Effectiveness of the Semiotic Strategy of Teaching English in Developing Speaking Skills among the Basic Stage Students

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ABSTRACT

This study aimed at finding out the effectiveness of the semiotic strategy in English language in developing speaking 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 test was developed, speaking skills test skills test. Also, the researcher verified the validity and the reliability of the tests. A guide to using semiotic strategy in teaching was prepared. The test was carried out on the sample. The results of the study showed that there was a statistically significant difference between the mean scores of the groups (experimental and control) on the texts in favor of experimental group. Thus, the semiotic strategy proved to be effective in improving speaking skills among basic stage students in English. Based on the findings of the study, the researcher presented a number of relevant recommendations.

Keywords: basic stage; semiotic strategy; speaking skills; teaching English.

Study background and importance:

Introduction:

Language is one of the most common means in the process of communication, and this process is not limited to humans alone, as it is a process that exists in all living organisms, but what distinguishes human communication from other creatures is that it is the most complex and creative type of communication, and human use of communication is not to achieve needs Not only is it essential for its survival, but it also goes beyond it to expressing its different feelings and feelings. Hence, language occupied a distinguished position in the life of nations, as it is one of the greatest achievements of human society, and the basic requirement in life. In education, it achieves for the learner a linguistic pattern that enables him to express himself easily and easily to complete the communication process.

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).

Semiotics is closely related to language and attempts to study its relationships within social life and intellectual realities (Benkrad, 2003). And it is a game of clues that means achieving various alternatives in dealing with the linguistic given (Barth, 1994). It is also an open research path, and when applying it, we must continue to dismantle its structure, reveal its implications, and probe its depths. As a result, it represents a new cognitive awareness with no limit to its extensions, dealing with the product from multiple angles, and contributing to the renewal of creative and critical awareness, by reconsidering the way of dealing with texts by shifting to the space of meaning and content (Ben Ali, 2004; Lidov, 1999).

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 disassembled and reconstructed again to determine its structural constants. This work is based on three principles of analysis: neutral analysis, in which the search for the relationships between the elements that produce meaning, structural analysis for understanding meaning, and discourse analysis, in which the interest is in building a system to produce sayings, not to put sentences (Duffa, 2014).

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 sign or 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 (Professor, 2015).

Semiotics begins with a complex network of relations between man and his world, until the most important forms of communication were abstracted at all. The sign presents a virtual world thanks to its representation and representation of the real world. The system that generates signs, whatever their type, appears to be based on a mechanism that allows for the semanticization of everything that happens to the subject from the real or imaginary world, or as mentioned by (Avicenna) that man has been endowed with a sensory power in which the images of external matters are drawn, and it leads to the soul, so it is depicted. Second, it is stable even if it is absent from the senses (Professor, 2007).

Speaking is one of the most urgent and most frequently used language skills to achieve the concept of effective communication between individuals and the ability to divulge and express feelings and ideas in a sound language, employing his educational experiences in the field of language, using a sound, understandable and acceptable language (Abdul Bari, 2010).

Talking reveals the amount of linguistic wealth the learner has and the diversity of its fields, the extent of the organization of meanings and their depth, the degree of awareness of the learner, the extent of commitment to the standards of the spoken language and their eloquence, and the validity of the link between meanings, ideas and sounds appropriate to express them, making him accustomed to self-expression, and overcoming introversion. Shyness, and acquiring the features of social communication with the society in which he lives, and this is an indication that the skill of speaking occupies a large part of the use of

language. Accordingly, educational studies and research demanded more attention to speaking skill, and the need to benefit from the nature of the integrative relationship between language skills in developing language teaching strategies in the basic education stage in particular, and resorting to training and activities specific to speaking skill in social situations and living contexts (Soufan, 2006).

Speaking skill is an essential pillar in most human activities, and I can translate ideas and feelings. Fluency in speech for a person translates to the extent of his success in dealing with and adapting to others. Its importance lies in the fact that it is a tool of communication between the learner and the group in it, and through it he conveys to them what he wants, and he realizes what is intended from him, as there is no point in communication unless the expression is good and correct (Al Maleh, 2018).

