A Proposed Teaching Model Based on the Semiotic Approach in Teaching English Literature and its Effectiveness in Developing Creative Writing and Deep Understanding Among University Students

Dr. Salam Mahmoud Al-Ostaz[1] , Prof. Ibrahim Hamed Al-Astal[2], Prof. Awad Sulaiman Keshta[3]
English Department- IUG [1,2,3]
*Corresponding Author: Salam.ostaz@gmail.com

Abstract:

The study sought to find out the effectiveness of a proposed teaching model based on the semiotic approach in teaching English for developing creative writing and deep understanding among university students. To achieve the study aim, the mixed approach; quasi experimental approach with pre-posttest one group design was adopted and snowball focus group interviews was carried out.

The sample of the study consists of (30) female senior students who study the course of World literature " Goat Days Novel" at Al-Aqsa University in the second term of the year 2021.T-Test paired sample, Effect size and efficiency were used. Pearson and Spearman correlations, Split-half technique and Difficulty and Discrimination Coefficients were used to establish the tools' validity and reliability.

The study concluded that: there are statistically significant differences at (α ≤ 0.05) between English literature students' mean scores in the pre and post application of creative writing and deep understanding tests, in favor of the post application. In addition, the effectiveness of the proposed teaching model based on the semiotic approach is more than 0.14 according to Eta-Squared ratio. Finally, the proposed teaching model efficiency is more than 80%/70.

Keywords: The Semiotic Teaching Model; Creative Writing; Deep Understanding.

نموذج تدريسي مقترح قائم على المنحى السيميائي في تدريس الأدب الانجليزي وفاعليته في تنمية الكتابة الابداعية والفهم العميق لدى طلبة الجامعة

الملخص:

هدفت الدراسة الى التعرف إلى فاعلية نموذج مقترح قائم على المدخل السيميائي في تدريس الأدب الإنجليزي لتنمية الكتابة الإبداعية والفهم العميق لدى طلبة الجامعة. ولتحقيق ذلك تم استخدام المنهجين الكمي والنوعي؛ فاستخدم المنهج شبه التجريبي ذو تصميم المجموعة الواحدة باختبار قبلي-بعدي كمنهج كمي، وتم إجراء مقابلات نوعية للطلبة باستخدام كرة الثلج كنهج كيفي. فتكونت عينة الدراسة من (30) طالبة في المستوى الرابع ممن يدرسون مساق الأدب العالمي في جامعة الأقصى في الفصل الثاني 2021.

وتم تطبيق اختبار الكتابة الإبداعية واختبار الفهم العميق على عينة الدراسة قبل وبعد التدريس من خلال النموذج السيميائي بعد التأكد من صدقهما وثباتهما ومعاملات الصعوبة والتمييز. كما تم معالجة فرضيات الدراسة باستخدام اختبارT-Test ، وحجم التأثير والكفاءة.

وتوصلت الدراسة إلى وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (0.05 ≥ α) بين متوسطي درجات الطلبة في التطبيق القبلي والتطبيق البعدي على اختبار الكتابة الإبداعية واختبار الفهم العميق في الأدب الإنجليزي، ولصالح الطلبة في التطبيق البعدي. كما كان حجم أثر النموذج التدريسي المقترح القائم على المدخل السيميائي في تدريس الأدب الإنجليزي لطلبة الجامعة للكتابة الإبداعية والفهم العميق أعلى من 0.14 وفقًا لـمعامل مربع ايتا. وكانت كفاءة هذا النموذج تزيد عن 80٪ / 70.

كلمات مفتاحية: النموذج التدريسي السيميائي، الكتابة الإبداعية، الفهم العميق

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Introduction:

The fact that education plays an important role in human development is no longer ignored as the main role of it is to build a human who understands the world around him and to change it for the best. Since education leads to enlightenment and is a way to make a man complete, it is crucial to search for the most effective approaches to teaching to achieve this aim. In this is regard, educators try to keep up with the latest research developments and findings as well as initiatives that hold promise to improve the standards of learning and help students prepare for their futures; therefore, teachers have to find ways to incorporate 21st century skills in their lessons, so that students have an adequate amount of time to practice and master 21st century skills in the course of their daily routines (Oliver, 2016). In light of that, modern trends in education that adopt student-based learning have proved their effectiveness in enhancing the learning process and they still call for the importance of students' learning through thinking, working and sharing experiences, and they have emphasized the need for adopting strategies that lead to long life learning. In this context, the study of (Al-Harbi, 2018) emphasized those activities such as game-based, peer discussion and learners' talk as suitable activities for EFL learners.

Being able to communicate effectively in the contemporary world is one of the most important qualities that a person should acquire, and its efficiency comes with the mastery of receptive skills (listening and reading) and productive skills (speaking and writing) of English language. The reflection of creative aspects of students can be seen mostly in the texts they produce by using the writing skill (Kandemir and Tok, 2015). Writing includes "creative thinking and relating new information with the prior knowledge and this makes new information sense", for this reason, creativity and writing skill are very close together and identical (Demir, 2013; cited in Kandemir and Tok, 2015). In addition, creative writing means, as defined in *Your Dictionary*, "the writing that expresses ideas and thoughts in an imaginative way", " It's the "art of making things up". In this regard, the researcher adds to these definitions that creative writing is the writing described by fluency, flexibility and originality.

Within the curricular landscape of education, the term *deep understanding* has become a central part of mission statements and general outcomes. Studies that handled deep understanding indicated that it occurs when the student immerses in deep interpretations, asks questions, recall the previous knowledge, and then create ideas while accomplishing tasks (Al-Ateeby, 2016). Also, Aba-Alteef, et .al 2020 pointed out that the student who adopted deep understanding in learning is driven by an inner interest in learning, confident with the information he gains, and has the willingness to search the meaning.

All instructors agree that learning concepts rather than memorizing facts is the key to EFL students' success and achievement of their goal orientations. (Mahboudi, 2019). Thus, strategies that develop deep understanding should be adopted, and the skills of deep understanding should be practiced. The skills of deep understanding include: productive thought, decision making, interpretation and raising questions (Shalhoub, 2019). Subsequently, deep understanding serves literature learning as it requires a quite understanding of hidden messages, situations, characters, and feelings.

The importance of the teaching-learning processes refers to attention has been paid to the written and oral registers. In this regard, recent studies suggest that gestures, body posture, kinesthetic actions, artifacts and signs are a fruitful way to be adopted to investigate how students learn and how teachers teach (Radford, 2013). In general, communication involves a source

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transferring an idea to a receiver through a code that could be graphic, phonic, body touch, facial expression, eye contact, use of colour, and other symbols that promote meaning and interpretation in the communication process (Chukwu and Azuka, 2014).

In this context, semiotics is considered as a mean of communicating indirectly; it investigates how signs come to represent objects, ideas, states, situations, feelings, and conditions outside of themselves. Semiotics helps the readers detect what goes into a message, its parts and how these are organized structurally as well as how the message comes to have meaning (Chukwu and Azuka, 2014). Hence, Al-Ostaz (2015) assures the importance of adopting semiotics as a teaching strategy as it develops the way of teaching curricula because it urges the learners to detect implications and significations included in the text in which valuable mental habits and abilities are created that lead them to improve their lives through thinking critically and creatively, subsequently taking the correct decisions in the different contexts. Edusemiotics "educational semiotics" is a recently developed direction in educational theory that takes semiotics as its foundational philosophy and explores the philosophical specifics of semiotics in educational contexts (Deelt and Semetsky, 2017). In terms of language, it is a combination of signs and symbols that are used for communication and they are used unconsciously by the students and the teachers. Besides, language has a semiotic nature which is considered so tough and complex. (Zamani, 2016). Thus, it can be said that, semiotics is a fundamental issue to be considered in language teaching pedagogy.

