

Effectiveness of the semiotic strategy of teaching English in developing reading comprehension skills

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Abstract

This study aimed at finding out the effectiveness of the semiotic strategy in English language in developing reading comprehension skills among the basic stage students. The quasi-experimental design was used in this study by choosing randomly two groups control group which studied by using the traditional way and experimental group which studied by using the semiotic strategy, the study sample was chosen intentionally from the tenth-grade students from Bent Addi Secondary School belonging to Al Jamea'a Directorate in Amman. The number of students in the total sample was 59 students who were distributed to 29 students for the experimental group, and 30 students for the control group. To achieve the study objectives was developed is reading comprehension skills test. Also, the researcher verified the validity and the reliability of the test.

Key words: basic stage, semiotic strategy, reading comprehension skills, teaching, teaching strategy

Introduction

Today's world is witnessing tremendous scientific and technological progress, and I have called this stage the scientific and technological revolution, which added qualitative additions and knowledge values in various aspects, and this outcome is increasing in quantity and quality day by day, as there is no choice but to teach an actor far from indoctrination and memorization (Abdel Bari, 2010). The educational process is not based on the educational content alone, but on the content and strategy together, a process that should be centered on the learner, and the teacher must improve the selection of the teaching strategy, activities, and appropriate means that contribute to achieving the desired goals (El-Gendy, 2006).

This made it imperative for educators to employ modern strategies that help those in charge of the educational process in managing the educational situation successfully, and improving learners' behaviors, attitudes and values that change the role of the teacher from a source of information and a tutor to it, to providing opportunities for effective participation and cooperation, and working with learners according to Their abilities and potentials (Abdel Bari, 2010).

Within this framework, semiotics emerged as a proposed strategy for teaching and linguistic analysis. In general, semiotics means openness to what is absent in the light of what is present, going beyond what is written as a text, and trying to reveal the implications and connotations inherent in it (Boubakri, 1997; Batayneh and Maabreh, 2022).

Within the framework of this concept, linguistic texts are seen as representing signs bearing near and far connotations, an explicit phenomenon and a latent, hidden phenomenon. Of which. The literature on the subject indicated that there are meanings that lie within these texts, which may not seem clearly visible, and they need special intelligence to discover them. The higher the degrees of introspection in these texts, the better the results, and hereby physiognomy is related to the individual's ability to seize meanings and implications that extend beyond what is written (Al-Jundi, 2006; Ryder, 2006).

As for comprehension of what is read, it is closely related to reading, meaning that reading means comprehension of what is being read. (Burns, Jaonn and Kelebbhan, 1999) indicated that reading is closely related to comprehension, as reading is a process that deals with the external form of language, and it is a linguistic skill that helps the reader in understanding the audio and written material, and comprehension deals with the internal content of the language. It is an interactive process between the reader and the text being read. Hence the importance of directing the learner's thinking to the method of asking questions, and helping him to become more independent and responsible in practicing the process of reading and learning from the read text. The reader understands the text by interacting with it and reaching the meaning.

The semiotic strategy seeks to create a constructive cognitive atmosphere that leads to linguistic growth, reaching a common goal for students, and working to link reading skill with reading comprehension. Within this framework, (Mahmoud, 2015) considered semiotics a teaching strategy with specific steps, and that when employed in any field, it is effective in developing students' abilities; Therefore, the researcher believes that the English language can be understood more consciously if viewed from a semiotic perspective, and that it is possible to explore more meaningful relationships and associations in the light of new intellectual insights, such as a serious openness to previous experiences in light of the available experiences, on the basis that they A new educational strategy that sees that implicit and remote meanings can only be reached on the basis of clear relationships.

The study Problem

The English language is an indivisible entity, and dividing it into parts comes as a matter of facilitation and facilitation for students, and it is known that studying all branches of the English language is to reach the correct oral and written expression. Perhaps the most prominent reasons for students' weakness in reading comprehension skills in the English language are the following: Its teaching methods and procedures that are still dominated by traditional methods; The teaching of English language skills is still based on traditional methods, where the teacher controls and directs the learning process, while the role of the learner is passive and is limited to listening, memorizing and repeating what the teacher says. Whereas, English language skills such as comprehension do not depend on the student's mastery of linguistic structures and forms only, but also require their understanding of other basic matters related to how to use these structures in the right place and at the right times.