Dialogue is one of the pillars that help build teachers' self-confidence that comes from fruitful interaction with their colleagues, and the deliberate use of various fluent and sound linguistic patterns to reach a state of finding meaning for learning, which contributes to achieving the learners' independence, abandoning dependency, and achieving appreciation The self, for whom speaking is a condition for its realization, and thus the positive reciprocal fluency between language and thought may grow (Al-Kandari, 2010).

Language is a system of signs and symbols that constitute a tool of knowledge, and it is the most important means of understanding and friction between members of society in all fields of life. Without language, people's cognitive activity is impossible, and language is closely related to thinking. The inner thoughts of man are formulated in linguistic templates even if they are not spoken, and only through language the idea obtains its real existence (Ambo Saidi, 2018).

The study Problem:

The results of Al-Kukhan and Haniyeh studies (2013) confirmed the low level of improvement in the English speaking skills of the students. The results of Al-Smadi's study (2011) also confirmed the existence of students' weakness in speaking

skills or the so-called oral communication skills in business and life activities. The results of the Shawabkeh study (2015) also showed the weakness of female students in speaking sound and correct sentences. Attia's study (2016) also revealed a clear weakness in students' speaking skills. This confirms the need for more scientific studies concerned with developing English language skills.

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.

Several studies indicated the effect of teaching according to the semiotic strategy on students' acquisition of linguistic construction and literary appreciation skills, such as the study of Salman (2017). And the development of creative skills, as in the study of Abu Sakina (2009). In addition to the efforts made by the Ministry of Education in the Kingdom of Jordan to improve the level of students in the basic stage, especially in the English language, this level is not commensurate with the efforts made to improve the reality of learning this language; As it has become important to improve the language skills of learners, to match what the world is heading towards today.

Study question:

This study was limited to answering the following question:

Is there a statistically significant effect at the level (α = 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 speaking skills and sub-skills attributed to the teaching method (semiotic strategy, the usual method).

The importance of the study:

.The authors of the English language curricula should benefit from the results of this study.

.The benefit of English language teachers, which will be prepared from lessons in light of the semiotic strategy.

.To benefit other researchers in conducting other studies in this field, in terms of strategy and material.

Terms and procedural definitions:

In this study, the following terms were defined:

-**Semiotics**: The professor (2015: 19) defines 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.

-**Speaking**: Abdul Bari (2010: 15) defined it as "the ability to employ verbal, linguistic and phonetic skills, and eloquence skills to communicate with others, whether at the level of comprehension or at the level of expression." The researcher defines it procedurally as the ability of the speaker - the tenth grade student at Bint Uday Secondary School - (the sender) to convey her oral message to the listener (the receiver) in a way that is characterized by organized thought, sound language, good pronunciation, and expressive performance accompanying body language and appropriate facial expressions according to the situation. It was measured by preparing a note card for speaking skills prepared for the purposes of the current study.

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, and it knows the effect of the semiotic strategy of teaching English on speaking skills.

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

Speaking skills are determined by the skills adopted by the current study, which are:

-Choosing the ideas that express the topic.

-Connecting ideas in a logical sequence.

-Express ideas with flow and ease.

-Present ideas that are clear.

-Adjust the structure of the words he pronounces morphologically.

-Possess a wealth of language that helps expression.

-Take into account the appropriate tone of the voice for the meaning expressed.

-Extract the letters from their correct exits.

-Use body language.

-Use descriptive language in speaking.

Method and Procedure:

Study Methodology:

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.

Study Personnel:

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:

Speaking skills note card

After reviewing the educational literature and previous studies related to the problem of the study, and surveying the opinion of a sample of specialists through personal interviews of an informal nature, the researcher built a note card according to the following steps:

For the students to talk about a specific topic, three topics were selected from which one topic was chosen by the arbitrators, which is a situational test in which the student speaks for 3 minutes, and the topics are:

.Nothing is superior than life except HOME

I looked deep inside my soul and I found my MOM lives there.2

There are many classmates, but there is only ONE FRIEND.3

The third topic, which revolves around the one friend, was chosen

The main skills of speaking skills were identified, and they numbered (10) skills, and they were as follows: choosing ideas expressing the topic, linking ideas in a logical sequence, expressing ideas with flow and ease, presenting ideas characterized by clarity, controlling the structure of words that he pronounces morphologically, and having a linguistic wealth that helps On

expression, taking into account the appropriate tone of voice for the meaning expressed, taking letters out of their correct exits, using body language, and using descriptive language in speaking.