Recently, many studies handled semiotics in the field of education, and they proved the effectiveness of semiotics in the field of education such as Irfan et al.'s (2020), Al-Ostaz and Al-Jaabary's (2019), Zamani's (2016), Al- Ostaz's (2014), Al-Ostaz's (2013), Kasieva's (2012), Arney's (2012), and Semetsky's (2010). These studies and others showed the strong correlation between semiotics and education and how the teaching- learning process has a semiotic nature.

The Statement of the Problem:

The study problem stems from several sources as the researcher is going to clarify considering the main aim of education that it seeks to build a human and a learner with an integrated personality.

 First, based on the researcher's experience as she works as a lecturer at the university, and she teaches different courses in language and literature, she noticed the students' weakness in creative writing as a productive skill that needs practicing; students restrict their writing with copying from others which reflects their narrow point of view of the topic handled. The researcher indicates that there is no specific course for creative writing, and the writing courses are just limited to the basics of writing and academic writing, so activities related to creative writing must be intensified. Also, the researcher realized the difficulty the students face in understanding and comprehending literary texts; students demonstrate their low level in such activities, and they get low scores especially in literature courses as they require a deep understanding of the text. Consequently, it adversely impacts their other skills such as explaining, interpreting, criticizing, analyzing and showing perspectives.

Second, the researcher reviewed literature and previous studies related to her study, there are previous studies that support the researchers' observations related to creative writing such as (Bussinger's, 2013), (Kandemir and Tok 's study, 2015) and (Jamieson's, 2018) and those of others which also encouraged integrating creative writing activities while teaching as they motivate students and promote their level in language. Related to deep understanding, there are many studies that reflected the lack of the students' deep understanding and investigated challenges to teaching English literature such as (Matson's, 2016), (Alkubaidi's, 2014) and (Mahboudi's, 2019). Besides, the researcher points out that there is no specific teaching model adopted in teaching English literature in Palestine, the matter that urges the researcher to present a teaching model.

Third, the researcher interviewed instructors and supervisors in the field of education and English language who assured that creative writing and deep understanding still constitute a problem not only for the students, but also for them as they face difficulties while teaching. They also denoted that there is no specific teaching model that can address such problem problems and promote the students' level.

For that, the researcher emphasizes that foreign language teaching should pursue the goal of providing the learner not only with a linguistic, but moreover with an intercultural competence; awareness of the world around us. This requires the abilities that allow the student successfully to think, plan, run rehearsals of future events, re-analyze the past, and even simulate or fantasize events that may never happen. In other words, this requires the student to be immersed in the sea of meanings in order to be considered as a conscious one. According to the foregoing, the researcher emphasizes the need for the semiotic approach in teaching to overcome the previous problem and to promote the students' level.

Due to the researcher's awareness of the semiotic approach, she noticed during the teaching process, that the students are motivated and they demonstrate a high level of understanding in these situations, when she adopts different leaning styles, when she helps them to express their perspectives, when she urges them to relate knowledge to real-life situations and when she gives them the chance to interpret materials in a different meaning, especially in literature courses as literature includes many of signs and figures, and it presents different cultures which serve the researcher's aim. Furthermore, the researcher conducted a study in 2014 to raise English pre-service teachers' awareness of the semiotic approach. That study gave the researcher an idea about its effect on the students' performance as well through an exploratory study. Teachers' who were trained on the semiotic- based program indicated that their students' levels were improved according to their observations and evaluation. In addition, the researcher affirms that most teachers and educators still have no idea about the semiotic approach according to interviews she recently conducted. Below, the researcher clarifies how semiotics addressed the study variables.

Regarding *creative writing*, the researcher sees that the semiotic approach may develop the students' sense of productivity and it may enhance their writing as she noticed that students adapt copying while writing, and they cannot create, criticize or to show their perspectives in general and in literature in particular, specially there is no specific course for creative writing, but the courses are limited to the basics of writing and academic writing. In this regard, some studies agree with the researcher's point of view such as (Avramenko, 2018), (ŞENEL, 2018), (Maley, 2015), (Kandemir and Tok, 2015) and (Bussinger, 2013) that suggested integrating creative writing activities in English language classes, from primary to tertiary, and they indicated that many EFL/ESL students do not master the skills of creative writing or have the experience of practicing it in English. If the students practice the skills of creative writing, they will have the ability to expand the knowledge of literature, and learn new language structures and vocabulary. Moreover, Students are motivated to learn English by engaging in creative writing exercises in English language teaching classes. Furthermore, Zaheer (2017) recommended that students should be provided with remedial teaching to improve their performance in writing so that they can be lifted to the level of creative writers. In addition, Burkšaitienė (2014) stressed the necessity to investigate students' experience of learning to become creative writers after they finish the course. This may lead to generalizations on how the creativity-favorable environment can be further enhanced. Thus, the researcher suggests semiotics to help students to produce words, develop perspectives as much they can through analyzing the meaning of the text at different levels, then they can write creatively and freely.

According to *deep understanding*, the researcher indicates that semiotics is an effective approach to develop the students' understanding as it deals with meaning. meaning is not

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transmitted to us, but we actively create it according to a complex interplay of codes or conventions of which we are normally unaware (Al-Ostaz, 2014). This requires a skill that semiotics may develop. It is important to say that students adopt rote memorization while answering as Matson (2016) clarifies, students are expected to reproduce correct answers exactly as stated in the book or given by the teacher if they are to pass their exams. Besides, Hamel et al. (2015) indicated that Students are too often asked to repeat what they know rather than to explain and connect their knowledge with one another. Also, Hussein & Al-Emami, (2016) maintained that students' low language proficiency and unfamiliarity with the cultural and social background of the text to be the most serious student-related challenges. the researcher believes that semiotics narrows the distance between students and the text by searching signs and meanings, and by relating the themes and characters of the literary work to students' personal experiences, the matter that they read, enjoy and comprehend literature. In addition, it is important to shed light on studies that investigated deep understanding and indicated the importance of developing it for learners such as (Abd- Alteef, et al's. 2020), (Shalhoub's, 2019), (Mahboudi's, 2019), (Al- Otaibi,'s 2016), (Hamel et al.'s 2015), (Al-Jahouri's, 2012), (Tochon's, 2010), (McTighe's, 2006), , (Lutf- Allah's, 2006), (Leithwood et al's., 2006), (Zirbel's, 2006), (Jaber's, 2003), and (Newton's, 2000). Despite many studies that investigated deep understanding and indicated its importance, the researcher noticed the scarcity of studies that handled it in the English language and English literature for university students, the matter that prompted the researcher to conduct this study.

Based on the foregoing and taking into consideration specialists' demands who call for the need for an educational revolution towards creating a thinker student, the scarcity of studies investigating semiotics in the Palestinian community, and the rareness of studies handling the dependent variables of the current study, the researcher presents a teaching model based on the semiotic approach to the university students' creative writing and deep understanding. Thus, the study problem is stated in the following major question:

" What is the Proposed Teaching Model Based on the Semiotic Approach in Teaching English Literature, and What is Its Effectiveness in Developing Creative Writing and Deep Understanding Among University Students".

and the following sub-questions were derived from the major question:
1. What is the proposed model based on the semiotic approach in teaching English Literature?
2. What is the effectiveness of the proposed model based on the semiotic approach in teaching English literature for university students on their creative writing?
3. What is the effectiveness of the proposed model based on the semiotic approach in teaching English literature for university students on their deep understanding?
4. What is the efficiency of the proposed teaching model that is based on the semiotic approach in teaching English literature for developing creative writing and deep understanding among university students?