Hence the importance of diversifying teachers in their practice of teaching strategies in educational contexts because of its impact on enhancing learners' motivation, and as a result improving their achievement. And since the English language study in Jordan is for the basic stage, it adopts research and inquiry strategies that work to give learners an active role in educational situations.

And since the researcher is an English language teacher, a clear weakness was observed in the achievement of educational outcomes in the English language exam exams, and a decline in the involvement of female students in educational situations, and their interaction with the prescribed study material, was also noted. And Al-Rimawi's study (2014), which found a decline in the achievement of sixth-grade students in Jordan, whether direct or delayed, in English language, and they attributed this to English language teachers' adoption of teaching methods that do not achieve the required educational outcomes. And that some of these strategies did not achieve their goals due to their unsuitability for the target age stage, and their failure to take into account the different types of differences among learners, so the diversification of teachers to employ educational strategies in classroom situations is an important

matter, because of its impact on enhancing students' motivation to learn, and as a result improving their achievement.

The problem of the study here also appears from the general weakness in the level of reading comprehension among learners in general, and female students of the tenth grade in particular. Most of the students show weakness in the knowledge of different language skills, and a low ability to practice English language skills in all skills related to reading, writing and reading comprehension. Al-Sanea's study (2009) showed a decline in the skills level of the basic stage students in the English language subject. The results of Al-Badawy's study (2015) showed the low level of sixth-grade students in language skills, including comprehension; Accordingly, the researcher decided to conduct this study.

The study question

Is there a statistically significant effect at the level ($\alpha = 0.05$) between the arithmetic mean of the scores of the experimental group students and the arithmetic mean of the scores of the control group students in the reading comprehension skills and sub-skills attributed to the teaching method (semiotic strategy, the usual method)?

The importance of studying

The current study has a theoretical and applied importance, and its theoretical importance appears in dealing with a modern strategy in teaching English, and there will be importance to address the theoretical background of this strategy, as well as the dimensions covered by the theoretical framework related to language skills, especially reading comprehension.

The study has practical importance

1. The authors of the English language curricula should benefit from the results of this study.
2. The benefit of English language teachers, which will be prepared from lessons in light of the semiotic strategy.
3. To benefit other researchers in conducting other studies in this field, in terms of strategy and material.

Terms, Definitions and Procedure

In this study, the following terms were defined:

1- Semiotics: The (Mahmoud, 2015) defined it as "principles in teaching based on the semiological dealing with the text in its linguistic context, ensuring openness to experiences that are absent in the light of the apparent experiences. It is clear that the transition is in the process of analysis and diving into its apparent psychological contents and introspection Text types. The procedural semiotic strategy is defined as the specific steps that will be followed to teach reading texts in the English language to the tenth grade students (the study subjects). These steps are: identifying the text, recognizing it, comprehending it, imbibing it, being saturated with it, representing it, and interpreting it.

2- Reading comprehension: Najmi (2018) defined it as "the learner was able to know the meaning of the word and the meaning of the sentence, link the meanings in an orderly and logically sequential manner, and retain these meanings and ideas and employ them in different life situations." The researcher defines procedural comprehension skills with the ability of the class student. The tenth primary school in Bint Uday Secondary School to assimilate the English language texts based on the dimensions of absorption specified by the Ministry of Education, and then interpret them by linking them to the meanings derived from the written text in the light of the student's previous experiences. It was measured by the response of each student to the reading comprehension test prepared for the purposes of the current study.

The study limits and limitations

The limits and limitations of the study were limited to the following:

- Spatial boundaries: Bint Uday Secondary School for Girls, which is affiliated with the Directorate of Education of the University Brigade in the capital, Amman.

- Human limits: a sample of tenth grade students.

Time limits: The study was implemented in the first semester of the 2019/2020 academic year.