The researcher set special criteria to correct the oral performance of each student, where the students' performance was estimated by observation according to a triple gradation (good, average, poor) and weights were given (3, 2, 1) to know the level of speaking and oral expression skills among the tenth grade students and thus The scores of the study sample are limited to (30-10) degrees.

Validate Speaking Skills Note Card:

The researcher codified the paragraphs of the note card to ensure its validity as follows.

First: the arbitrators' sincerity

A note card for speaking skills related to the topic that was previously selected (the one friend) was shown to a group of faculty members at the International Islamic Sciences University who are specialists in the field of curricula, teaching, measurement, and evaluation, as well as to several English language teachers in the Ministry of Education. Considering the arbitrators' opinions and suggestions, the criteria of the Speaking Skills Note Card were modified in terms of the clarity of its linguistic formulation. Thus, the Speaking Skills Note Card remained in its final form, consisting of (10) skills.

Second: The internal consistency

The validity of the internal consistency of the speaking skills observation card was verified by applying it to the exploratory sample, and the Pearson correlation coefficient was calculated between the degrees of each of the sub-speaking skills in the total score of the card. The following table shows it.

Table 1 Correlation coefficient of each of the speaking skills with the total score of the card

Number	Sub-skills for speaking	correlation coefficient	Indication level
1	Choose ideas that express the topic	0.87	0.05
2	Connecting ideas in a logical sequence	084	0.05
3	Express ideas with flow and ease	0.94	0.05
4	Show clear ideas	0.87	0.05
5	Adjust the structure of the words pronounced morphologically	0.92	0.05
6	Possessing a wealth of language that helps expression	0.82	0.05
7	Pay attention to the tone of the voice appropriate to the meaning expressed	0.93	0.05
8	Take out the letters from their correct pronunciations	0.88	0.05
9	Use body language	0.84	0.05
10	Use descriptive language in speaking	0.76	0.05

Persistence of speaking skills navigation card

The stability of the speaking skills observation card was known through the use of the test and re-test by choosing one of the tenth grade people in Bint Uday Secondary School for Girls, which is not the people that represented the study members, i.e. an exploratory sample from outside the study sample. . The number of members of the exploratory sample was (32) female students, who were tested twice, with an interval of two weeks between the two applications. Using the Pearson correlation coefficient, the reliability coefficient was extracted, and its amount was (0.87).

The stability of the card was also extracted by means of Holste's equation: where the stability of the observation card was calculated by the method of stability across individuals, and it means the extent of agreement between the results of the observation reached by the researcher for the performance of the sample and the results of the observation reached by other researchers. The researcher chose two experienced female colleagues from the English language specialists, and five of the tenth-grade students were observed in their performance on speaking skills as mentioned in the note card. The researcher used the Holisti equation (1969) to verify the stability of the card across individuals, which are:
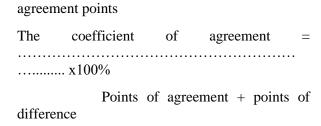
agreement points

The coefficient of agreement = …………………………………………………… …........... x100%

           Points of agreement + points of difference

Table (2) Points of agreement and difference in the speaking skills note card and in the overall score of the card

skill	agreement points	points of difference	Points of agreement + points of difference	agreement coefficient
performance note	33	3	36	91.6%

The previous table shows that the coefficients of the agreement were (91.6%), and this is a good coefficient. This type of consistency is called consistency across individuals, and it means the arrival of the same analyst with another person when applying the same analysis process procedures, which confirms the stability of the tool.

Study design:

The study took the following design:

The independent variable: It has two levels (semiotic strategy, and regular lessons)

Dependent variables: speaking skills, and the study adopted the following design

G1 O1 X O1

G2 O1 - O1

Since:

G1: experimental group

G2: the control group

O1: Speaking skills test

X: Experimental processing: the semiotic strategy

Statistical processing:

Appropriate statistical methods were used for stability and extraction of results, namely: Pearson correlation coefficient to extract the stability of the speaking skills observation card. Arithmetic averages, standard deviations and analysis of variance (ANCOVA) were also used to extract the results.

Results

First: the question text: 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 sub-speaking skills attributed to the teaching method (semiotic strategy, the usual method).

