

A Suggested teaching strategy based on successful intelligence theory for developing some analytic reading skills and reading self efficacy of prep stage students

Abstract

This research aimed at building a proposed teaching strategy based on the theory of successful intelligence, and measuring its effectiveness in developing analytical reading skills and raising the level of reading self-efficacy for second-year preparatory school students. The research problem was represented in a weakness in analytical reading skills, and shortcomings in the reading self-efficacy level of second-year preparatory school students (the research sample). The research relied on both the descriptive and analytical approach in surveying the previous studies, presenting the theoretical framework, and preparing the research tools as well as the experimental approach in conducting the experiment. The research sample was divided into two groups, one of which is experimental and its number is (41) female students, and the other is control and its number is (38) female students. The researcher prepared the teaching strategy by defining the foundations of building the proposed teaching strategy based on the theory of successful intelligence, and then building the strategy. The steps of its construction were as follows: defining the goals of the strategy, identifying the content to be taught, defining the stages of the teaching strategy, identifying the methods, activities and teaching aids used, determining the methods and tools for evaluating the strategy and preparing the two necessary learning materials for the teaching strategy. To measure the effectiveness of the teaching strategy in developing analytical reading skills and reading self-efficacy for second-year preparatory school students; a test in analytical reading and a scale for reading self-efficacy were built. The research tools were pre administered to the experimental and control groups, and then the targeted topics were taught for the experimental group students using the proposed teaching strategy based on successful intelligence theory, while the students of the control group studied the same topics in the usual way. After that, the two tools were post administered to both groups. The research results were reached and statistically analyzed. By calculating the Modified Blake's Gain Ratio and its significance, the results confirmed the effectiveness of the proposed teaching strategy based on the theory of successful intelligence in developing the research sample analytical reading skills and improving the level of reading self-efficacy. Therefore, the research presented a set of recommendations and suggestions based on the results reached.

Key Words: Successful Intelligence Theory, Analytical Reading, Reading Self-Efficacy.