

A Teaching Model Based On the Semiotic-Indicative Approach for Developing Some Critical Reading Skills for Secondary School Students

Abstract:

This research aimed at building a teaching model based on the semiotic indicative approach, and measuring its effectiveness in developing critical reading skills among second-grade secondary school students. The research problem was identified in the weakness of the critical reading skills among secondary school students, and their lack of judgment and evaluation skills of literary texts. This is evident in the absence of teachers' interest in adopting modern curricula and trends in the field of reading and criticizing the text. The research relied on both the descriptive and analytical approaches in surveying previous studies and presenting the theoretical framework, as well as preparing the research tools. In addition, the experimental method was employed in conducting the experiment. The research sample was divided into two groups: one to be an experimental group, which is consisted of number (30) female students, and the other to be a control group which is consisted of (30) female students. The researcher prepared the teaching model by: determining the foundations for building the teaching model based on the semiotic indicative approach, and then building the model. The steps for building it were as follows: defining the objectives of the model, determining the content to be taught, determining the stages of the teaching model, and determining the methods, activities and the educational aids used. The methods and tools for evaluating the model were also identified, in addition to preparing the two learning materials required for the teaching model, and for measuring the model's effectiveness in developing critical reading skills, as well as constructing a test for measuring these skills. The research tool was pre administered to the experimental and control groups, then the target texts were taught to the students of the experimental group using the teaching model based on the semiotic indicative approach, while the control group students studied the same texts in the usual way, then the tool was re-applied to the two groups in a post application. The results were found and processed statistically. The results confirmed the effectiveness of the teaching model based on the semiotic indicative approach in developing the critical reading skills of the students, and accordingly the research presented a set of recommendations and suggestions based on the results reached.

Key Words: A Teaching Model, The Semiotic Indicative Approach, Critical Reading.