

# Analysis of Teaching–Learning Reading Methods in Morocco: Study of the Methods Used and Perspectives.

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**Summary:** This is a descriptive article in which the author examines the pedagogical strategies employed in the teaching of reading in Morocco and explores future prospects. The study explores current reading methods, their effectiveness and suggests prospects for improvement. The Moroccan educational context, marked by high rates of repetition and school dropouts, highlights the need for effective mastery of reading from primary school. Next, the study details these various methods of teaching reading, including bottom-up, top-down, interactive, and other specific methods. It highlights the need to adapt teaching to the linguistic and cultural particularities of Morocco, the integration of information technologies, the continuing training of teachers, and the involvement of parents and the community. The article concludes with the importance of regular evaluation of teaching methods to guarantee quality education and meet the specific needs of students, particularly those with reading difficulties.

**Keywords:** Reading, teaching, learning, Moroccan school, methods.

## I. Introduction

Despite the quantitative successes of the Moroccan School, in terms of quality, the national education system struggles to find its speed and balance and to reassure citizens dissatisfied with expectations and observed production (Bouya, 2024).

Among the weak points, we note the teaching/learning of reading. The latter, considered as basic teaching, continues to spark debate, because it is often highlighted as a weak link (Bouya, 2024). This is amply justified and developed in national (INE, PNE, DESE) and international (PIRLS, TIMSS, PISA) reports.

Therefore, learning to read is beginning to occupy a central place in the Moroccan educational process, being the very foundation of the acquisition of knowledge and the development of skills among students. Thus, in Morocco, as in many other countries, the teaching of reading is becoming a major issue that concerns education practitioners, researchers and policy makers.

Moreover, reading is much more than just acquiring language skills; it constitutes an essential tool for understanding, critical thinking and access to information.

Therefore, it seems crucial to us to analyze the methods of teaching reading in Morocco in order to guarantee quality education, equity and to meet the specific needs of learners.

This descriptive study aims to analyze in depth the methods of teaching-learning reading in Morocco, while emphasizing current teaching practices used in Moroccan schools and prospects for improvement. The objective is to explore the different reading methods used, as well as their effectiveness in developing reading skills among Moroccan students.

By exploring existing methods and considering new perspectives, this study will contribute to enrich the debate on the teaching of reading in Morocco and to propose recommendations to optimize learning methods and promote students' academic success.

## **II. The Moroccan educational context in terms of teaching reading**

Mastery of reading is a basic skill that allows the student to access all other school disciplines (Ibour et al., 2019). It is also essential for good social and professional integration afterwards. It should be noted that in the Moroccan system, a student who fails to read in the primary cycle systematically risks having major obstacles in terms of access to other learning granted at this stage, which will categorically produce a delay or dropping out of school. Thus, reading seems to be the most important basic education and poses more problems in primary school (Laroui et al., 2014).

Moreover, in Moroccan public schools, knowing how to read is absolutely a guarantee of success which is achieved by moving from one class to another. However, as long as the student is not allowed to repeat a year more than three times in this cycle, many students are likely to drop out of primary school because of this delay or repetitions. The latter are due to their inability to read (decipher and understand), in standard Arabic language firstly (end of CE1) and in French secondly (end of CE5/CE6).

In the field, according to 56 primary school teachers interviewed, reading is considered the most essential means of accessing other school learning and moving to the next level (Bouya, 2022). Therefore, in primary school, knowing how to read reflects the minimum learning expected for progress to the next level.

Furthermore, the Directorate of Strategy, Statistics, and Planning, under the Department of National Education, declared that 31.6% of students enrolled in the primary cycle for the 2020/2021 school season are behind in school. Only 91% of students finish primary school (La DSSP, 2021), a seemingly reassuring figure, but, according to these statistics, we are talking about 76,574 Moroccan students who leave school before finishing the cycle. primary.

On the other hand, the repetition rate in the first classes of primary school is higher than the other classes (7.5%). In addition, according to a survey carried out among primary school teachers (Bouya, 2022), reading difficulties come first among learning obstacles. Adding that the comparison between the number of students who return to primary school (4,552,752) and those who complete their schooling and move on to middle school (1,781,117) seems worrying. The overabundance of schooling is therefore so obvious during the first years of this cycle that decision-makers react and question primary school.

So, while taking all the other factors (the psycho-affective, psychosocial context, etc.) and other considerations (economic, social, family, etc.), the cause and effect link between this dropout and reading difficulties and disorders is very present. .