1.3 The Study Hypotheses: The study hypotheses are stated as follows:
1. There are statistically significant differences at ($\alpha \leq 0.05$) between English literature students' mean scores in the pre and post application of creative writing test, in favor of the post application.
2. There are statistically significant differences at ($\alpha \leq 0.05$) between English literature students' mean scores in the pre and post application of deep understanding test, in favor of the post application.
3. The effectiveness of the proposed teaching model based on the semiotic approach in teaching English literature for university students for creative writing and deep understanding is not less than 0.14 according to Eta-Squared Ratio.

4. The efficiency of the proposed teaching model based on the semiotic approach in teaching English literature for university students for creative writing and deep understanding is not less than 80% / 70.

1.4 The Study Purposes: The study aims to:

1. Clarify the nature of the proposed teaching model that is based on the semiotic approach in teaching and its stages.
2. Find out the effectiveness of the proposed teaching model based on the semiotic approach in teaching English literature for developing creative writing and deep understanding among university students.
3. Figure out the efficiency of the proposed teaching model based on the semiotic approach in teaching English literature for developing creative writing and deep understanding among university students.

1.5 The Study Significance: The significance of the study is because it:

1. Deals with a topic characterized by novelty on the one hand and originality on the other hand, which is the adoption of semiotics, the matter that makes this study a qualitative addition to the field of education.
2. Provides a teaching model with clear and specific teaching steps to be used by teachers and educators.
3. May benefit supervisors while carrying out their supervisory duties, especially to guide pre- service and in-service teachers to use the semiotic approach in teaching.
4. Promotes instructors' knowledge and skills related to the semiotic approach.
5. Encourages educational specialists to evaluate, plan and design curricula in light of the semiotic approach, and thus to improve learning and teaching processes.
6. Benefits students as the semiotic approach works as a remedial strategy to overcome their problems related to creative writing and deep understanding.

1.6 The Study Delimitations

The study was limited to senior students of English Language who study the novel *Goat Days* in the course of World Literature at Al-Aqsa University. The study was conducted in the second semester of 2021.

1.7 Operational Definitions of Terms: The researcher adopted the following operational definitions:

1. **The Suggested Teaching Model**: Teaching stages developed by the researcher based on semiotics principles, and they are (7) stages as follow: Text recognition, absorption, saturation, assimilation, perspicacity, symbolism and production. The stages are categorized within (3) domains: Thematic level, interactive-semantic level and pragmatic level.
2. **Semiotic Approach:** It denotes that any object is considered as a sign that has many different meanings and implications; these signs are interpreted according to culture and perspectives, and through thinking in several levels that start from the visible, the invisible, the implicit, and the embedded, to the deepest one. Thus it helps the learner to build the knowledge by himself and express different perspectives. In brief, it is to detect what is absent in light of what is present.
3. **Creative Writing:** The student's ability to produce any piece of writing or any literary text that characterized by fluency, flexibility and originality in a way that urges the student to express ideas and perspectives freely in an imaginative way, to provide alternatives and interpretations, and to produce different meanings and indications.. It is measured by a procedural test prepared by the researcher.

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4. **Deep Understanding**: The student's ability to handle any literary text, situation, character or issue through the skills: explanation, interpretation, empathy and perspective. It is measured by a procedural test prepared by the researcher.
5. **Effectiveness**: The change in students' levels of creative writing and deep understanding as a result of using the proposed teaching model based on the semiotic approach in teaching English literature. It is procedurally measured by the Eta Square coefficient.
6. **Efficiency:** The level of the students' mastery of creative writing and deep understanding after using the proposed teaching model based on the semiotics approach in teaching English literature. It is measured by 80% of the study sample achieving more than 70 of the total score **.**

Literature Review

The Semiotic Approach

Semiotics (also known as Semiology) was first known to be used in 1880 (Al-Ostaz, 2014), while the concept of "signs" has garnered attention since ancient times, semiotics, as an independent field, emerged around the beginning of the 20th century (Batu, 2012). It comes from the Greek word sēmeion which means 'sign', and it means the study of anything that can be taken as a sign. Anything can be a sign as long as someone or a group of people who are part of the same culture or society, interprets it as 'signifying' something (Aiello,2020, P.1). According to its Swiss founder, Ferdinand de Saussure who proposed the word *Semiology*, it means "A science which studies the role of signs as part of social life. It would form part of social psychology, and, hence, of general psychology" (Saussure,1983 p. 15-16), and according to its American founder, Charles Sander Pierce who employed the word *Semiotics*, it means "The formal doctrine of signs which was closely related to Logic"(Peirce,1994, p.32). Therefore, The researcher defines semiotics as "the openness of what is absent in light of what is present and going beyond a text to capture the explicit, implicit, hidden and deep semantic relations of signs in the text that are interpreted according to culture and perspectives ".

Moreover, semiotics deals with the signs and sign-processes that exist in every society; therefore, it has a tremendous potential, especially it is handled globally. In addition, it interprets culture, and related phenomena, using means of the scientific method**.** Stables (2005, p.91) sprouted somefields of semiotics such as: Biosemiotics, Cognitive semiotics, Computational semiotics, Cultural and literary semiotics, Design semiotics, Social semiotics, film semiotics and many other fields.

Regarding semiotics in the field of education, Semetsky (2010) searched the relation between semiotics, teaching and learning. The researcher stated that semiotics is relevant to education in two respects: First, the process of teaching and learning have semiotic implications since they are both processes of semiosis. Second, the study of processes of learning and teaching are part of signs system and communication which is a branch of semiotics.

In general, the researcher noticed that studies related to semiotics handled it from just an analytical perspective without providing a practical model to be adopted while teaching. The following studies used semiotic in teaching. Educationally, some studies proved the effectiveness of using semiotics in education for example:

Irfan et. al. (2020) study aimed to describe the phases of semiotic reasoning of elementary students in constructing the properties of a rectangle. It indicated that semiotics is the sign-using to represent a mathematical concept in problem-solving.

Al-Ostaz's (2014) study that proved the effectiveness of a suggested program on developing pre-Service English language teachers' awareness of the Semiotic approach at Al-Aqsa University, and it searched the basics of designing the suggested program and its nature to develop