- Objective limits: The study is determined within the limits of its subject matter, and it knows the effect of the semiotic strategy of teaching English on reading comprehension skills.

-The results are determined by the extent of verification of the validity and reliability coefficients of the two tests of this study.

Reading comprehension skills are determined by the skills adopted by the current study, which are:

First: Literal comprehension and its sub-skills

1. Get to know the main idea.
2. Identify the supporting sub-ideas.
3. Give the meanings of the words.

Second: Deductive Understanding and its Sub-Skills:

1. Give the appropriate address.
2. Recognize the ideas between the lines.
3. Discovering inconsistencies in the text.

Third: Critical understanding and its sub-skills:

1. Distinguish between causes and effects.
2. Differentiate between facts and opinions.
3. Issuing a judgment on a specific situation.

The theoretical framework of the semiotics

Semiotics emerged primarily and its mission is to transform the human sciences, especially language, literature and art, from mere reflections and impressions to sciences in the strict sense of the word. Semiotics searches for meaning in terms of form and signifying structures. Therefore, it does not care about the text or who said it, but rather tries to answer a single question, which is how the text said what it said? For this reason, the text is dismantled and re-combined to determine its structural constants. This work is based on three principles of analysis: Neutral analysis, in which the interrelationships between the elements that produce meaning are searched, structural analysis of meaning perception, and discourse analysis, in which the interest is in building a system for the production of sayings, and not for making sentences (Daffa, 2014).

(Pinkrad, 2003) stated that semiotics is the investigation of the distinguishing relations in the contents of social life in order to find out their truth and clarify their relations. It is also to train the invisible semantic and to show its direct and hidden manifestations. And the monetary eye to understand the apparent and hidden contents. As for Zeid (1996) who mentioned that semiotics is the investigation of the encoded contents that helps human beings to realize the nature of events, as they carry implicit meanings. While Barthes (1994) pointed out that it is "a game of clues that builds an individual's ability to look at content from multiple angles." Atkin (2013) mentioned that it is diving into the deep structures of the text to elucidate its distant meanings and realize its hidden implications, and to reach the psychological projections that the speaker

wanted to communicate in indirect ways. As for Raghini (1987), he pointed out that semiotics is “a science that specializes in researching the signs of signs, whatever their source.”

It is clear that there are common denominators between the conceptual approaches to the concept of semiotics, and these denominators focus on being a science that investigates the manifest and hidden contents of evidence that can be accessed by perceiving and understanding the textual contents. These signs have a profound impact on understanding and clarifying the psychological and social dimensions.

(Deelym, 2006) mentioned that semiotics is not a new analytical tendency, but rather has deep philosophical roots, whose features were evident among the Greek philosophers, especially Aristotle, who showed interest in the objective of language, as well as St. Augustine, who focused in his discussion on the dialectic between signifier and signified.

As for (Gorny, 1995) he pointed out that semiotics became a scientific subject at the hands of the American philosopher (Pearce) and the Swiss (De Saussure), and it was known as the structuralist approach in literary dealings.

(Lidov, 1999) stated that "semiotics cannot be framed in a static framework. Rather, it is an open, dynamic research approach and continuous and permanent criticism, working on analyzing the text, deconstructing its structures, probing its meanings, and diving deep into it to add new meanings to it." While (Pinkrad, 2003) mentioned that semiotics is a unique, timeless and limitless cognitive awareness and awareness, as it has given great horizons in various fields to address the human product in new ways and strategies, which contribute to increasing critical and creative awareness in the contexts of meaning and its implications.

Semiotics is a science that has been subjected to certain rules and regulations, a research method, and a working method for the systematic study of signs or signs. In the study of signs and their consistency, the reader reads the symbolic text by a creative act, and the reader here invents and dialogues with himself, as in semiotic reading the focus is on the symbolic text, and in this case the symbolic text is poured on its reader with many identities (Al-Ruwaili and Al-Bazai, 2000; Al-Mursi, 2003).

The importance of signs in semiotics is manifested in the fact that they achieve communication, as there is no communication without a system composed of evidence,” because human communication, in essence, is “the exchange of evidence (or signs) between human beings (Saleh, 2002).