To answer the question, arithmetic means and standard deviations were calculated in the speaking note card for the two study groups, and table (3) shows that:

Table (3) Arithmetic means, modified arithmetic means, and standard deviations of a skills note card Sub-speak for the two study groups

Sub Speaking Skills	group	Arithmetic average	average arithmetic mean	standard deviation
Choose ideas that express the topic	Experimental	3.44	3.43	0.82
	control	2.08	2.08	1.15
	Experimental	4.04	4.04	1.01

Connecting ideas in a logical sequence	control	3.04	3.03	0.81
Express ideas with flow and ease	Experimental	7.80	7.82	0.77
	control	5.60	5.57	0.91
Show clear ideas	Experimental	4.76	4.76	0.81
	control	3.44	3.43	1.05
Adjust the structure of the words pronounced morphologically	Experimental	20.40	20.06	1.00
	control	14.16	14.13	0.78
Possessing a wealth of language that helps expression	Experimental	4.61	4.58	0.89
	control	3.10	3.11	0.93
Pay attention to the tone of the voice appropriate to the meaning expressed	Experimental	4.81	4.77	0.87
	control	3.25	3.21	1.12
Take out the letters from their correct exits	Experimental	4.91	4.90	1.02
	control	3.54	4.34	1.00
Use body language	Experimental	3.48	3.45	0.88
	control	2.36	2.31	0.79
total	Experimental	14.36	14.30	0.91
	control	4.36	4.32	0.88

Table (3) shows that there are apparent differences in the values of the arithmetic averages; In order to clarify the significance of the differences, multiple concomitant analysis of variance **(MACOVA)** was used, and the results shown in Table (4) showed the following:

Table (4) Results of the multiple-combined analysis of variance (MACOVA) for the sub-speaking skills test

skill	Contrast source	sum of squares	degrees of freedom	mean squares	P value	Indication level	ETA value

Choosing ideas that express the topic	before	0.28	1	0.28	0.27		
	strategy	23.66	1	23.66	25.381	0.000	0.366
	false	41.023	56	0.7325			
	total	71.120	58				
Connecting ideas in a logical sequence	before	0.241	1	0.241	0.150		
	strategy	12.37	1	12.37	7.540	0.009	0.146
	false	72.02	56	1.250			
	total	88.420	58				
Express ideas with flow and ease	before	4.311	1	4.311	1.450		
	strategy	65.202	1	65.202	21.154	0.000	0.325
	false	135.618	56	2.421			
	total	204.500	58				
Show clear ideas	before	0.339	1	0.339	0.165		
	strategy	23.740	1	23.740	12.352	0.000	0.222
	false	83.352	56	1.84			
	total	118.50	58				
Adjust the structure of the words pronounced morphologically	before	0.22	1	0.22	0.24		
	strategy	21.66	1	21.66	23.381	0.000	0.248
	false	39.124	56	0.6986			
	total	69.210	58				
Possessing a wealth of language that helps expression	before	0.341	1	0.341	0.201		
	strategy	27.140	1	27.140	11.021	0.008	0.412
	false	84.057	56	1.10			
	total	106.792	58				
Pay attention to the tone of the voice appropriate to the meaning expressed	before	0.412	1	0.412	0.201		
	strategy	17.201	1	17.201	15.321	0.012	0.328
	false	66.10	56	1.1803			
	total	74.31	58				
Take out the letters from	before	0.32	1	0.32	0.301		
	strategy	31.02	1	31.02	28.147	0.000	0.289

their correct exits	false	39.124	56	0.6986			
	total	66.125	58				
Using body language	before	0.314	1	0.314	0.147		
	strategy	18.24	1	18.24	19.149	0.007	0.358
	false	41.016	56	0.7324			
	total	68.179	58				
Use descriptive language in speaking	before	0.287	1	0.287	1.450		
	strategy	29.017	1	29.017	21.154	0.008	0.347
	false	81.412	56	1.37			
	total	102.258	58				
Total	before	4.484	1	4.484	1.866		
	strategy	549.713	1	549.713	28.747	0.000	0.801
	false	136.980	56	2.446			
	total	720.983	58				