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pre-service English language teachers' knowledge, attitude and teaching skills of the semiotic approach
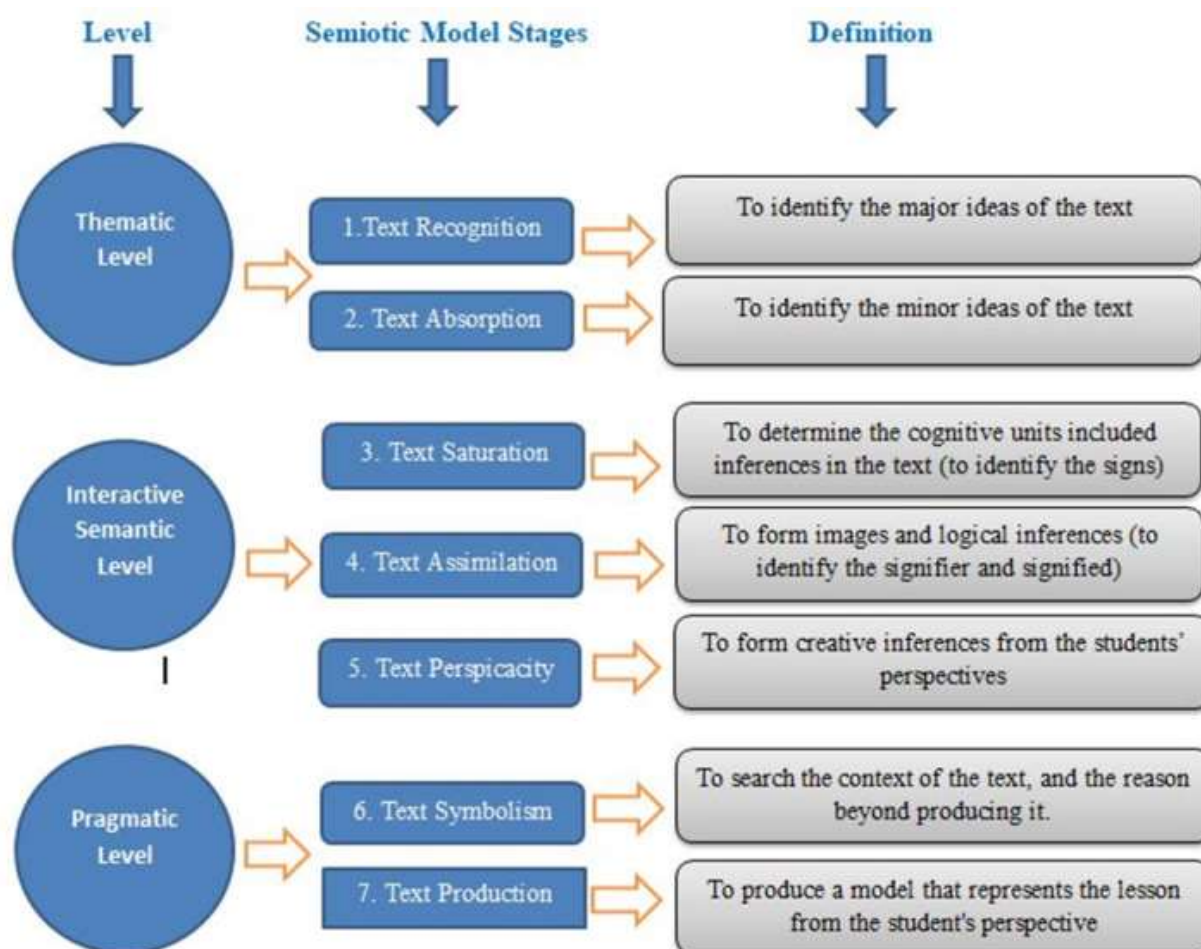
Al-Ostaz's (2013) confirmed the effectiveness of the caricature pictures' semiotics as a suggested strategy in developing creative and critical thinking for the students. It also confirmed a better effect when using the teaching that wasn't accompanied by verbal expressions.

In addition, some experts presented models of semiotics through stages, in literature and education, to be adopted through investigation or teaching as clarified below:

1. Bertrand (2000, p. 29) presented three steps in which the researchers can use through the analysis to reach the core aim of the semiotic study, and he points out the semiotic analysis in literature requires a specific process based on Greimas's meaning production procedure. The steps are elaborated by Kalelioglu (2017), and they are Discursive structures, Narrative-semiotical structures, and Deep-abstract structures

2. Al –Ostaz (2015) presented the semiotics as a teaching method. He mentioned that semiotics as a teaching method involves 7 steps in terms of the text: determination, identification, recognition, absorption, saturation, assimilation, and perspicacity..

Accordingly, based on the semiotic concept and principle, relying on Al –Ostaz's (2015) strategy and Bertrand's (2000) study, the researcher suggested a model including 7 steps categorized within 3 domains, as clarified below, to be adopted in teaching English literature as clarified in the model below.

Figure 1: The Teaching Model Based on The Semiotic Approach

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Creative Writing
Definition of Creative Writing

Abu Hussein et al. (2020) indicated that "creative writing is an important form of communication that allows students to present their ideas, thoughts, and feelings freely by using their imagination without restrictions on paper". Also, Avramenko et al. (2018) said that "it also has a long-term perspective since it helps develop creative personalities characterized by flexible thinking, independence of views, high productivity and originality".

The researcher defines creative writing as the student's ability to produce any piece of writing or any literary text that characterized by fluency, flexibility and originality in a way that urges the student to express ideas and perspectives freely in an imaginative way, to provide alternatives and interpretations, and to produce different meanings and indications.

Skills and Indicators of Creative Writing

Creative writing has a long-term perspective since it helps develop creative personalities characterized by flexible thinking, independence of views, high productivity and originality. These are the skills needed in every occupation (Avramenko et al., 2018). Karuri (2012, p.77) defined creative writing skills as urge the students generate ideas and put them into words implementing four creative scopes that are flexibility, elaboration, proficiency, and fluency. According to Cramar (2003), creative writing skills lead students to express themselves, their perspectives, ideas, and emotions.. For Brookes and Marshall (2004), creative writing is characterized by the following four skills: originality, fluency, flexibility, and elaboration.

Accordingly, the researcher intended to improve creative writing skills including fluency, flexibility and originality, and she adopted these skills and formulated their indicators after investigating many studies such as (Abu Hussein et al., 2020), (Al-Ahwal, 2018) and (Avramenko et al., 2018). The following Figure clarifies the skills and indicators.

Skill	Indicator
Fluency	To write as many indications as possible To write as many expressions and words that represent a situation of feeling. To write as many ideas as possible To write the largest number of sentences that express an idea
Flexibility	To suggest different beginnings for a story To write the largest number of reasons that justify a situation. To paraphrase a sentence in different ways as many times as possible
Originality	To write many different examples or experience related to specific situation. To add different new characters that affect the course of events. To suggest the largest number of unfamiliar solutions for a problem To provide the largest number of expectations or prediction related to specific situation. To formulate many unique conclusions that represent the end of a novel.

Figure 2: Creative Writing Skills and Indicators

Deep Understanding
Definition of Deep Understanding

Due to the importance of deep understanding, as many studies called for fostering it in teaching. It is defined by Al- Otaibi (2016) as the set of mental processes that students employ to understand the content of a curriculum. It is based on explanation, clarification, interpretation, application and decision-making. While it is defined by Al-Jahouri (2012) as the mental process that goes beyond

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the superficial knowledge of learning in a way that realizes student thinking in an integrated, multi-dimensional and complex manner within its conceptual framework.

The researcher defines deep understanding as the student's ability to handle any literary text, situation, character or issue through the skills: explanation, interpretation, empathy and perspective.

Skills and Indicators of Deep Understanding

Based on previous studies that handled the skills of deep understanding such as Chin and David's (2000), which indicated that the skills of deep understanding are represented in generative thinking, interpretations, questioning, Metacognitive activities and entries to task accomplishment. while Al- Otaibi's (2016) and Jaber's (2003, p. 226) have determined that deep understanding includes six skills that are explanation, interpretation, application, perspective, empathy and self-knowledge.

The researcher chose the skills (explanation, interpretation, application and perspective) to be implemented in her study as they serve the aim of the study.

The researcher identified these skills and formulated their indicators after reviewing many previous studies that handled deep understanding and its skills such as (Abd-Alteef et al. 2020), (Dahlan, 2017), and (Al-Ateebi, 2016). The following Figure clarifies the skills and indicators.

Skill	Indicator
Explanation	- To clarify ideas and situations. - To unveil the ambiguous meanings and expressions. - To determine the indication of an expression or a situation. - To identify ideas and expressions that represent one idea. - To describe ideas, events and characters.
Interpretation	- To explain reasons and relationships logically. - To conclude lessons learned from different situations. - To provide strands of evidence and examples.
Empathy	- To detect the inner world of the character. - To understand the characters' feelings and points of view. - To justify and analyze the character situation or reaction.
Perspective	- To provide different perspectives for a certain action or issue. - To present different meanings for an expression or an attitude. - To suggest what a character, place or situation represent at the different levels.