Adding that it is also important to point out that the number of dyslexic students who request special accommodations for taking regional exams (primary/middle school) and the national Baccalaureate exam is increasing. For example, according to the provincial education directorate of El Jadida, this number increases from 75 in 2017 to 876 in 2021. This requires better knowledge and recognition of the weak points of this learning while distinguishing the disorder which is permanent from difficulty, which is temporary.

Furthermore, according to the curriculum management in Morocco “The educational guidelines relating to the teaching/learning of reading in the primary cycle, reflecting choices that are both innovative and functional, and are part of the continuity of the reforms (Le Livre Blanc, The Strategic Vision of the Reform 2015-2030 and the adjusted Curriculum for the first four years of primary education). Its orientations are in accordance with educational development at the international level “communicational action approach, entrepreneurial and community vision...”. Thus, the teaching/learning of reading in primary schools aims at the socialization and development of students.

According to the same source (La Direction des Curricula au Maroc, 2020), reading is a complex cognitive activity of meaning construction par excellence, requiring, at the same time, the deciphering and understanding of written statements. In the primary cycle, its main objective is to bring the learner to read various forms of writing, such as texts, comics, images, maps, posters, tables and graphs. Concerning this discipline, the primary cycle is divided into two periods (CE1, CE2, CE3/CE4, CE5, CE6) and is based on “the skills-based approach and the communicational action perspective” (The Curriculum Directorate in Morocco, 2020).

Learning to read in Morocco is divided into two periods:

## **2: Period I, the first, second and third year of primary school**

During this period, reading in French is based on oral communication activities and vocabulary acquisition. Indeed, according to the direction of the curricula, in the first three years of primary education, learning to read is based on oral communication activities and vocabulary acquisition. It must allow the learner to gradually acquire basic reading skills to develop their autonomy (La Direction des Curricula au Maroc, 2021). According to the curriculum direction “These skills are mainly based on phonological awareness, the alphabetic principle, word/lexicon identification, comprehension and fluency”.

Several types of activities are programmed: auditory discrimination activities, visual discrimination activities, combinatory activities between letters and syllables, phonics/graphics correspondences, deciphering new words, instant identification of short words and frequent long words, and fun comprehension activities.

Concerning reading in Arabic, the reform of the programs of the first years of primary education has placed the discipline of reading among the primary interests.

In the first and second year of this cycle, reading is based on four pillars: – Close reading activities which consist of developing phonological awareness, the alphabetic principle, reading fluency, comprehension and vocabulary acquisition .

- The use of common words.
- The use of visual words.
- The syllabic method.

## **3: Period II, the fourth, fifth and sixth years of primary school**

During this period, the learner must be brought back to read different types of reading in order to be able to carry out fluent and expressive reading, silent reading, and selective silent reading.

Thus, still according to the same source from the curriculum management in Morocco, 2021, from the fourth year in French, and in the third year in the Arabic language class of primary education, a text which respects the abilities student reading is proposed. These texts are chosen according to the theme of the unit and the typology indicated for each sub-skill. In principle, they are accessible, motivating and convey values, such as citizenship, solidarity, respect for difference and openness to others. In the Arabic language, we noted the richness of the types of texts offered, such as the functional text, the text based on a story, etc. These texts are also used for the study of language content and for writing.

According to the teacher's educational guide "The reading sessions must allow learners to gradually acquire a set of strategies:

Strategies for anticipating and formulating reading hypotheses/

Word identification and speaking strategies.

Selective reading strategies to identify important elements from the text. Strategies for silent reading and construction of meaning.

Mastering these strategies will allow the student to read better in order to understand.

An “interactive methodological approach is carried out, before, during or after reading, in order to encourage the learner to produce hypotheses, to mobilize their knowledge on the subject of the text, to identify ideas which will enable them to grasp the meaning, and the connection of the elements dispersed in the text” (the teachers' educational guide, 2022).

At this level, the different types of reading to approach are:

Fluent and expressive reading. It requires reinvesting knowledge in terms of prosody, such as accentuation, intonation and rhythm.

Silent reading where the student should decipher increasingly long messages and extract the maximum amount of information from them in a short period of time.

Selective silent reading which introduces the student to rapid reading in order to be able to locate useful information.

In addition, learning strategies to access meaning is very important. Without understanding, the act of reading is not accomplished.

Finally, poetic materials introduce students to the rhythm, diction and musicality of the language.