It is noted from Table (4) that:

regarding the results of the multiple accompanying analysis of total performance in the dependent variable (speaking skills) attributed to the teaching strategy (semiotics), it is noted that there is a statistically significant difference attributed to the teaching strategy, where the value of P (28.74) reached a level of significance (0.000), and this value is significant, and the differences were in favor of The experimental group, where the arithmetic average of their performance on speaking skills was (20.069), while the arithmetic mean of the control group was (14.131), and the Eta-square reached (0.801), meaning that (80.1%) of the variance explained in the dependent variable (speaking skills) is attributed to the strategy. Semiotics The calculated ETA value for the total performance indicates that there is a significant effect on the development of speaking skills due to the teaching strategy.

regarding the results of the accompanying multiple analysis of the sub-speaking skill (choice of ideas expressing the topic) attributed to the teaching strategy (semiotics), it is noted that there

is a statistically significant difference attributed to the teaching strategy, where the value of P (25,381) at the level of significance (0.000) and this value is indicative, and the differences were In favor of the experimental group, where the average arithmetic mean of their performance on the skill of choosing expressive ideas about the topic was (3.43), while the arithmetic mean of the control group was (2.08), and the Eta-square reached (0.366), meaning that (36.6%) of the explained variance is in the dependent variable (The skill of selecting ideas expressing the subject) is attributed to the semiotic strategy. The calculated ETA value indicates that there is a significant impact on the development of the skill of selecting ideas expressing the topic due to the teaching strategy.

regarding the results of the multi-analysis accompanying the sub-speaking skill (the link between ideas in a logical sequence) attributed to the teaching strategy (semiotics), it is noted that there is a statistically significant difference attributed to the teaching strategy, where the value of P is (7.540) at the level of significance (0.009) and this value is significant, and the differences

were In favor of the experimental group, where the arithmetic average adjusted for their performance on the skill of linking ideas in a logical sequence was (4.04), while the arithmetic mean of the control group was (3.03), and the Eta-square reached (0.146), meaning that (14.6%) of the explained variance in the dependent variable (The skill of linking ideas in a logical sequence) attributed to the semiotic strategy. The calculated ETA value indicates that there is a significant impact on the development of the skill of linking ideas in a logical sequence attributed to the teaching strategy.

regarding the results of the accompanying multiple analysis of the sub-speaking skill (expressing ideas with flow and ease) attributed to the teaching strategy (semiotics), it is noted that there is a statistically significant difference attributed to the teaching strategy, where the value of P (21,154) at the level of significance (0.000) and this value is indicative, and the differences were In favor of the experimental group, where the average arithmetic mean of their performance on the skill of expressing ideas with flow and ease was (7.82), while the arithmetic mean of the control group was (5.57), and the ETA square reached (0.325), meaning that (32.5%) of the explained variance is in the dependent variable (The skill of expressing ideas with flow and ease) is attributed to the semiotic strategy. The calculated ETA value indicates that there is a significant effect in developing the skill of expressing ideas with flow and ease due to the teaching strategy.

regarding the results of the accompanying multiple analysis of the sub-speaking skill (presenting ideas characterized by clarity) attributed to the teaching strategy (semiotics), it is noted that there is a statistically significant difference attributed to the teaching strategy, where the value of P (12.352) reached a level of significance (0.002) and this value is indicative, and the differences were in favor of The experimental group, where the arithmetic average adjusted for their performance on the skill of presenting ideas characterized by clarity (4.76), while the arithmetic mean of the control group was (3.43), and the Eta square amounted to (0.222), meaning that (22.2%) of the explained variance in

the dependent variable (presentation skill clear ideas) attributed to the semiotic strategy. The calculated ETA value indicates that there is a significant impact on developing the skill of presenting clear ideas due to the teaching strategy.

regarding the results of the accompanying multiple analysis of the sub-speaking skill (controlling the structure of the words pronounced morphologically) attributed to the teaching strategy (semiotics), it is noticed that there is a statistically significant difference attributed to the teaching strategy, where the value of P (23.381) at the level of significance (0.000) and this value is indicative, and it was The differences are in favor of the experimental group, where the average arithmetic average of their performance on the skill of controlling the structure of the words that they pronounce morphologically was (20.06), while the arithmetic mean of the control group was (14.13), and the ETA square amounted to (0.248), meaning that (24.8%) of the explained variance in the variable The subordinate (the skill of controlling the structure of the words pronounced morphologically) is attributed to the semiotic strategy. The calculated ETA value indicates that there is a significant effect in developing the skill of controlling the structure of words pronounced morphologically, due to the teaching strategy.