Figure 2: Deep Understanding Skills and Indicators

The Study Methodology and Design

The study aims at identifying the effectiveness of a proposed teaching model based on the semiotic approach in teaching English Literature on developing creative writing and deep understanding among university students. To achieve the study aim, the researcher adopted the following methodology:

1. **The quantitative Methodology**: The researcher adopted the quasi experimental approach with pre-test/ post-test one group design. She applied the pre-test, then she taught the experimental group through the teaching model based on semiotic approach, and finally, she applied the post-test.
2. **The qualitative Methodology**: snowball sample through uncontrolled focus group interviews was carried out.

The Study Sample

The sample of the study is a purposive (non- random) sample, and it consists of (30) female senior students who study the course of World literature " Goat Days Novel" at Al-Aqsa University in the second term of the year 2021.

The Study Instrumentation

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The study includes three tools that their reliability and validity will be checked:

1. **Creative writing test**: to measure the students' level of creative writing through testing the skills of creativity: fluency, flexibility, and originality.
2. **Deep understanding test**: to measure the students' level of deep understanding through specific skills that are explanation, interpretation, empathy and perspective.

Creative Writing Test

The researcher designed the creative writing test to measure the students' level of creative writing through testing the skills of creativity throughout the students' answers to creative writing test before and after teaching them the novel in course of world literature by the semiotic strategy. The first version of creative writing test consisted of (15) questions classified as follow: (5) questions to measure the level of *fluency*, (5) questions to measure the level of *flexibility*, and (5) questions to measure the level of *originality*.

Then, it was modified in accordance with the processes of validity and reliability. In order to verify the study tools including validity, reliability, discrimination and difficulty coefficients, the study tools were applied to (36) male and female students as a pilot study from outside of the study sample.

Validity of Creative Writing Test: The validity of the test was verified by:

a. The Referee Validity

The test was presented to a panel of university professors who specialized in English language, English literature and curricula and teaching methods; in addition to English language supervisors and teachers. The items of the test were checked and the (15) questions are approved according to their recommendations.

b. The Internal Consistency

AlAgha (1996, p.121) refers that the internal consistency validity indicates Pearson coefficient correlation of the score of each item with the mean score of the test. It also indicates Pearson correlation coefficient of the average of each domain with the total average. This validity was calculated by using Pearson Formula as clarified in the following tables.

Table (1): Pearson Coefficient Correlation of *Fluency* Domain Items with the Total Domain

Item No.	Pearson value	Sig.
1	0.48	0.01
2	0.59	0.01
3	0.65	0.01
4	0.63	0.01
5	0.12	0.5

According to table (1), Pearson coefficient correlation of each item of *fluency* domain is more than (0.56) at level (0.01) , except item (5). Thus, it can be concluded that all items of *fluency* domain are highly consistent and valid except item (5).

Table (2): Pearson Coefficient Correlation of *Flexibility* Domain Items with the Total Domain

Item No.	Pearson value	Sig.
6	0.35	0.01
7	0.65	0.01
8	0.55	0.01
9	0.15	0.06
10	065	0.01

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According to table (2), Pearson coefficient correlation of each item of *flexibility* domain is significant at level (0.01)), except item (9). Thus, it can be concluded that all items of *flexibility* domain are highly consistent and valid except item (9).

Table (3): Pearson Coefficient Correlation of *Originality* Domain Items with the Total Domain

Item No.	Pearson value	Sig.
11	0.78	0.01
12	0.68	0.01
13	0.64	0.01
14	0.53	0.01
15	0.51	0.01

According to table (3), Pearson correlation coefficient of each item of *originality* domain is significant at level (0.01). So, it can be concluded that the *originality* domain items are valid.

Table (4): Pearson Coefficient Correlation of Each Domain with Creative Writing Test

Domains	Pearson value	Sig.
Fluency	0.77	0.01
Flexibility	0.60	0.01
Originality	0.68	0.01

According to table (4), Pearson coefficient correlation of each domain with creative writing test is significant at level (0.01). It can be concluded that the test is highly consistent and valid as a tool for the study.

F. Reliability of Creative Writing Test

Reliability is a critical quality of any test; it describes the consistency of scores obtained by the same set of test- takers when given the same test at different times (Rosaroso, 2015). The reliability of the test was measured by the Spilt- half techniques as follows.

a- Split-half Technique

To examine the appropriateness or reliability of the study tool, the test was divided into two halves that were scored separately, and then the scores of first half of the test were compared to the scores of the second half to test the reliability (Kaplan and Saccuzzo, 2001). The scores of the pilot sample were used to calculate reliability of the test in terms of spilt half technique, in the manner the scores were calculated of the first half as well as the second half degrees and calculated by using Pearson correlation coefficient factor between them. The longitude was modified using Spearman-Brown Coefficient to find the reliability coefficient; it was (0.73) before modification and it was (0.84) after modification. So, this indicates that the test has high reliability and it can be concluded that the spilt half reliability shows that the test is highly consistent to be applied to the sample of the study.

b- Difficulty and Discrimination Coefficients:

The researcher calculated the difficulty of discrimination coefficient for each item of creative writing test through these formulas according to Sabri (2013) as shown in table (5).

Table (5): Difficulty and Discrimination Coefficients for Each Item of Creative Writing Test

Item	Difficulty coef.	Discrimination coef.	Item	Difficulty coef.	Discrimination coef.
1	0.56	0.4	9		
2	0.72	0.5	10	0. 87	0.5
3	0.36	0.5	11	0.33	0.6
4	0.50	0.5	12	0.61	0.4

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5			13	0.53	0.4
6	0.64	0.7	14	0.47	0.3
7	0.44	0.4	15	0.78	0.5
8	0.75	0.5			

It is clear from table (7) that difficulty coefficient for all items are acceptable, except item (10). They are at the acceptable range of difficulty as Abu-lebda (1982, p.347) mentioned that difficulty coefficient is preferable between (0.80- 0.20), while item (10) is (0. 87).

It is also clear that discrimination coefficient for all items are acceptable, they are at the acceptable range of discrimination. As Abu-Lebda mentioned (1982, p.342) that discrimination coefficient should be more than (0.30). Accordingly, the creative writing is reliable and ready to be applied, excluding item (10).

After checking creative writing validity and reliability, the edited version became consisted of (12) questions classified as follow: (4) questions to measure the level of *fluency*, (3) questions to measure the level of *flexibility*, and (5) questions to measure the level of *originality*.

Deep Understanding Test

The researcher aimed to measure the students' level of deep understanding through testing their skills of deep understanding. For this purpose, she designed a deep understanding test and checked the students' answers before and after teaching the novel in the course of world literature by the semiotic strategy. Deep understanding test consists of two parts including (45) questions, as follows:

1. (35) Multiple choice questions which included:(12) questions for *explanation*, (11) questions for *interpretation*, and (12) questions for *empathy*.
2. (10) Short essay questions for *perspective*.

Validity of Deep Understanding Test:

To ensure the validity of deep understanding test, the referee validity and the internal consistency were used.

a. The Referee Validity

The test was introduced to a group of university professors who specialized in English language, English literature and curricula and teaching methods; in addition to English language supervisors and teachers. (50) questions were submitted to them, and were modified according to their recommendations. Accordingly, (5) questions were omitted and then the test became (45) questions.

b. The Internal Consistency

Internal consistency validity was calculated by using Pearson Formula as shown in the following tables.

Table (8): Pearson Coefficient Correlation of Explanation Domain Items with the Total Domain

Item No.	Pearson value	Sig.	Item No.	Pearson value	Sig.
1	0.69	0.01	7	0.16	0.06
2	0.57	0.01	8	0.62	0.01
3	0.56	0.01	9	0.68	0.01
4	0.44	0.01	10	0.54	0.01
5	0.67	0.01	11	0.57	0.01
6	0.66	0.01	12	0.56	0.01

According to table (8), Pearson coefficient correlation of each item of *explanation* domain is more than (0.56) at level (0.01), except item (7). Thus, it can be concluded that the items of *explanation* domain are highly consistent and valid except item (7) that was omitted.

