research and exploration in superficial and deep text layers. The learner proposes hypotheses about the meaning, based on certain indicators, or clear features that emerge through the linguistic structure of the text, and activates the reading experience stored in the encyclopedia, or the repertoire related to each individual reader. Thus, it forms at the level of the structure of perception, of what is known in reading theories as **the horizon of expectations**. Among the helpful indicators to form this horizon: knowledge of the literary genre type like (textual thresholds or parallels, distribution of words on the page, punctuation marks, figures and illustrations, signs integrated within the syntax, or the linguistic lexicon, and everything related to the space of the text...). This will constitute, at a later stage, a reading experience for the learner (reader). This is described as a standard criterion linked to the literary genre, or to the style on which the writer relied in composing the text (dialogical, directive, narrative, descriptive, argumentative and interpretive)”. (Nazem Owda Khadr, 1997, p. 140) All of these processes would make the learner (reader) understand and analyze the elements that help him acquire, or synthesize the overall meaning of a text.

**2- The Overall Approach:** it is about linking parts of the text to each other to achieve the principal of the totality, comprehensiveness, or unity of the text. It must be noted that the concept of totality belongs to “Jean Piaget”, who considered it one of the distinctive characteristics of any structure, “as totality always remains bigger than the sum of its parts”. This means searching for the relationships that exist between parts of the text, and the functions resulting from them, leading to the formation of its overall meaning. ” (Jean Piaget, 1985, p. 47) Therefore, it is clear that the essence upon which the second-generation curriculum was established in the Algerian education system was closely linked to the spirit of philosophy, on which

the previous curriculum was based, hence, achieving the principle of accumulation of knowledge. Therefore, those working in the field of applying that must have such perception based on the principle of integration, not cancellation.

**3- Dynamic of the Learner:** the learner turns into an active reader who builds its meaning, reproduces the meaning, by “filling the gaps, blanks of the text, enriching its operative parts by adding its proposals providing that they come into contact with the horizon proposed by the text. Therefore, the role of the reader is not limited to the ready and defined meaning by the text, but rather his perceptions are open to reach the meanings surrounding the text.” (Albreiki, Fatima, 2006, p. 152)

#### **V- Difficulties and Obstacles that Obstruct Methodological reading in Methodological reading in Prescribed Textbooks:**

The proposition that methodological reading seeks to achieve at the level of document, guidance, official curriculum in the textbooks and the support books, or during the classroom practice is faced by a number of difficulties and obstacles, including the following:

1- It takes a written form in textbooks and support books; as it focuses on gradual stages: observation or identification – understanding – analysis – synthesis and evaluation. This process is repeated in each reading lesson, which is a contrary to the scientific fact. Because “the act of reading is never a linear act, but rather a dynamic interactive act” (Abdel-Nasser Hassan Muhammad, 1999, p. 130) which must be realized by the practitioner of the educational process, because repetition has repercussions at the level of behavior of the teacher and the learner, as it makes communication between them based on the priorities of written indoctrination. Therefore, the lesson turns into a closed communicative exercise, and sometimes into a boring and unproductive practice.

2- The text continues to be regarded as the only mean of obtaining information and knowledge, and this view is untrue. Because methodological reading of texts is based on a learner's acquisition of a set of reading skills contributes to solving problems and dilemmas that may hinder him. Thus, reading is an accumulation of a number of experiences that may be benefited from in the future.

3- Application of the same reading strategies on all the texts despite their different patterns, styles and sources. What does it mean to read texts using one methodology, as if the texts were similar? What is the purpose of teaching the learner consistent steps instead of providing him with the skill of asking questions, besides supplying him with the tools that enable him for perceiving, understanding and analyzing. Insisting on stereotyping while dealing with texts would make the learner (reader) a lazy machine – according to Umberto Eco – which operates according to a pre-prepared plan that starts from the same premises and inevitably and necessarily reach the same results .

Some may say that there must be systematic constant during the teaching process, reading activity and this is a correct opinion. However, the multiplicity of texts, their variation, and their openness to many literary perspectives make us conclude that it is impossible to approach them with one and only methodology, and this is

highlighted by the experiences of the teachers themselves, as their dealings with texts differ depending on their reading experiences and the educational situations to which they were exposed during their practical path. For example, dealing with a talk-style theatrical text may require the presence of a stage and actors, and such activity can be reflected in ceremonies organized by schools. The institution's project can be adopted and revived, for example, creating a school radio station, in which students take turns narrating guiding and anecdotal speeches...etc. to their classmates in the schoolyard during breaks through loudspeakers...or establishing cultural and intellectual clubs...etc. Thus, the learner is placed in a position of practice and direct achievement through his openness to his surroundings. Someone once said: "The successful teacher is the one who does not place himself within a specific template while dealing with the lesson, because the educational situation may sometimes impose how to cope other than the way he may have used to.