In view of the importance of this communication, a trend has emerged in the field of semiotics, which is concerned with great care (Mahmoud, 2007). Thus, signs and their forms are the main subject of semiotics. Semiotics was born from the project (De Saussure), and its subject is the study of signs in the confines of society (Sarhan, 2008).

The sign or the evidence in semiotics is a mere psychological entity consisting of two interrelated elements (significant and signified). These two elements are closely related, and the signifier means the psychological impression of the sound or the symbol, while the signified (or perception) means the representation of the thing. Saussure sees that the relationship between the two sides of the sign is not based on similarity and appropriateness, but rather on arbitrariness. Hence, the concept of the sign according to Saussure is a narrow concept, because it makes the relationship of the signifier with the signified arbitrary, excluding what was a symbol or a sign. Then, Saussure neglected the relationship of the sign with reality, and made it clear that the value of the sign lies in its relationship with the neighboring signs (Mahmoud, 2015).

A trend has emerged in semiotics that is mainly concerned with human communication in particular, so that it is possible to talk about a communicative act or a semiotic act at every moment in which a sender, who is in the process of producing a sign, tries to provide the addressee with a certain signal, which is an important link in the chain of development of modern semiotics, given the The importance of its

topic and scope. Two types of signs appear here: the first: verbal signs, and the second: non-verbal signs. As for verbal, it is spoken and non-verbal speech, which is known as body language, with all its components (Abu Zeid, 1996).

(Mahmoud, 2015) indicated that the semiotic strategy is based on seven steps or stages:

- 1- The stage of defining the text: it means defining the nature of the text being dealt with.
- 2- The stage of knowing the text: in which the structure of the lesson is identified by defining the verbal form of the text.
- 3- The stage of correcting the text: in which the main thought in the text is identified and its implications are identified.
- 4- The stage of imbibing the text: during which the students can understand the text in general and identify the sub-ideas.
- 5- Text saturation stage: in which the teacher discusses the text with the students and asks them to identify the relationships involved in it.
- 6- The stage of representing the text: in which the students are able to understand the contents of the text and determine its connotations, connotations and relational networks.
- 7- The stage of reading the text: in which students reach the production of creative ideas and inferences that are meaningful to them.

Reading comprehension

Since education is a process of changing behavior, there is no doubt that reading is the means of this change, by learning about the experiences of others, and because of the great importance of reading in the life of the individual and society, education scholars have given it special attention. Taking care of the basics and principles of reading means paying attention to the elements of the entire educational process. Reading has a great importance in thought, culture and the dissemination of knowledge, as it is the most important means of receiving knowledge and developing awareness, and it is credited with what we know of facts, sciences and knowledge. Without it, man would not have reached the different cultural, cognitive and cognitive levels (Al Jubaili, 2009).

And reading, in its precise sense, is the ability to recognize, understand and interpret written symbols, and criticize and employ what these symbols indicate. Educational development is still using the written as a means of conveying information to the reader (Mustafa, 2010).

The reading process includes a set of levels of the linguistic system, mentioned by (Attia, 2009), and these levels are:

- 1- Phonetic level: It is the level concerned with extracting letters from their correct exits, and synthesising the long and short syllables that make up the words or vocabulary.
- 2- The grammatical level: It is concerned with the movements of the end of words and the structures of sentences, and taking into account the grammatical factors in the pronunciation of sentences.
- 3- The semantic level: It is concerned with the meanings of the vocabulary that relate to the structure of the word and the context in which it is contained.

Reading is also an interactive relationship between the reader and the written text, and what confirms this is what (Taylor), referred to in (Mustafa, 2010), that reading is an integrated process of interaction in which the reader perceives with the eye, then thinks and interprets it according to his background and experiences, and comes up with ideas. Generalizations and practical applications. The reader is positive if he interacts with what he reads, because the mind is a group of connected intellectual relationships, not a group of separate units that have no connection between them.