Table (9): Pearson Coefficient Correlation of Interpretation Domain Items with the Total Domain

Item No.	Pearson value	Sig.	Item No.	Pearson value	Sig.
13	0.65	0.01	19	0.17	0.07
14	0.46	0.01	20	0.60	0.01
15	0.50	0.01	21	0.66	0.01
16	0.60	0.01	22	0.58	0.05
17	0.53	0.05	23	0.57	0.01
18	0.53	0.01			

According to table (9), Pearson coefficient correlation of each item of *interpretation* domain is significant at level (0.01) except item (19). Therefore, it can be concluded that items of *interpretation* domain are highly consistent and valid except item (19) that was excluded.

Table (10): Pearson Coefficient Correlation of Empathy Domain Items with the Total Domain

Item No.	Pearson value	Sig.	Item No.	Pearson value	Sig.
24	0.63	0.01	30	0.62	0.01
25	0.21	.06	31	0.70	0.01
26	0.77	0.01	32	0.16	0.06
27	0.53	0.01	33	0.55	0.01
28	0.79	0.01	34	0.65	0.01
29	0.48	0.05	35	0. 64	0.01

According to table (10), Pearson correlation coefficient of each item of *empathy* domain is significant at level (0.01), except the items (25) and (32). So, it can be concluded that *empathy* domain items are valid, but the items (25) and (32) are not; they were excluded.

Table (11): Pearson Coefficient Correlation of Perspective Skill Items with the Total Skill

Item No.	Pearson value	Sig.	Item No.	Pearson value	Sig.
36	0.53	0.01	41	0.57	0.01
37	0.59	0.01	42	0.71	0.01
38	0.42	0.01	43	0.61	0.01
39	0.65	0.01	44	0.60	0.01
40	0.57	0.01	45	0.69	0.01

According to table (11), Pearson correlation coefficient of each item of *Perspective* domain is significant at level (0.01). It can be concluded that all *Perspective* domain items are valid.

Table (12): Pearson Coefficient Correlation of Each Domain with Deep Understanding Test

Domain	Pearson value	Sig.
Explanation	0.92	0.01
Interpretation	0.93	0.01
Empathy	0.95	0.01
Perspective	0.89	0.01

According to table (12), Pearson coefficient correlation of each domain with the test is significant at level (0.01). It can be concluded that the test is highly consistent and valid as a tool for the study.

E- Reliability of the Test

To verify the test reliability, Spilt- half techniques was used as follows.

a- Split-half Technique

To verify the study tools, split-half technique was used to assure the reliability them. According to (Kaplan and Saccuzzo, 2001), the test was divided into two halves that were scored separately, then the scores of first half of the test were compared to the scores of the second half and calculated usinf Pearson correlation coefficient factor. The longitude was modified using Spearman-Brown Coefficient to find the reliability coefficient; it was (0.76) and after modification it is (0.86). This indicates that the test has high reliability, and it can be concluded that the spilt half reliability shows that the test is highly consistent to be applied to the sample of the study.

b- Difficulty and Discrimination Coefficients:

As adopted in the creative writing test, the researcher calculated the difficulty and discrimination coefficient for each item of the test through difficulty and discrimination formulas according to Sabri (2013) as shown in table(13).

Table (13): Difficulty and Discrimination Coefficients for Each Item of Deep Understanding Test

Item	Difficulty coef.	Discrimination coef.	Item	Difficulty coef.	Discrimination coef.
1	0.37	0.51	24	0.35	0.43
2	0.30	0.34	25		
3	0.41	0.38	26	0.43	0.38
4	0.35	0.43	27	0.38	0.43
5	0.38	0.38	28	0.45	0.68
6	0.30	0.43	29	0.35	0.34
7			30	0.32	0.43
8	0.32	0.43	31	0.35	0.43
9	0.35	0.51	32		
10	0.16	0.51	33	0.52	0.59
11	0.41	0.59	34	0.31	0.42
12	0.35	0.39	35	0.35	0.36
13	0.39	0.68	36	0.32	0.42
14	0.35	0.43	37	0.34	0.36
15	0.35	0.59	38	0.40	0.32
16	0.30	0.43	39	0.41	0.35
17	0.43	0.38	40	0.35	0.44
18	0.36	0.36	41	0.38	0.38
19			42	0.36	0.50
20	0.35	0.42	43	0.35	0.43
21	0.35	0.68	44	0.32	0.51
22	0.32	0.43	45	0.30	0.43
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It is clear from table (13) that difficulty coefficient for all items are acceptable; they are at the acceptable range of difficulty except item (10) as Abu-lebda (1982: p.347) mentioned that difficulty coefficient is preferable between (0.80- 0.20).

Also, it is also obvious that discrimination coefficient for all items are acceptable, they are at the acceptable range of discrimination. As Abu-Lebda mentioned (1982, p.342) that discrimination coefficient should be more than (0.30).

Accordingly, the **deep understanding** test is valid and reliable and ready to be applied, excluding the items (7, 10, 19, 25 and 32), and it will be consisted of (40) questions presented by two types of questions, as follows:

1. (30) Multiple choice questions which included: (10) questions for *explanation*, (10) questions for *interpretation*, and (10) questions for *empathy*.
2. (10) Short essay questions for *perspective*.

The Proposed Semiotic Model

The researcher proposed a model based on the semiotic strategy in teaching English literature for university students in order to develop their skills of creative writing and deep understanding through adopting specific steps while teaching.

The semiotic model was implemented within (13) lectures. The researcher followed the seven stages of model while explaining the novel of the world literature course. Furthermore, the process of teaching was conducted online through Google Meet technique. In addition, the researcher used teaching materials such as worksheets, pictures and videos..

The model was implemented in the second semester 2021, in the period from 15th of February to 8th of June in terms of one meeting per week.

Moreover, the researcher prepared a lecturer guide to clarify the process of teaching the novel through the semiotic model, and it presents the parts of the novel, teaching stages, their purpose, the lecturer role, and the student role.

Table (16) shows the details of implementing the semiotic model.

Table (16): Schedule of lectures of the Semiotic Model

No.	Novel Parts	lectures No.	Time
1.	Prison	3	6 hours
2.	Desert	7	14 hours
3.	Escape	2	4 hours
4.	Refugee	1	2 hours
Total	**4 parts**	**13**	**26**

Principles of Semiotic Model

The semiotic model depended on the following principles: Semiotics philosopy, Levels of the semiotic analysis, Constructivism theory, Aspects of the text, Thinking aloud and high order thinking, Deductive, inductive and abductive methods, Brainstorming and multiple perspectives, Active learning, and The nature of the course "literature" and its aims.

The Study Statistical Analysis

- T-test paired sample was used to test the study hypotheses; to compare between the pre and post application.
- Effect size and Modified Blake's gain ratio were used to measure the effectiveness of the semiotic strategy.
- Percentages were calculated to figure out the efficiency.

The Study Procedures

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The researcher followed the following steps:

1.   Reviewing literature related to semiotics, the semiotic approach in education and the studies that tried to apply it as a teaching model.
2.   Developing the semiotic teaching model, then it was approved by the a panel of experts and university professors.
3.   Preparing the study tools after reviewing literature and previous studies related to *creative writing* and *deep understanding* and then checking their reliability and validity through the appropriate scientific methods.
4.   Choosing the study sample in the second semester 2021 that consists of (30) senior students at the English department who study the course *World literature "Goat Days Novel"* at Al-Aqsa university.
5.   Conducting the pre-application of the study tools on the chosen group of the students.
6.   Explaining the novel *Goat days* the semiotic teaching model.
7.   Conducting the post-application of the study tools on the chosen group of the students.
8.   Analyzing the collected data by statistical means.
9.   Interviewing students with the highest and lowest grades.
10.   Interpreting the results and answering the hypotheses of the study.
11.   Presenting recommendations and suggestions in light of results.

