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Abstract

Title: The Effect of a Program Based on Linguistic Communication Content Analysis on Developing Some Deductive thinking Skills for First Year Secondary Students

Setting the Problem of the Study:

The problem of this research is identified in the following question: What is the effect of a program based on the analysis of the content of linguistic communication on developing some deductive thinking skills for the first-grade general secondary students. Moreover, this research aims at: analyzing the linguistic content of communication and its impact on the development of some deductive reasoning skills for the first-grade general secondary students. Additionally, this research has proceeded according to the following steps:

1. Preparing a questionnaire that included the linguistic communication skills, which experts viewed in their analysis of the linguistic communication among the research sample.
2. Identifying the skills of deductive thinking in light of previous studies, research and references in order to include the program based on analyzing the linguistic communication of the research students' sample.
3. Preparing the program based on linguistic communication for the development of some deductive thinking skills in teaching reading. Besides, the content of this program has included three reading lessons scheduled on the first grade secondary year students in the first semester of 2016. Additionally, the researcher selected some training activities on deductive thinking skills in the proposed program. Also, the researcher identified the teaching means used in teaching these reading topics. Besides, the researcher formulated a variety of questions included in the quantity and quality of the program.

4. The researcher prepared a test in deductive thinking skills of the first year secondary students. Besides, the researcher followed the scientific and practical procedures to ensure the objectivity of the test and guarantee its application as well as he followed the same procedures in the preparation of the questionnaire.

5. The researcher applied the questionnaire the linguistic communication skills reached by the experts as a result of their analysis of the linguistic communication for the research sample students in order to determine the linguistic communication skills resulting from the above-mentioned analysis. However, the results of the application of this questionnaire showed the presence of (53) sub-skill fall under four main linguistic skills in communication.
6. The before deductive thinking test was previously applied and the results showed no differences with statistical significance between the average marks of the students of the experimental group and the control group, indicating that the two groups are equivalent in terms of the thinking deductive skills before the test.

7. The program based on the analysis of linguistic communication has been only applied on the experimental group students and included the deductive thinking skills.

8. While the control group students studied the same reading topics by the select method in the teaching of reading.

9. Afterwards, the after deductive thinking test was applied on both of the students of the experimental group and the control group. The research found out that the experimental group students were excelled over the control group students in terms of the following deductive thinking skills:

   The researcher illustrated the impact of linguistic communication in the development of some of the thinking skills through the application of a questionnaire, which results showed the superiority of the experimental group students over the control group in three skills, namely:

   (survey skills, skills related to justifications and proof and deducing skills). Thus, this indicates the presence of a very great effect of the
linguistic communication on the development of some deductive reasoning skills.

• The control group students outperformed the experimental group in only one skill which was the evaluation skill. Finally, in light of the previously mentioned results, the researcher presented a set of recommendations, most important of which is:

1. Working on the development of the deductive thinking skills in teaching reading and giving much attention to linguistic communication somehow resulted from the findings of this research.