Here, it can be said, as (Habibullah, 2009) mentioned, that reading is a cognitive process in the first place based on the interpretation and understanding of the symbols of letters to create meaning, and to reach understanding and awareness, and because it is a means of social communication, the main goal of it is understanding and awareness.

As for reading comprehension, it is a cognitive mental process based on understanding the meaning of the sentence and the paragraph, distinguishing vocabulary by perceiving linguistic relatedness, distinguishing between reasonable and unreasonable, knowing personality traits, realizing the cause-effect relationship, realizing the value related to the text, placing a title for it, and distinguishing between what is in the core. The subject and what is far from it (Abu al-Daba'at, 2007).

The importance of reading comprehension is evident in mastering the various language skills, which are listening, speaking, reading and writing, and creating a type of reader who has the ability to understand and be aware of what is read, and to be provided with knowledge that remains in the mind as long as possible, as well as the ability to create and evaluate (Fadlallah, 2001). Understanding the text requires the availability of three basic things, the first of which is: the reader must understand the vocabulary of the read text in order to know the meanings of the text and the interpretation of those meanings.

The second: that the reader understand the sentence by defining its meaning, and its relationship to other sentences, and here the reader must know the grammatical rules to understand the sentence and its meaning. And the third: that the reader understand the paragraph by defining the sentences that make up the paragraph, and this is by realizing the organization and arrangement of these sentences and the relationships between them, in order to reach a general understanding of the entire text (Lafi, 2013). Assimilation or understanding is a multi-dimensional process, based on an interactive aspect, and this interaction is between three poles: the reader, the context and the text. In understanding the reader internalizes the meanings in the texts. Hence, understanding has become difficult, because it requires coordination between a number of sources of information (Shehata and Al-Najjar, 2003). The basis of reading is comprehension and comprehension, as it is the purpose and requirement of reading, because it is based on mental representations in a complete and consistent manner for the situation that the writer describes in his subject, provided that he constructs these mental representations subject to a special linguistic indexing located within special phrases and sentences, which are in the light of rules within the grammatical system of language, and all of this is formed in a sequence that proves the structure of the different subjects (Abdel Bari, 2010). The development of linguistic wealth in its literal and figurative meanings is the main objective of understanding and comprehension. In understanding, certain skills are achieved, the most important of which are: the ability to determine what is detailed in the text, the ability to remember, especially remembering what is real, as well as the ability to know the main ideas and permanent sub-ideas, and knowledge of the sequence in the subject and the time period for understanding the text constructively and organizationally (Habibullah, 2009).

Reading comprehension is the construction of meaning, and the creation of mental representations and visualizations in a coherent and integrated manner in the memory of the reader, in order to understand the reading text, and to learn from it multiple experiences; Therefore, he called it the integrative structural model of text understanding. Hence, comprehension is considered the basis of the reading process, and the main goal of it. When the reader receives the text, the process of reception begins, that is, taking the existing meaning. Hence, the process of interaction between the reader and the written text occurs, punctuated by the processes of explanation,

interpretation, analysis and conclusion. Here, the reader must develop comprehension skills to realize the meanings and ideas expressed in the read material, and link these ideas to the reader's experience, interact with them, judge them, and benefit from them (Abdel Bari, 2010; Habibullah, 2009).

Method and Procedure

The quasi-experimental approach is one of the approaches that can be adopted to achieve the objectives of the study, and based on that, this approach was adopted.

Sampling

The study members were represented by selecting a number of tenth grade students, whose number reached (59) female student in the first semester of the academic year 2019-2020, at Bint Uday Secondary School, which is affiliated with the Directorate of Education of the University Brigade in the capital, Amman. This school was intentionally chosen due to the proximity of the school and the cooperation of its management with the researcher, and the presence of a sufficient number of tenth-grade people, as there were three divisions, from which two divisions were chosen at random, one of them represented the experimental group, and it contained (29) students, and the other represented the control group, and it contained (30). student.

Study tool

Reading comprehension skills test.