Results, Discussion and Recommendations

This study sought to identify the effectiveness of a proposed teaching model that is based on the semiotic approach in teaching English literature for developing creative writing and deep understanding among university students. This section showed the statistical treatment, discussions and interpretations of the results. In addition, the recommendations are shown.

The Results

The Answer of the First Question

5. The first question is stated as: " **What is the proposed teaching model based on the semiotic approach in teaching English Literature?** " .

To answer this question, the researcher investigated the following:

- Literature related to semiotics, its principles, levels of the semiotic analysis, and eduosemiotics.
- Previous studies that designed a semiotic model in the field of education and literature such as Bertrand's (2000) and Al-Ostaz's (2015).
- points of convergence between the aims of: literature,   semiotics and the current study.

Therefore, the researcher developed a semiotic teaching model that consists of 7 stages categorized within 3 levels as clarified below and in figure (1).

1. **The Thematic Level (Recognition and Absorption):** in this level the student investigates the main and minor ideas in the text to know what the text is about. Many indications guide the student to this; it can be through pictures, title, characters, setting of the literary text or the background about the author, not only the first reading of the text. This means the instructor should inform the students that everything is under analysis.

2. **The Interactive Semantic Level (Saturation, Assimilation and Perspicacity)**:

- **Text Saturation:** the instructor discusses the lesson with students, and she helps them to discover and identify the signs included in the lesson which called " meaningful units".

- **Text Assimilation:** at this stage, the students completely understand the lesson and they can identify the signifier and the signified for each sign.

- **Text Perspicacity**: at this stage, the students will be more creative, and they can provide more creative inferences according to their perspectives i.e. they will create many signifieds for each signifier.

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3. **The Pragmatic Level (Symbolism and Production)**
- **Text Symbolism**: at this stage, the student has to search why the author wrote this text and what are reasons beyond producing it. In other words, life influences and experiences that led him to this work; in addition to relation between the author's current work and his other works as they represent the author's' own style.
- **Text Production:** it's the stage of creativity; the student must produce a model that represent the lesson and represent the students' perspective and understanding. It can be an article, a letter, a poem, a short story, a drawing, a criticism, or any production as evaluation.

The Answer of the Second Question
6. The second question is stated as: " **What is the effectiveness of the proposed teaching model that based on the semiotic approach in teaching English literature for university students at the level of creative writing?** ".

Therefore, its hypothesis is stated as: " **There are statistically significant differences at ($\alpha \leq 0.05$) between English literature students' mean scores in the pre and post application of creative writing test, in favor of the post application.**"

      To answer this question and test this hypothesis, the researcher used T-test paired sample to show if there were differences between the sample's responses on the pre and post application of the *creative writing* test. Table (17) illustrates the results of these differences.

Table (17): Results of Using T- Test Paired Sample to Test the First Hypothesis Related to *Creative Writing*

Domain	Application	No.	Mean	Std. Deviation	T value	Sig.
Fluency	Pre	30	2.66	1.95	-14.92	0.001
	Post	30	12.40	3.17		
Flexibility	Pre	30	0.56	0.77	-28.43	0.001
	Post	30	5.36	1.24		
Originality	Pre	30	0.10	0.30	-27.39	0.001
	Post	30	58.40	11.79		
Total	Pre	30	3.33	2.17	-31.70	0.001
	Post	30	76.16	13.00		

- Tabled t = (1.69), at (α= 0.05) & df= 29
- Tabled t = (2.46), at (α= 0.01) & df= 29

      Table (17) shows that the calculated T value is more than the tabulated T value at (0.01), So the mean scores of the sample's post application is higher than the mean scores of the pre application of the *creative writing* test with all its domains that are "fluency, flexibity and originality".

Therefore, T values of the *creative writing* test with all its domains that are "fluency, flexibity and originality" indicates that there are statistically significant differences at ($\alpha \leq 0.05$) between English literature students' mean scores in the pre and post application of creative writing test, in favor of the post application.

      This means that the significant differences indicate that the results related to creative writing of the post-test are better than the pre-test. Thus, the null hypothesis is rejected and the alternative hypothesis ,the first hypothesis of the study, is accepted.

      Furthermore, to verify the third hypothesis that stated as "**The effectiveness of the proposed teaching model based on the semiotic approach in teaching English literature for**

university students for the creative writing is not less than 0.14 according to Eta-Squared".
The researcher used Eta square "η2" equation to calculate the effect size, and table (18) shows this:

Table (18):The Size Effect of *Creative Writing* Test

Domain	T value	η2 value	Size effect
Creative Writing Test	38.088	0.98	Large

Table (18) shows the values of Eta square "η2" in *creative writing* . It indicates that the effect size of the *creative writing* is large because Eta square value is more than (0.14) according to Kiess (1989, p.468) and Afana (2000, P.38). So, *creative writing* test is effective and the third hypothesis is accepted; which means that the null hypothesis is rejected.

The Answer of the Third Question

1. The third question is stated as: " **What is the effectiveness of the proposed teaching model that based on the semiotic approach in teaching English literature for university students at the level of deep understanding?"** .

Subsequently, its Hypothesis is stated as: " **There are statistically significant differences at (α ≤ 0.05) between English literature students' mean scores in the pre and post application of deep understanding test, in favor of the post application.**"

To answer this question and test this hypothesis, the researcher used T-test paired sample to show if there were differences between the sample's responses on the pre and post application of the *deep understanding* test. Table (19) illustrates the results of these differences.

Table (19): Results of Using T- Test Paired Sample to Test the Second Hypothesis Related to *Deep Understanding* test

Domain	Application	No.	Mean	Std. Deviation	T value	Sig.
Explanation	Pre	30	0.90	1.12	-26.30	0.001
	Post	30	7.26	1.22		
Interpretation	Pre	30	0.96	1.06	-23.63	0.001
	Post	30	7.83	1.26		
Empathy	Pre	30	1.30	1.20	-21.46	0.001
	Post	30	8.13	1.38		
Perspective	Pre	30	0.50	0.68	-20.36	0.001
	Post	30	7.70	2.08		
Total	Pre	30	3.66	2.33	-38.08	0.001
	Post	30	30.93	3.01		

- Tabled t = (1.69), at (α= 0.05) & df= 29
- Tabled t = (2.46), at (α= 0.01) & df= 29

Table (19) shows that the calculated T value is more than the tabulated T value at (0.01), So the mean scores of the sample's post application is higher than the mean scores of the pre application of the *deep understanding* test with all its domains that are "explanation, interpretation, empathy and perspective".

Therefore, T values of the *deep understanding* test with all its domains that are "explanation, interpretation, empathy and perspective" indicates that there are statistically significant differences at (α ≤ 0.05) between English literature students' mean scores in the pre and post application of deep understanding test, in favor of the post application.

This means that the significant differences indicate that the results related to deep understanding of the post-test are better than the pre-test. Thus, the second hypothesis of the study, the alternative hypothesis, is accepted, and the null hypothesis is rejected.

