



Ain Shams University
Faculty of Education
Curriculum and Instruction Department.

**The Effect of a Program Based on Using Blended
Learning on Developing Critical Reading
Skills of EFL Secondary
Stage Students**

A thesis

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By

Mona Allam Sadek Allam
A High Studies Student

Supervised by

Dr. Asmaa Ghanem Gheith
Professor, Curriculum and Instruction
(TEFL)

Faculty of Education
Ain Shams University

Dr. Ramadan Farid Mostafa Nassar
Lecturer, Curriculum and Instruction
(TEFL)

Faculty of Education
Ain Shams University

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Abstract

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Mona Allam Sadek Allam

Dr. Asmaa Ghanem Gheith

Dr. Ramadan Farid Mostafa Nassar

This study examined the effect of a program based on blended learning for developing critical reading skills of the secondary stage students. To verify the effect of the proposed program, two experimental and control groups were randomly intact groups with 48 participants. A critical reading test was designed and administered to both groups prior to the experiment, and the data obtained were analyzed using Analysis of Covariance (Ancova). After the administration of the critical reading test to the research groups, the adjusted means for the general critical reading ability were calculated. Findings showed significant differences between the experimental and the control groups on both versions of the critical reading test (electronic and paper –and- pencil tests). Qualitative and quantitative analysis of data showed that students generally are willing to read critically through a blended learning program.

Keywords: critical reading, blended learning

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