

Efficiency of the Strategy of Thinking-Based Questions in Developing Skills of Reading Comprehension and Critical Thinking when Dealing with Literary Texts by Students of Princess Noura Bint Abdulrahman University

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Abstract

The main idea of this research is based on one of the most important modern trends in teaching languages, namely the relationship between teaching language and thinking. This is due to the fact that the relationship between thinking and language is inseparable, and that thinking is the main engine behind the process of language production and organization depending on the situations an individual is exposed to. Language is also vital to the process of thinking; letters, vocabulary items and sentences are the individual's tools to manifest ideas, visions, attitudes and knowledge. Each of these linguistic components interact with one another.

This study aims at exploring the effects of one of the strategies of developing the thinking skill-namely the strategy of Thinking-Based Questions- and developing the reading comprehension skill and critical thinking in literary texts for student of the University of Princess Noura Bint Abdulrahman in Riyadh, Kingdom of Saudi Arabia. The researcher has designed two tests to measure the reading comprehension skill and critical thinking, in addition to designing a tentative layout of multiple drills of brainstorming questions. After conducting a pretest, some poems were taught according to the suggested technique. After this, evaluation tests were conducted. On analyzing the results statistically, the figures showed the efficiency of the suggested technique in increasing the students' reading comprehension and critical thinking skills when dealing with literary texts. This in turn highlights the relationship between learning language and thinking skills.