**4: The skills and abilities to develop in the field of reading in the Moroccan primary cycle**

According to the curriculum management in Morocco, the skills to be developed are as follows:

**Table 1: Abilities to develop according to school age**

The skills	The capacities	Schoollevels					
		1	2	3	4	5	6
READING	Identify the phonemes and the spellings that correspond to them		X	X			
	Discriminate phonemes and syllables		X	X			
	Identify letters shapes		X	X	X		
	Read letters and syllables		X	X			
	Read iconic texts and media		X	X	X	X	X
	Formulate meaning hypotheses			X	X	X	X
	Understand a read text.		X	X	X	X	X
	Interpret ideas and formations.		X	X	X	X	X
	Analyze and process information.		X	X	X	X	X
	Distinguish between types of speech.				X	X	X
	Distinguish between types of texts.				X	X	X
	Take explicit information from a text listened to or read.	X	X	X	X	X	X
	Taking implicit information from a text.			X	X	X	X
	Provide clear and explicit information.		X	X	X	X	X
	Make direct inferences			X	X	X	X
	Make direct inferences.			X	X	X	X
	Explain words, ideas and formations.			X	X	X	X
	Acquire training deduced from a read text.		X	X	X	X	X
	Use information deduced from a read text.		X	X	X	X	X
	Evaluate information extracted from a read text.				X		
	Give your opinion on a text read.				X	X	X
	Use diverse comprehension strategies.		X	X	X	X	X
	Enrich your lexical and cultural knowledge from a text.	X	X	X	X	X	X
Oralize a text correctly.	X	X	X	X	X	X	
Use audiovisual aids to accomplish specific tasks.	X	X	X	X	X	X	

## **5 :Methods of understanding and teaching reading**

### **5.1: Comprehension processes used when reading a text**

#### **5.1.1: The bottom-up model**

Supported by linguists like Bentolila (2006) and Fijalkow( 2003) according to this model, the reader deciphers, pronounces and understands. The student looks at the letter first, then moves on to words, sentences, paragraphs, and body. In this logic, understanding occurs when words are understood.

#### **5.1.2: The top-down model**

Readers locate the majority of information through peri-text. This can range from text, to words and even letters if necessary. From this point of view, the act of reading is summed up in understanding (Charmeux, 1987; Foucambert , 1974).

#### **5.1.3: The interactive model**

According to this model, there is no particular sense of reading, but the reader uses the two approaches cited previously (Charmeux, 1982; Giasson, 1997).

### **5. 2: Methods for teaching reading**

#### **5.2.1: Code-based methods and bottom-up model**

There is a clear correlation between student performance and the reading methods used ( Evans&Carr, 1985). In 1967, Chall conducted a first comparison between the reading methods used at that time. From the curriculum, she studied teaching programs in English-speaking classes. She deduced that the best results are obtained with early and systematic phonological teaching.

In 1991, Foorman and Coll also showed the importance of the syllabic method for the development of reading skills. Content et al. (1992) showed that despite the development of reading by the global method, which recommends the orthographic method, the students had more problems with the spelling of regular and irregular words than the students who learned with the phonetic method.

Evans (2000) also showed the effectiveness of the phonic method who called it the phonographic method. Ehri (2003) proved that the syllabic method is the most appropriate and effective for students with reading difficulties.

Please note that there is not one effective method and another less effective one. The reading methods are not exhaustive, the teacher can vary them or use the one appropriate to the level of their class.

Thus, these methods should be known, but used according to need and the educational context. The very terminology used is not always the same, each author uses his own terminology with a risk of confusion.

The weak points of these methods must be overcome. First, they use school textbooks which, on the one hand, are unattractive for students, and do not offer a real reading situation. Then, the texts used are decontextualized and created specifically to learn a sound, combinations of syllables, or the deciphering of a word. This does not develop any imagination in the reader who focuses on the mechanical aspect of reading.

#### **5.2.2: Synthetic methods**

##### **a): The syllabic, or pure alphabetical, method**

Called “alphabetical”, “syllabic” or even “baba ” or phonic methods, these methods are intended for alphabetic languages. They are based on initiation to the code when the teacher moves from the grapheme, to the phoneme, to the syllables, to construct the word. They are therefore based on the matching of the sound units of the language with the graphic signs which reflect them.

This is the most classic method used as an introduction to reading. This syllabic method allows the apprentice reader to gradually begin with the study of oral and written symbols, from the simplest to the most complex; namely from phoneme to graphemes, syllables and words. The objective is to decipher the words and subsequently the sentences.