## **VI- Cognitive Replacements to achieve Active Methodological reading:**

### **Classical Concept of Reading Activity:**

A closer look at the logic of methodological reading as presented by official educational directives, and the nature of its steps, reveals to us that it was governed in structural or constructivist orientation curriculum by the principle of behavioral objectives. Most teachers used to apply it this way, which is something that methodological reading in its literature is trying to overcome. Because, it would transform the text into separate parts and isolated islands, making reading an accumulation of meaning that only encourages the process of memorization and repetition, not as a dynamic and complex act that seeks to build knowledge, develop oneself. Perhaps this is what made methodological reading only project-related to new pedagogical approaches that seek to build a pedagogical project that guides them in the process of selecting texts, formulating activities, and constructing questions and conclusions to which learners are directed. Taking into account their levels and reading proficiency. This is to ensure the achievement of the objective on which the new decisions and approaches were based, which is to make the learner the center of the (educational-learning) process.

I believe that "methodological reading was originally established to achieve this goal, but its distance from it results from the institution's continued failure to integrate into life, and its dedication to the historical dimension and the purely indoctrination dimension in the study of literature. Despite the transformation witnessed in the techniques of studying literary texts, the development of critical approaches, and the openness of literature over the rest of the human sciences in what has become known as the inter-sciences. The dominance of acquiring knowledge, linguistic and rhetorical rules, turns the reading act into a closed and inactive act, which creates a gap between the competencies targeted by the reading lesson, and the methodology used in teaching. This is what would empty methodological reading of its true content, and make it merely rigid steps affected by a set of the variables thereof:

- Teacher's culture.

- Level of learners.
- Nature of the studied text.
- Environment (spatial / family and social upbringing) "(Ali Ayt Awshan, 2009, p. 102)

## VII. Reading as a dynamic, productive activity:

Failure to be aware of the methodological reading with this expanded concept of expression (production) that would kill the creativity process and eliminate creative thinking, because students (learners) are not one harmonious mass whose minds are stuffed with information and provided with knowledge by adopting the same steps and methods. Rather, they are talents that can be trained, besides training and development according to the potential and abilities that distinguish each individual from others, and this will only be achieved by giving them space to express themselves through active reading. Reading is an aspect of freedom, and freedom does not only mean transcendence, but it also means satisfaction and self-achievement. As long as someone reads, he builds a unique oneself that builds its relationships with the world around it differently from others.

For reference, the call for the necessity of adopting methodological reading as a substitute for cognitive enrichment is not a recent occurrence. Rather, there are writers and authors who advocated it before the Algerian educational system adopted this approach, and explicitly advertised in the second-generation curriculum, among whom we can mention Dr. Abdellah Khamar, who called in his book entitled: (The art of writing - description techniques - a proposed approach to enriching the activity of written expression) indicates the necessity of investing in literary texts according to an active methodological reading that works for enrichment. Additionally, going beyond the common and the repetitive reading, as methodological reading was taken as a way to overcome the difficulties of written expression among learners, and to clarify the goal that made the researcher write such work, we extract this part from the introduction to his book "... We need a curriculum that not only activates students and teachers, but also activates libraries, and encourages novelists, writers, and poets to write. The writer finds someone to publish for him, and the publisher looks for someone to buy and read his publications, this way, the entire cultural machine moves. Who is more capable than the school and the university to move this machine? By adopting curriculum linked to reading rather than a textbook, the school library becomes a vital and essential part of school work, not a supplementary cultural supplement, and reading books becomes an individual obligation, not a sufficient obligation. Therefore, at the forefront of this work was to associate writing and reading organically, and to pay attention to both. (Khammar, Abdellah, 1998, p. 07)

## Conclusion:

Methodological reading is not just a consistent and fixed methodological steps, but it also represents a change, or a cognitive and methodological enrichment that came as an inevitable result of the modifications and additions by the new pedagogical approaches that attempted to invest the proposals for reading and text theories. This



makes active methodological reading in these approaches dynamic and interactive, which makes the learner able to develop his skills according to active systematic steps to ensure that he satisfies his needs, and achieve himself as a different creative character, distinguished in performance and thinking...

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