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To verify the third hypothesis that stated as "**The effectiveness of the proposed teaching model based on the semiotic approach in teaching English literature for university students for the deep understanding is not less than 0.14 according to Eta-Squared**". The researcher used Eta square "η2" equation to calculate the effect size, and table (20) shows this:

Table (20): The Size Effect of *Deep Understanding* Test

Domain	T value	η2 value	Size effect
Deep Understanding Test	31.708	0.971	Large

Table (20) shows the values of Eta square "η2" value of *deep understanding*. It indicates that the effect size of the *deep understanding* is large because Eta square value is more than (0.14) according to Kiess (1989, p.468) and Afana (2000, P.38). Consequently, *deep understanding* test is effective and the third hypothesis of the study is accepted; the null hypothesis is rejected.

The Answer of the Fourth Question
1. The fourth question is stated as: " **What is the efficiency of the proposed teaching model that based on the semiotic approach in teaching English literature for developing creative writing and deep understanding among university students?''**
Accordingly, the fourth Hypothesis is stated as: " **The efficiency of the proposed teaching model based on the semiotic approach in teaching English literature for university students for creative writing and deep understanding is not less than 80% / 70**".
To answer this question and test this hypothesis, percentages were used as clarified in table (21) and (22).

Table (21): Efficiency of the Semiotic Teaching Model for Creative Writing

Domain	Students' No.	80% of Students No.	Score 70% of the total score 79	Students gained more than 70%	Efficiency Ratio
Creative Writing	30	24	55.3	29	29/24 = 120.8%

Table (21) shows that the number of students who studied by the semiotic model is 30, 80% of the students number is 24, the total score of creative writing test is 79, 70% of the test total score is 55.3, and the number of students who gained more 70% in creative writing test is 29.

Therefore, according to the hypothesis related to efficiency, the efficiency ratio must be 80% of the students who gain 70% of the total score of the test, which is equivalent to 24/55.3. the result is 55.3/29, so the semiotic model has a high efficiency equivalent to (24/29)= 120.8%

Table (22): Efficiency of the Semiotic Teaching Model for Creative Writing

Domain	Students' No.	80% of Students No.	Score 70% of the total score 40	Students gained more than 70%	Efficiency Ratio
Deep Understanding	30	24	28	25	25/24= 104.1%

Table (22) shows that the number of students who studied by the semiotic model is 30, 80% of the students number is 24, the total score of deep understanding test is 40, 70% of the test total score is 28, and the number of students who gained more 70% in creative writing test is 25.

Therefore, according to the hypothesis related to efficiency, the efficiency ratio must be 80% of the students who gain 70% of the total score of the test, which is equivalent to 28/24. The result is 28/25, so the semiotic model has a high efficiency equivalent to (24/25)= 104.1%

Discussion of Results

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The semiotic model strongly serves the teaching of English literature in terms of developing the skills of both creative writing and deep understanding. The researcher attributes these results to several reasons such as:

- The importance of using semiotics in education can be attributed to the fact that culture and society play an effective role in the learning environment as many scholars and researchers in this field have stressed. For literature, it has semiotic values, so teaching it through the semiotic model helps the students to know more about the social and cultural cues in the target language; symbols included in literary works also fasten the cultural acquisition of the foreign language which leads to better and deep understanding as the students not only undergo training in language, but also a socializing experience.
- The students employs the semiotic model as a tool or a methodology to interpret and construct the production of the text, so that the students can produce different types of written works. They can analyze texts, write short stories, criticize authors, write articles and express opinions.
- Through the semiotic model, the students recognize the visual literature analysis , in other words, they have the ability to interpret messages communicated with nonverbal means.
- As semiotics focuses on the structure of meaning-producing events, with the sign (verbal or nonverbal) the fundamental unit, the students can produce many meanings for the same sign, and then they can show many and different perspectives.
- The semiotic model supplies students with a new thinking mode as they acquire the ability to think in different levels and handle the text from different angles, the matter that enhances their and understanding and lead them to produce new and creative writings.
- Semiotics can be applied to anything which can be seen as signifying something. Therefore, the students can apply semiotic analysis to any texts, including television and radio programs, films, newspaper and magazine articles, posters, pictures or gestures. Accordingly the students are creatively prepared for life as thinkers.
- Learning through the semiotic model helps students to rearrange their ideas and think differently whilst imaging all other points of view. It helps enhancing the meaning and meaning making.
- Teaching through the semiotic models works as a motivating tool. The students feel enthusiastic while learning as they share their experiences and express their opinions freely.
- In terms of literature, narratives are semiotic representations, that is, they are made of material signs (written or spoken words, moving or still images, etc.) which convey or stand for meanings that need to be decoded or interpreted by the receiver. So the semiotic model is an effective way to handle literature, and it is very effective in teaching culture of the target language in ELT.
- Semiotics guides the students to make an interconnection between characters, environments and events to form the story world and understand it deeply. This also proved by the semiotic model presented by Ribó (2019, P. 33) who distinguished between three types of existents characters, environments and events.

The forgoing results are supported by the students' opinions after interviewing them as the researcher adopted the qualitative methodology in addition to the quantitative one; snowball sample through uncontrolled focus group interviews was carried out. The researcher interviewed 14 students who respond to some questions as the following are the major ones:

- What is your impression about the new method in teaching the novel this course?
- What did it add to you?
- Was teaching through the semiotic model different from the traditional method of teaching?

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The following are some of students' responses.

1. **Creative Writing**

In terms of creative writing, teaching literature through the semiotic model has urged the students:

- To think and write deeply and freely taking into consideration others' perspectives, so they have the ability to express many ideas and points of views as **student 1** said, " *explanation through semiotics helps us to handle any action from different angles, the matter that leads us to assume the largest number of expectations and possibilities*".
- To value self- perspective as nothing is wrong if it is not conflict with religion and rationale as **student 9** said, " *It encourages us to share with confidence our perspectives and opinions freely*" and she assured, " *I felt so proud because you , the lecturer, took my answers into consideration and discussed them together*".
- To write in different ways: composition, drawing, stories, idioms, articles and many other forms as **student 2** said, " *It is a method to express our talents and interests the way we choose*".

2. **Deep Understanding**

In terms of deep understanding, teaching literature through the semiotic model urged the students:

- To explain and clarify ambiguous points or meanings through thinking in different levels as **student 10** said, " *I think the most important thing we have learnt that everything has a meaning. This meaning could be simple or complex, but we must give a meaning*".
- To handle any situation and explain it deliberately as **student 1** said, "*I can provide more details in order to describe a situation or a reaction in the novel* through searching signifier and signified".
- To provide examples and evidences to support their answers as **student 11** said, " *All the time we have the motivation to express opinions and give examples especially those that related to our reality*".

In general, all student agreed that teaching through the semiotic model is a distinguished method as they said, " *We liked your style of teaching, it is distinguished, profound and interesting at the same time",* and they all agreed, *" we are so lucky as you taught us this course, you are approachable* and they add, *we learnt something new*". Moreover, the students pointed out, " *English literature, in general, is considered as a difficult course, but you method of teaching makes it more flexible and easier to be comprehended*".

Finally, it is noteworthy that there are studies that proved its effectiveness of semiotics in the field of education in general such as Zamani's (2016) study that implied how semiotics could fruitfully push the non-native English learners to overwhelm the English structures grabbed and eventually will have them completely interact and interchange messages in English, and Al-Ostaz's (2014) study that confirmed the effectiveness of a suggested program on developing pre-Service English language teachers' awareness of the Semiotic approach; in addition to Al-Ostaz and Al-Jaabary's (2019), Kasieva's (2012), and Semetsky's (2010).

Recommendations: The recommended the following:
1. Using the semiotic model in teaching English language in general and English literature in particular.
2. Conducting a training course for educators (teachers and supervisors) to raise their awareness of the semiotic approach.
3. Designing and accrediting a university course for teaching creative writing through the semiotic model.
4. Adopting the semiotic model in teaching English literature courses in order to develop the students skill of deep understanding.

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