regarding the results of the accompanying multiple analysis of the sub-speaking skill (possession of a linguistic wealth that helps expression) attributed to the teaching strategy (semiotics), it is noted that there is a statistically significant difference attributed to the teaching strategy, where the value of P (11,021) at the level of significance (0.008) and this value is indicative, and it was The differences are in favor of the experimental group, where the arithmetic average adjusted for their performance on the skill of possessing a linguistic wealth that helps expression was (4.58), while the arithmetic mean of the control group was (3.11), and the Eta square amounted to (0.412), meaning that (41.2%) of the explained variance in the variable The subordinate (possession of a linguistic wealth that helps expression) is attributed to the semiotic strategy. The calculated ETA value indicates that there is a significant impact on the development of the skill

of possessing a linguistic wealth that helps expression, due to the teaching strategy.

regarding the results of the accompanying multiple analysis of the sub-speaking skill (taking into account the appropriate tone of voice for the expressed meaning) attributed to the teaching strategy (semiotics), it is noted that there is a statistically significant difference attributed to the teaching strategy, where the value of F (15.321) at the level of significance (0.012), and this value is indicative. The differences were in favor of the experimental group, where the arithmetic average adjusted for their performance on the skill of taking into account the appropriate tone of the voice for the meaning expressed was (4.77), while the arithmetic mean of the control group was (3.21), and the Eta square amounted to (0.328), meaning that (32.8%) of the explained variance In the dependent variable (taking into account the appropriate tone of the voice for the expressed meaning) is attributed to the semiotic strategy. The calculated ETA value indicates that there is a significant effect in developing the skill of observing the appropriate tone of voice for the expressed meaning due to the teaching strategy.

regarding the results of the accompanying multiple analysis of the sub-speaking skill (extracting letters from their correct exits) attributed to the teaching strategy (semiotics), it is noted that there is a statistically significant difference attributed to the teaching strategy, where the value of P (28.147) reached a significance level of (0.000) and this value is indicative, and the differences were In favor of the experimental group, where the average arithmetic mean of their performance on the skill of extracting letters from their correct exits was (4.90), while the arithmetic mean of the control group was (4.30), and the ETA square reached (0.289), meaning that (28.9%) of the explained variance is in the dependent variable (Extracting the letters from their correct exits) due to the semiotic strategy. The calculated ETA value indicates that there is a significant impact on developing the skill of extracting letters from their correct exits due to the teaching strategy.

regarding the results of the accompanying multiple analysis of the sub-speaking skill (the use of body language) attributed to the teaching strategy (semiotics), it is noted that there is a statistically significant difference attributed to the teaching strategy, where the value of P (19.149) reached a level of significance (0.007) and this value is significant, and the differences were in favor of the group Experimental, where the average arithmetic average of their performance on the skill of using body language was (3.45), while the arithmetic mean of the control group was (2.31), and the Eta square amounted to (0.358), meaning that (35.8%) of the explained variance was in the dependent variable (use of body language). It is attributed to the semiotic strategy. The calculated ETA value indicates that there is a significant impact on the development of the skill of using body language due to the teaching strategy.

regarding the results of the accompanying multiple analysis of the sub-speaking skill (the use of descriptive language in speaking) attributed to the teaching strategy (semiotics), it is noted that there is a statistically significant difference attributed to the teaching strategy, where the value of P (21,154) at the level of significance (0.008), and this value is significant, and the differences were In favor of the experimental group, where the arithmetic average adjusted for their performance on the skill of using descriptive language in speaking was (14.30), while the arithmetic mean of the control group was (4.32), and the Eta square reached (0.347), meaning that (34.7%) of the explained variance is in the dependent variable (The use of descriptive language in speaking) is attributed to the semiotic strategy. The calculated ETA value indicates that there is a significant effect on developing the skill of using descriptive language in speaking due to the teaching strategy.

Discussing findings and recommendations

In results of the question, it was shown that the semiotic strategy group was superior to the group of the ordinary method. The results of the multiple accompanying analysis (MANCOVA) related to the significance of the differences between the mean scores of the two study groups in the observation card of post-speaking skills in the English language and in all sub-skills showed that the students of the experimental group

outperformed the students of the experimental group. Those who studied according to the semiotic strategy on the students of the control group who studied in the usual way.

