The effect of Using Arabic children's Stories in improving the Reading Skills of the Arabic Language for Iranian Children: Children's adventure story as a model

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Abstract

This research endeavors to enhance the Arabic reading skills of non-Arabic-speaking Iranian youth through the utilization of children's Adventure stories as an appropriate pedagogical resource. Given the multifaceted nature of the study, a blend of descriptive and field approaches has been adopted. This research necessitates a comprehensive review of pertinent literature and previous studies related to the integration of children's narratives in reading instruction. Furthermore, it employs a field approach to ascertain the extent of the impact of children's Adventure stories on reading improvement. To address the research question, this study delineates specific criteria for the selection of appropriate texts for first-secondary school students in Iran, the design of educational content, the pedagogical delivery, and the subsequent analysis of collected data. Employing statistical analysis through the SPSS program, this study confirms the significance of employing children's Adventure stories in ameliorating reading skills. As anticipated, the hypothesis is substantiated through statistical significance, affirming that the utilization of stories yields positive and congruent results.

Keywords: Teaching Arabic, Arabic children's, stories, Adventure stories, reading skills, Iranian children.