

The Degree to which Teachers of Arabic Use Diction Skills in Teaching Reading Aloud for Basic Stage pupils in Jordan

Dr. Ali Sami Alhalaq Dr.Nasser MahamudAlmakzomi

**Faculty of Higher educational and psychological studies
Amman University for Higher studies**

Abstract

This study aimed at identifying the extent to which basic stage teachers in Jordan practice diction skills in both audio and motor expression situations of teaching reading aloud. The population of the study encompassed all (396) Arabic language teachers at the basic stage in the First Directorate of Education of Irbid for the scholastic year 2007/2008.

The study sample consisted of (64) teachers chosen randomly, representing (16.16%) of the population.

To achieve the aims of the study, the researcher developed a questionnaire with a 5-level graded scale (very high, high , medium , low , and very low) to determine the degree to which basic stage teachers of Arabic practice diction skills in teaching reading aloud .

The researcher found that Arabic teachers practice motor expression skills more than audio skills while teaching reading aloud. The researcher also found that there were no statistically significant differences between the means for the audio and motor expression skills that could be attributed to gender, education, or years of teaching experience. Moreover, there was no effect of the interaction among the three

variables on the teachers practice of both skills; audio and motor expression.

However the findings showed the existence of differences that are attributed to interaction among the three variables in motor expression.

.

(Key words: diction skills, Teaching, Reading Aloud)

For the paper in Arabic see pages (423-445).