The reason may be due to the fact that the semiotic strategy increased the students' desire to learn more and instilled in them the ability for free discussion and the desire to explore what is hidden in order to clarify it and find out its secrets. The organization of questions and the skill of directing them to the right direction. And that the students' goal is not limited to remembering and memorizing information, but rather encouraging them to speak and write what they have learned, and to link this with their previous experiences, and to benefit from that in their daily lives, and to make what they have learned a part of themselves so that they become active learners.

In addition, the questions raised on the subject and the answers to them worked to motivate the students. This leads to the development of the students' goals, as the goal does not stop at memorizing and memorizing information, but rather to encourage them.

This may also be due to the diversity and attractiveness during the application of the activities included in the semiotic strategy, and this had a great impact in revealing its effectiveness in developing the speaking skills of the students. As well as the adoption of the semiotic strategy on the activity of female students as they are the center around which the learning events revolve, which leads to spreading the spirit of competition and activity and eliminating boredom and boredom, through the diversity and multiplicity of evaluation activities.

This result can be attributed to the active role of the semiotic strategy, which contributed to the development of the speaking skill of the students, as they benefited from the presentation method and enjoyed listening and speaking as a result of the diversity in the method of its presentation, and its reliance on the attractive and interesting linguistic method replete with sensory images and smooth dialogue, and its relevance to the developmental characteristics of individuals The study, the student's environment, imagination and

dreams, as well as the effect of some explanatory methods that awaken the senses.

The semiotic strategy also has characteristics that contribute to improving speaking skills. These steps are: The step of defining the text, in which the nature of the text is identified, and the physical form of the lesson is determined. The step of knowing the text, in which the student becomes acquainted with the structure of the lesson by determining the verbal form of the text. The step is to identify the main idea in the text and identify it and stand on the semantic form of the text. And a step that imbibes the text, in which the student understood the text in general, and identified the sub-ideas. The step of saturation with the text, in which the process of discussing the text takes place, in which the marks included in the text are determined. And a step representing the text, in which the students were able to fully understand the text, and determine the signifier and signifier of each relationship in the text. And the observation step, in which the students reached a greater degree of creativity, they provided creative inferences directly related to their perspectives.

This result can also be explained that the semiotic strategy has contributed to the development of the speaking skills of the experimental group, in all sub-skills of English speaking skills, due to its advantages represented in providing the appropriate atmosphere for interaction and communication between the teacher and the student, and creating a worry-free learning environment. It is based on subjectivity and independence, and focuses on the interests and needs of female students, in addition to the immediate reinforcement that this strategy provides for female students, which made the learning environment more attractive and contributed to improving and developing the acquired skills.

In its results, the current study agreed with the results of the Salman study (2017), which showed a development in the levels of linguistic construction, which is one of the manifestations of speaking, and agreed with the results of the study of Al-Jabari and Al-Ustad (2017), which showed statistically significant differences in favor of the semiotic strategy. And with the results of the professor's study (AL Ostaz, 2015), which showed

that there are statistically significant differences for the educational strategy based on semiotics in higher-order thinking processes. I agreed with the professor's study (2015), which showed that there are statistically significant differences in favor of caricature semiotics in developing innovative thinking skills. This is with regard to the existence of an effect of semiotics as an independent variable in the various dependent variables.

In general, I agreed with the results of Al-Malih's study (2018), which showed significant differences in favor of the experimental group, which indicates the effectiveness of using cartoons in developing English speaking skill. It agreed with the results of the Al-Basoul study (2015), which showed that there were statistically significant differences in speaking skills due to the cooperative reading strategy. It also agreed with the results of the Al-Badawi study (2015), which showed that there were statistically significant differences in favor of the educational program based on metacognitive strategies in improving speaking skills, and agreed with the results of the Al-Harbi study (2014), which showed that there are statistically significant differences between the average scores of the two groups on the Posttest in favor of the experimental group. The results related to speaking in the current study differed from the results of the Hooji study (2015, which showed the lack of effectiveness of the cartoon concepts method in improving speaking skill.

Recommendations and Suggestions

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

-Using the semiotic strategy in teaching the tenth grade students in particular and the basic stage students in general in teaching the English language

-Training English language teachers to employ the semiotic strategy in teaching

-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

-Conducting more studies on educational stages and other classes, and new variables.

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