In the Moroccan context, it is the method most present in Arabic teaching classes. Initiated since 2018, this method is the most favorable among teachers of the first levels of primary school ( Khouna , 2019).

Its mechanical and automatic nature seems very useful for remediating difficulties in discriminating sounds and/or shapes, but comprehension and reading fluency remain fragile. So, it is better to make it more dynamic and explain to the student the words read before tackling them. Please note that this method proves to be the most appropriate for students with academic difficulties or disorders (Garcia & Oller, 2021).

**b): The phonological method**

It favors the study of phonemes, before moving on to graphemes. This method uses the API<sup>1</sup> as support, and only integrates the letters after learning the sounds of the language.

**5.2 . 3: Analytical methods**

**a) Global methods**

Invented by the Belgian psychologist and educator Decroly (1934), it is based on the visual identification of words before analyzing them. The student begins by recognizing the overall form of each word before reading it.

Indeed, starting with the words known and used by the student, the teacher breaks them down to explain how they work, then recomposes them from the smallest unit to the largest. It is based on learning the spelling of the word in order to recognize it in other contexts, and it is recommended for the transition from text to words.

Proponents of this method assert that the conception of objects by the brain is carried out in a global and analog way, the brain scans the word and processes it like an image (Bertrand & Garnier, 2005). So he wants to build a capital of reusable and recognized words among the student and not delay on the basic mechanisms to the detriment of the content. But, the brain will forget the word by focusing on a new one. Thus, this exercise involves a set of complex cognitive abilities. Furthermore, when it comes to learning a foreign language, the elements change. The student makes visual and auditory confusion errors and tries to compensate for this by guessing the words and not reading them (Touhami, 2016).

In addition, the student cannot use his intuitive grammar (Airal, 1972) when it comes to spelling, because it is a foreign language and not a native language.

There are three of this type of method: the “Decroly” method, the “ideovisual” method and the “natural” method.

**b): The global Decroly method<sup>2</sup>**

According to this method, reading is above all a visual function, and written language is a “visual language” (Decroly, 1934).

Applied in Arabic and French, this method has the sentence as support, towards the word and ending by dissecting it into phonemes in another phonetics session.

According to the designer of this method. “We can learn to read in the same way that a mother learns to speak to her children.” When the mother speaks to her child, she uses sentences or words, not syllables or letters. Thus this child moves from hearing to sight (Dehaene, 2007).

The scientific community has retained its reservations with regard to global methods, notably that of Foucibert. First, it is useful for students who already have partial mastery of the alphabet or the use of oral language is very present at home. That is to say students with the target language as their mother tongue.

In addition, it does not allow the development of reading autonomy, since it always requires external help.

**c): The natural method (Freinet)**

The beginning of learning to read begins with texts produced by the students in dictation which the teacher uses in his reading lesson, towards deepening reading and understanding.

Please note that this method rejects the use of manuals and is based on oral teaching. For Freinet (1994), learning the discipline of reading must imitate and be based on skills used orally. The same

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<sup>1</sup>The international phonetic alphabet.

<sup>2</sup>“Jean Ovide Decroly (1870-1932)”.

method is used in traditional education in Morocco, which involves first learning the Quran before starting to read standard Arabic.

#### **Foucambert's ideovisual method**

This method relies on the context in order to directly access the meaning. Based on the reading hypotheses and the paratext, the student is invited to construct the meaning of the text before reading it. Visual and auditory memories are stimulated, and knowledge of the written code becomes not a cause of learning to read, but one of its consequences ( Touhami , 2016). Foucambert( 1974) and Decroly (cited by Ueberschlag, 2020) rely on the argument of the eye saccade, that is to say the movement of the eye, to show that reading does not go through mediation phonological, but through visual mediation.

The eye saccade is so fast that it is impossible for the eye to perceive a juxtaposition of letters, but a set ( Touhami , 2016).

For Foucambert( 1974) , reading is “directly attributing meaning to graphic signs”. Therefore the act of reading is a two-step process: “identification by instant association of the form of the word and its meaning and anticipation” ( Carouille , 2010).

This approach has a direct link with the theory of Smith and Goodman (2008) who compare the act of reading to a “psycholinguistic” riddle that moves from hypothesis to verification.

The common denominator between these methods is that they emphasize the necessity of teaching the code. This learning is more beneficial when it is early and abundant Ehri (2005) and Foorman (1991).

Methods focused on the construction of meaning are ideovisual methods which connect the words known by the student and their iconographic support, sometimes dynamic.