The researcher prepared a reading comprehension test. The test consisted of nine questions of the type of essay questions, where the questions were an average of three questions about a level of understanding (literal, deductive, and critical). Two marks were assigned to each question, and accordingly the total score of the test reached (18) degrees, as the reading comprehension skills test was built. The three skills made up of nine sub-skills are:

First: Literal comprehension and its sub-skills

Getting to know the main idea.

Identify the supporting sub-ideas.

Giving meanings to words.

Second: Deductive Understanding and its Sub-Skills:

- Give the appropriate address.

Recognize ideas between the lines.

- Discover inconsistencies in the text.

Third: Critical understanding and its sub-skills:

Distinguish between causes and effects.

Know the facts and opinions.

- Making a judgment on a specific situation.

Validity of reading comprehension test:

The researcher standardized the reading comprehension skills test paragraphs to ensure their validity as follows:

First: the arbitrators' sincerity:

The reading comprehension skills test was presented to a group of faculty members at the International University of Islamic Sciences who are specialists in the field of curricula, teaching, measurement and evaluation, and was presented to a number of English language teachers in the Ministry of Education. In light of the arbitrators' opinions and suggestions, the reading comprehension skills test was modified in terms of the clarity of its linguistic formulation, and thus the reading comprehension skills test remained in its final form consisting of (9) paragraphs.

Second: The internal consistency:

The internal consistency of the reading comprehension skills test was verified by applying it to the exploratory sample, and the Pearson correlation coefficient was calculated between the scores of each paragraph of the reading comprehension skills in the total test score. The following table shows it.

Table (1) Correlation coefficient of each reading comprehension skill with the total test score

No	main skill	Sub skills	correlation coefficient	Indication level
1	literal understanding	Get to know the main idea	0.91	0.05
		Identify supporting subideas	0.88	0.05
		Giving meanings to words	0.87	0.05
2	deductive understanding	Give the appropriate address	0.79	0.05
		Recognize ideas between the lines	0.81	0.05
		Discover inconsistencies in the text	0.93	0.05
3	critical understanding	Distinguish between causes and effects	0.79	0.05
		Know the facts and opinions	0.81	0.05
		Judgment on a specific situation	0.86	0.05

Test reading comprehension skills

To extract the stability of reading comprehension skills, the researcher tested the same exploratory sample that was tested to extract the stability of speaking test skills. The number of female students was 32, and the test was applied to them twice, with an interval of two weeks between the two applications. The reliability coefficient was reached using the Pearson correlation (0.91), and it was also (0.89) using the internal consistency method Cronbach Alpha.

The semiotic strategy-based lesson guide

The term semiotics is a term that has more than one definition, and definitions of semiotics according to (Al-Ruwaili and Al-Bazai, 2000) can fall under two directions: logic and knowledge built according to Peirce's theory, who was concerned with the field of production in semiotics through signs and their relationships with reality. As for the second trend, it is based on the assumptions of Saussure, the founder of semiotics or the science that studies the circulation and development of signs in society. We can say that semiotics deals with systems of meanings and then developed initially in the field of verbal signs only, which later created the science of linguistics.

Semiotics experienced great developments at the beginning of the second half of the twentieth century. Therefore, some schools were distinguished according to the goals of their linguistics approach. Among these schools is the constructivist school, which has spread widely, and which has different opinions despite their interest in studying language through the same language. And not to study it through its association with use or teaching strategies adopted from other sciences. Helmsley's school postulates

that the structure of language consists of two identical levels: semantics and content, which are both amenable to analysis in terms of form and structure.

Directory philosophy

The guide is based on the constructivist theory, as it deals with classroom activities and situations designed according to the semiotic strategy, which allows the student to read the texts, determine their structure and verbal form, and determine the main idea in the text and sub-ideas.

Target group:

The guide was applied to female students (individuals of the study) who are from the tenth grade students in the Bint Uday Secondary School for Girls affiliated to the Education Directorate of the University Brigade in the capital, Amman.

The general objective of the guide:

The guide aims to develop the English language skills of tenth grade students and a deep understanding of English texts.

Special products in this guide:

Reads articles on successful businesses, advertising, creative youth, Jordan's rainforests and nature reserves, older trees, gemstones, and museums.

