

**Chapter Five**  
**Summary & Recommendations**

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In the light of the this study and the relevant literature, the present research proceeds from the following postulates:

- The potential for using blended learning is to improve the effectiveness of teaching and learning and to enable greater flexibility in the provision of education.
- Blended learning provides educational opportunities that take advantage of the best of what both online and traditional education can offer.
- The use of information communication technologies bridges the communication gap between the teacher and learner.
- Using blended learning leads to the development of the learner because of the comprehensive and critical use of the huge availability of online materials.
- The philosophy beyond critical reading is to employ reading in developing the society.

Deeply rooted in the foregoing postulates, the present study aimed at designing a blended learning program for developing the critical reading skills of first secondary stage students. The content integrated in the program consisted of designing online program integrated with texts extracted from the students' syllabus itself.

In order to design this program, the critical reading skills suitable for first secondary stage students were identified. The following skills were accepted by the jury members:

1. Identifying the main idea and the sub- ideas of the test.
2. Identifying the author's purpose of a text.
3. Constructing the meaning of a given text.

4. Determining the cause-effect relationships.
5. Comparing and contrasting things /characters.
6. Evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).
7. Agree/disagreeing with the author.
8. Finding alternatives.

A web-based program that aimed at developing first secondary stage students' critical reading skills was designed.

Towards the end of the experimental intervention, the following instruments were administered to the two study groups, the experimental (n=21) and the control (n=27):

- Critical reading skills test ( for the both groups)
- Reflective assessment inventories (for the experimental group only).

The Statistical analysis of the results yielded by the study instruments indicated that:

1. There were statistically –significant differences at the level of (.01) between the mean scores of the experimental group and the control group in favor of the experimental group on the electronic critical reading skills test in general.
2. There were statistically –significant differences at the level of (.01) between the mean scores of the experimental group and the control group in favor of the experimental group on the critical reading skills test (paper-and pencil test) in general.
3. There were statistically –significant differences at the level of (.05) between the mean scores of the experimental group and the control group in favor of the experimental group on the skill of “identifying the main idea and the sub- ideas of the text.”
4. There were statistically –significant differences at the level of (.01) between the mean scores of the experimental group and the control group in favors of the experimental group on the skill of “constructing the meaning based on the text.”
5. There were no statistically –significant differences at the level of (.05) between the mean scores of the experimental group and the

control group on the skill of “identifying the author’s purpose of a text”.

6. There were statistically –significant differences at the level of (.01) between the mean scores of the experimental group and the control group in favor of the experimental group on the skill of “determining the cause-effect relationship” .
7. There were no statistically –significant differences at the level of (.05) between the mean scores of the experimental group and the control group on the skill of “comparing things or characters”.
8. There were statistically –significant differences at the level of (.01) between the mean scores of the experimental group and the control group in favor of the experimental group on the skill of “evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness)”.
9. There were statistically –significant differences at the level of (.01) between the mean scores of the experimental group and the control group in favor of the experimental group on the skill of “agree/disagreeing with the author “.
10. There were statistically –significant differences at the level of (.01) between the mean scores of the experimental group and the control group in favor of the experimental group on the skill of “finding alternatives” .
  - 85,7 % of the answers were positive concerning the results of the final reflective inventories of asking about the teacher and the program..

## **Recommendations**

- Students need to acquire the skills of evaluating the texts based on academic criteria through a critical reading process.
- Blended learning has proved to be an effective medium for teaching, which agrees with all of the studies and reports.

- Training students with the criteria for clarity, accuracy, precision and relevance is necessary in order to help them evaluate web-based texts critically.
- Discussion forums prove to provide pedagogical context to promote critical reading skills.
- Encouraging students to express opinions is very important as the researcher noticed that students only keep the information of their textbooks and they are not confident of their own mentality. The researcher noticed that they gave great ideas that showed their great mentality although they were not aware of their good mentality. It was apparent that there was no one who cares or even asks for their opinions in life matters, neither their parents nor their teachers.
- Encouraging open discussions in classroom is an urgent need for students.

### **Suggestions for Further Research**

The following suggestions for further research warrant investigation:

1. Investigating the effect of increasing the classes of library on developing students' skills of critical reading.
2. Investigating the effect of including discussion into English curriculum on developing students' critical reading skills.
3. Researching the effect of using CBI (Computer based Instruction) in enhancing classroom management.
4. Researching the effect of blended learning on developing the pronunciation of secondary stage students.
5. Investigating the effect of watching movies on developing critical reading skills of secondary stage students.