Charmeux (1987) was among the first designers to criticize this method by asserting that “There were so many recurrences in writing that it was very difficult to avoid learning the code”. In addition “ 80% of what we write and read is based on the alphabetical code” (Catach, 1988).

#### **5.2.4: The interactive method**

This method is generally based on extracts from works, short stories, autobiographies, etc. in order to stimulate interest in the student.

It combines both learning written code and constructing meaning. The student understands what he reads, and practices it intensely until it becomes automatic. It is therefore about the installation of reading skills.

#### **5.2.5: The mixed or semi-global method**

Also called “semi-global” or “global starting” methods. These methods are halfway between the global method and the analytical method.

Indeed, at the beginning of learning to read, the teacher offers a group of words and sentences to gradually memorize. According to iconographic support, this first global phase lasts from 15 days to 3 months.

Then, the teacher moves to the synthetic stage with traditional learning of letters and phonics. So the student begins learning to read from the words learned, especially those photographed, then the phonetic method takes over. Since the penultimate reform in Morocco, this has been the method used in French classes. The reading text becomes the basic support for starting to learn to read. This method is relatively productive for students who have received preschool education, but remains less effective for students from rural areas who have not received preschool education. Thus, despite the existence of different school textbooks, this method is used for all editions (Gérard &Roegiers , 2009).

### **5.2.6 : The gesture method**

A method designed for students with difficulties in language acquisition. It resembles the syllabic method. However, the assimilation of each phoneme is facilitated by an association between the learned phoneme and a gesture recalling its spelling or articulation.

The BorelMaisonny method is a perfect illustration of this. This method quickly became controversial. Linguists, like Bentolila( 2006) remain relatively skeptical of this type of method, because we cannot dissociate the code from access to meaning, that is to say, reading from understanding.

However, studies carried out with student readers have shown that those who decipher well are those who understand better.

Franck Ramus, research fellow at the CNRS, <sup>3</sup>confirms that “The teaching of graphophonological correspondences is essential and it facilitates the work of phonological memory... The idea that it would be harmful to the student to immediately start learning them does not have no scientific basis. It is simply a belief, based on a certain philosophy... but which has not demonstrated empirical validity. In fact, the empirical data shows quite the opposite.”

Maisonneuve (2001) criticizes this method for using poor vocabulary and syntax. Because “everything is put at the service of the basic mechanism to the detriment of content, syntactic richness, diversity”. In addition, this is also dictated by educational choices: “that of avoiding simultaneously tackling learning to read and enriching vocabulary.

For learners, focusing on both identifying and understanding written words would exceed their cognitive abilities” ( Touhami , 2016). The solution is therefore to offer students texts containing vocabulary and simplified syntax that the student understands easily, and to gradually move on to other texts that are richer at the semantic level.

### **6: Reading methods used in Morocco**

The need for early learning to read in Morocco no longer needs to be demonstrated. “The reading skills of Moroccan students determine their academic and even subsequent social success. Thus, learning to read represents, along with writing, one of the priorities of primary school, or even the main objective of compulsory education ( Ibourk , 2016).

Thus, the methods used for teaching this discipline have been reviewed several times depending on the reforms.

But a significant event in this discipline was in 2014, when the company Varlyproject<sup>4</sup>carried out studies on reading in Arabic in Morocco with the American company RTI International <sup>5</sup>and the Moroccan University Al- Akhawayn on behalf of USAID <sup>6</sup>and MENFP <sup>7</sup>.

The choice of method for learning to read is therefore of great importance. Concerning the French language, the syllabic method was the first choice used in the first levels of primary education. However, although it has shown its effectiveness, it has been replaced by the global and semi-global methods. The decision-makers affirm that “Scientific research in child psychology is at the origin of the abandonment of the syllabic method. One of the principles of the so-called “gestaltic” or form theory maintains that the whole is perceived before the parts forming it” (Khouna , 2022). It is based on this principle that the overall method was created.

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<sup>3</sup>National Center for Scientific Research in France.

<sup>4</sup>A company based in Rabat, which works on education as a business activity.

<sup>5</sup>Research Triangle Institute, doing business as RTI International, is a nonprofit organization based in Research Triangle Park, North Carolina. It provides research and technical services in the educational field.

<sup>6</sup>The United States Agency for International Development.

<sup>7</sup>The Ministry of National Education and Vocational Training of that time.



The application of so-called global and semi-global methods emerged in the 1980s and was maintained after the national education reform. "It was in 1985 that the semi-comprehensive approach was adopted by the Ministry of Education to teach students to read texts in Arabic.