Determine the physical form of the text.

Recognize the verbal form of the text.

Determine the main idea of the topic.

Define sub-ideas.

Determine the relationships included in the text.

Determining the signs and their relevant implications in the text.

Provide creative inferences to the signs contained in the texts.

time:

The implementation of the guide took (45) days, with five classes per week, as decided by the Ministry of Education in the Hashemite Kingdom of Jordan, and the implementation of these classes began in the first semester of the academic year 2019/2020.

Requirements for using this guide

To use this guide and achieve the planned results in Module I (Getting Started) and Module II (The Natural World of Action Pack for Grade 10), the following must be done:

Building lessons according to the semiotic strategy.

Follow the group system.

Promote participation and creative ideas.

registered.

English language book (Action Pack) for the tenth grade.

Statistical processing

Appropriate statistical methods were used for stability and extraction of results, namely: Pearson correlation coefficient and Cronbach's alpha internal consistency equation to extract the stability of reading comprehension. The arithmetic means, standard deviations, and analysis of variance (ANCOVA) were also used to extract the results.

Results

Is there a statistically significant effect at the level ($\alpha = 0.05$) between the arithmetic mean of the scores of the experimental group students and the arithmetic mean of the scores of the control group students in the reading comprehension sub-skills attributed to the teaching method (semiotic strategy, the usual method)?

To answer the question, arithmetic means and standard deviations were calculated on the reading comprehension skills test for the two study groups, and Table (2) shows this:

Table (2) Arithmetic means, modified arithmetic means, and standard deviations for the reading comprehension skills test subgroups of the two study groups

main skill	Sub reading comprehension skills	Group	Arithmetic average (SMA)	average arithmetic mean	standard deviation
literal understanding	Get to know the main idea	Experimental	3.48	3.43	0.471
		control	2.56	2.55	0.564
	Identify supporting subideas	Experimental	3.00	3.00	0.640
		control	1.94	1.91	0.494
	Giving meanings to words	Experimental	3.69	3.61	0.695
control		2.88	2.55	1.027	
deductive understanding	Give the appropriate address	Experimental	3.62	3.61	0.412
		control	1.97	1.88	0.738
	Recognize ideas between the lines	Experimental	3.79	3.68	1.164
		control	1.81	1.72	0.258
	Discover inconsistencies in the text	Experimental	3.93	3.90	0.924
		control	2.28	2.05	1.078
critical understanding	Distinguish between causes and effects	Experimental	3.38	3.30	0.412
		Control	2.18	2.10	0.897
	Differentiate between facts and opinions	Experimental	4.91	4.90	1.132
		control	3.54	3.50	0.471
	Judgment on a specific situation	Experimental	3.79	3.69	0.564
control		2.03	2.00	0.640	
Total		Experimental	31.201	30.114	0.891
		Control	21.018	19.131	0.871

Table (3) Results of the multiple accompanying analysis of variance (MACOVA) for the reading comprehension sub-test

main skill	Sub reading comprehension skills	Contrast source	sum of squares	degrees of freedom	mean squares	q value	Indication level	ETA value	
literal understanding	Get to know the main idea	tribal	8.494	1	8.494	3.577			
		The strategy	440.980	1	440.980	85.722	0.0000	0.765	
		The error	135.341	56	2.4168				
		total	585.333	58					
	Identify supporting subideas	tribal	8.471	1	8.471	0.554			
		The strategy	508.098	1	508.098	33.240	0.000	0.368	
		The error	871.296	56	15.558				
		Total	1390.183	58					
	Giving meanings to words	tribal	252.955	1	252.955	28.031			
		The strategy	208.064	1	208.064	23.056	0.000	0.288	
		The error	514.379	56	9.1853				
		Total	1112.933	58					
	deductive understanding	Give the appropriate address	tribal	5.045	1	5.045	0.445		
			The strategy	804.483	1	804.483	70.886	0.000	0.471
			The error	306.422	56	5.4718			
			total	17963.00	58				
Recognize ideas between the lines		tribal	13.673	1	13.673	0.971			
		The strategy	70.242	1	70.242	4.990	0.000	0.394	
		The error	380.060	56	6.7867				
		total	18377.0	58					
		tribal	1.19	1	1.19	1.61			