In the 1990s, the semi-global method was used by teachers of the French language" ( Amaghous& Habibi , 2022).

Concerning the teaching of standard Arabic, based on 3 studies carried out in the regions of Rabat and Marrakech, and financed by the Ministry of Education and Vocational Training for the development of its reform strategy, the ministry followed the advice of USAID/Morocco, United States Agency for international Development , managed by RTI by ( Research Triangle Institute International) and the VARLYPROJECT design office and Al Akahawayn University for the adoption of a method syllabic respecting the particularity of Moroccan students.

Thus, from 2017, Morocco adopted the syllabic approach, also called alphabetical in Morocco. Like the classic syllabic method, it is based on the assembly of syllables, towards the word, towards the sentence. A year later, it was enriched by the gestural method concerning the sounds taught. From 2018, the interactive method was also used with the addition of oral stories dealing with the same sound studied throughout a week. So, we can say that the installation of a mixed method is carried out during the first year of Arabic teaching, and gradually, the teacher enriches the vocabulary with texts of different types. Studies to verify their usefulness, especially in terms of understanding, have not yet been carried out.

## **7: Perspectives**

It is important to note that the adoption of existing reading methods without appropriate adaptation has exacerbated performance gaps between students and could explain the lack of basic achievement. Therefore, it is crucial that the choice of reading teaching methods in Morocco is influenced by the linguistic and cultural diversity of Morocco. The methods chosen must be adapted to the languages used by learners, in particular Arabic and French, and take into account the linguistic and cultural particularities of each region of the country. In addition, reading teaching methods can take a holistic approach, focusing on understanding the overall meaning of texts, or an analytical approach, emphasizing the breakdown of words into syllables and phonemes. It is therefore important to find a balance between global and analytical approaches to ensure deep reading comprehension.

We also point out the importance of integrating information and communication technologies (ICT) to enrich reading teaching methods. Interactive programs and applications can be used to strengthen reading skills and motivate learners.

Let us not forget the need for teacher training to ensure the effectiveness of reading teaching methods. Teachers must be trained in different teaching approaches and techniques, as well as in the use of appropriate teaching resources.

However, involving parents and the community in the process of teaching reading can have a positive impact on student motivation and learning. Home reading activities and partnerships with local libraries can be encouraged.

Before finishing, it is important to regularly evaluate and question the effectiveness of reading teaching methods and to monitor learners' progress. The results of these assessments can guide the adjustment of necessary methods and interventions.

Finally, to meet the specific needs of students with reading disorders or difficulties, it is essential to adopt teaching methods that take into account their particularities and their challenges. First of all, it is important to implement differentiated strategies, adapting content and activities according to the individual needs of each student. This may involve the use of visual aids, multimedia tools, simplified texts or guided readings to aid understanding. In addition, early intervention and remediation techniques must be integrated into the teaching process, in order to quickly identify and treat reading difficulties. Finally, close collaboration with

parents, health professionals and special education specialists is necessary to develop individualized plans and implement inclusive practices that promote the success of all students, regardless of their level. reading.

### III. Conclusion :

In conclusion, our analysis of reading teaching-learning methods in Morocco highlights several key elements and important perspectives for improving these essential educational practices.

First of all, it is crucial to recognize the linguistic and cultural diversity of Morocco and to adapt reading teaching methods according to these realities. The holistic approach and the analytical approach can be complementary, allowing students to develop a deep and comprehensive understanding of reading while mastering phonetic and grammatical skills.

The integration of information and communication technologies (ICT) also offers exciting opportunities to enrich reading teaching, making lessons more interactive, engaging and tailored to the individual needs of learners.

Furthermore, continuing training of teachers is a key element to guarantee the effectiveness of reading teaching methods. Teachers must be equipped with the knowledge, skills and resources to implement innovative and differentiated teaching practices.

Parent and community involvement is also essential to support and strengthen students' learning to read. Initiatives such as home reading activities, partnerships with local libraries and awareness workshops can help create an environment conducive to reading and learning.

Finally, it is crucial to continue research and evaluation of reading teaching methods to identify best practices and necessary adjustments. This will help ensure that all students receive a quality education and develop strong reading skills, which are essential for their academic success and personal development.

By combining these different elements and adopting a holistic and inclusive approach to reading teaching, Morocco can move towards more effective and equitable educational practices, thus contributing to the development of educated, critical and socially engaged citizens.

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