	Discover inconsistencies in the text	The strategy	818.12	1	818.12	108.81	0.000	0.412
		The error	45.75	56	0.8169			
		Total	865.06	58				
critical understanding	Distinguish between causes and effects	tribal	0.11	1	0.11	0.22		
		The strategy	79.12	1	79.12	150.87	0.000	0.480
		The error	32.51	56	0.5805			
		total	111.74	58				
	Differentiate between facts and opinions	tribal	0.25	1	0.25	0.30		
		The strategy	19.47	1	19.47	23.49	0.000	0.301
		The error	51.39	56	0.9176			
		total	71.10	58				
	Judgment on a specific situation	tribal	2.37	1	2.37	3.52		
		The strategy	40.61	1	40.61	60.40	0.008	0.439
		The error	41.68	56	0.7442			
		total	84.66	58				
Total	tribal	5.201	1	5.201	2.381			
	The strategy	489.713	1	489.713	24.317	0.000	0.413	
	The error	130.048	56	2.3222				
	Total	645.139	58					

Discussing findings and recommendations

In the results of the question, it was found that the semiotic strategy was superior in developing reading comprehension skills. The accompanying multiple variance analysis (MANCOVA) showed the superiority of the experimental group's students over the control group's students. This may be attributed to the semiotic strategy that enabled the students to listen, comprehend, interpret, integrate ideas and arrange them logically. And that the strategies used that have multiple goals, including good active listening followed by interaction with the speaker, and answering the questions asked by the teacher made the students learn by engaging in the learning processes sensory, emotionally, physically and mentally.

The semiotic strategy is one of the strategies that can activate the sensory aspects of the students so that most or all of the senses are involved in the learning process. This positively affects the attention of the students and their awareness of what is going on in the lesson, and as a result, the awareness, achievement and interaction of the texts

and their reflection. This necessarily leads to the creation of an environmental interaction process, which increases the students' desire to learn and increases their motivation towards it. In addition to the foregoing, the strategy encourages understanding of its various types, in particular, linking experiences to each other, self-learning, developing curiosity and curiosity, and developing different thinking skills to reach creativity.

One of the reasons for reaching this result is that female students who have been taught semiotics have an active memory process, especially long-term, as important information is stored with its vocabulary, conclusions and criticism, which enhances the ability to understand so that what is in their minds of questions and ideas, stimulates the unleashing of their ideas. In addition, the reader who learned semiotics did not stop at the limits of general understanding and conclusion, but rather has the ability to add something and what the writer presents with ideas, and this addition in itself gives the student insight into what the text contains, and as a result understand and comprehend it.

This result can also be explained by the fact that the use of a new teaching method according to the semiotic strategy has created the opportunity for tenth grade students to practice scientific thinking skills such as observation, prediction, control of subject variables, generalization of results, hypothesis, inference and scientific interpretation, which led to a positive change in the ability to understand the reading and an improvement in These skills are for the experimental group students.

This result can also be explained to the teaching procedures provided by the semiotic strategy, which are characterized by organization, clarity and coherence, and the creation of interaction between the cognitive construction and the methodological construction, which helped the students to reach a sound conceptual construction, and to encourage students to take an active role in the learning process, express their opinion freely and use the information at higher levels. And different types of thinking, which contributed to the development of students' reading comprehension skills.

Recommendations and Suggestions

Based on the results of the study, the following recommendations were made:

- 1- Using the semiotic strategy in teaching the tenth-grade students in particular and the basic stage students in general in teaching the English language.
- 2- Training English language teachers to employ the semiotic strategy in teaching.
- 3- The Department of Curricula and Textbooks in the Ministry of Education in the Hashemite Kingdom of Jordan called for the need to benefit from the results of this study, and to include the evidence of strategic semiotic English language teachers.
- 4- Conducting more studies on educational stages and other classes, and new variables.

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