Using Blogs for Developing Secondary Stage Students' English Reading Comprehension Skills

Nabila Ebeid Riad Mohammed Barakat

A researcher at Department of Curriculum and Instruction,

Faculty of Education at Qena, South Valley University

Dr. Mohammed Khairat M. Rashed

Assistant Professor of Curriculum and Instruction (EFL) Faculty of Education at Qena South Valley University

Dr. Najwa Yassen M. Ismail

Lecturer of Curriculum and TEFL Methodology,Faculty of Education South Valley University

Abstract

The present study investigated the effect of Blogs on developing English reading comprehension skills of EFL secondary stage second year students. Participants were (35) female students enrolled at Secondary School for Girls, Abu-Tisht who were randomly assigned into one group. The present study adopted one of the quasi- experimental designs, namely, 'one - group pretest-posttest'. The study group received the treatment (Blog Model). Data were collected through using the English Reading Comprehension Skills Test (ERCST). A paired samples T-test and the Pearson rank order coefficient of correlation were used for data analysis. Results of the study revealed a significant development in English reading comprehension skills of the treatment group. The Blog model was an effective instructional tool for teaching EFL reading comprehension skills. Furthermore, the results showed a positive correlation between the participants' scores in ERCST. Based on the result, the study concluded that Blogs had a great positive effect on developing the participants' English reading comprehension skills, i. e., literal skills, inferential skills, and critical skills. Additionally, the study recommended that Blogging should be used in teaching English reading comprehension skills.

Key Words: Blog, literal reading comprehension skills, inferential reading comprehension skills, critical reading comprehension skills

المستخلص

هدفت الدراسة الحالية إلى بحث أثر استخدام المدونة الإلكترونية فى تنمية مهارات الفهم القرائي باللغة الإنجليزية كلغة أجنبية لدى طالبات الصف الثاني الثانوى بمدرسة الثانوية بنات بأبوتشت. اعتمدت الدراسة المنهج شبه التجريبى، تصميم المجموعة الواحدة (الاختبار القبلى – البعدى) و تكونت مجموعة الدراسة من (٣٥) طالبة مثلوا فصل واحد تم اختياره عشوائياً من بين الفصول (مجموعة الدراسة) والتى درست باستخدام المدونة الإلكترونية. و لقد تم جمع بيانات الدراسة من خلال : قائمة مهارات الفهم القرائى، اختبار مهارات الفهم القرائى باللغة الإنجليزية ، ونموذج المدونة الإلكترونية. كما تم استخدام اختبار (ت) ومعامل ارتباط بيرسون لتحليل البيانات. ولقد دلت النتائج على تحسن ملحوظ فى مهارات الفهم القرائى لدى المشاركين فى الدراسة وذلك بمقارنة متوسط درجات التطبيق القبلى والبعدى لاختبار مهارات الفهم القرائى. ولقد أشارت النتائج أيضاً إلى تحسن ذى دلالة إحصائية فى اداء مجموعة الدراسة فى التطبيق البعدى مقارنةً بالتطبيق القبلى. وبناءً على النتائج السالف ذكرها، فقد خلصت الدراسة إلى أن المدونة الإلكترونية لها أثر إيجابى فى تحسن مهارات الفهم القرائى باللغة الإنجليزية (تحديد الفكرة الرئيسة للنص ، تحديد التفاصيل لدعم الفكرة الرئيسية للنص، تحديد مرادفات الكلمات ، تحديد مضادات الكلمات، تخمين معانى الكلمات الصعبة باستخدام الدلائل السياقية للنص، ربط النص بالخبرات الحياتية للطالب، استنتاج علاقة السبب والنتيجة ، تحديد غرض الكاتب من النص ، التمييز بين الحقائق والآراء، إبداء الآراء حول الأحداث. كما أوصت الدراسة بضرورة استخدام المدونات الالكترونية فى الصفوف الدراسية لتعليم اللغة الإنجليزية كلغة أجنبية. بالإضافة الى تدريب معلمى اللغة الإنجليزية كلغة أجنبية على استخدام المدونات الإلكترونية فى تدريس مهارات الفهم القرائى.

الكلمات المفتاحية : المدونة الإلكترونية ، مهارات الفهم القرائى الحرفية ، مهارات الفهم القرائى الاستنتاجية ، مهارات الفهم القرائى الناقدة ، طالبات المرحلة الثانوية.

1.1 Background of the Problem

Nowadays, people view that English language proficiency is crucial for the learners and educated people. Four language skills are used to attain English language efficiency; listening, speaking, reading and writing. Reading is a necessity. Persons read to learn about news, rules, and how to do things. Also, students use reading to learn English. Reading is the most important source for gaining knowledge because it helps students to improve English language vocabulary, spelling, grammar and writing. In addition, reading is very essential for all students studying English as a foreign language because most textbooks and the sources of scientific knowledge and information on technology are published in English. In this respect, Cunningham (1998) reported that reading is an important skill for the mind, and it is the cause of students' success in their academic career.

About the importance of reading comprehension, The National Reading Panel (2000) claimed that comprehension in reading is necessary because students should have basics for learning. Comprehension is the ability of the students to understand what they read. Students who read easily, are proficient to answer questions, analyze and summarize the text. Further, Pang, et al. (2003) mentioned that comprehension is the process of deriving meaning from the reading text involving vocabulary knowledge and thinking. Therefore, comprehension is not a passive process because reader derives the meaning from the text actively. This requires making use of prior knowledge which includes discovering the relationship between ideas and viewpoints by drawing inferences from the words and idioms in the text.

Additionally, reading comprehension is a very important skill in language learning which should be mastered by students. Supporting this view, Morris (2015) stated that reading comprehension is an important skill for all students from elementary school to university students. If students are motivated for reading, they will practice reading comprehension skills effectively. Although reading comprehension skills are essential, there are difficulties in understanding them. In this regard, Burns, Griffin and Snow (2005) mentioned that there are three main problems in reading, namely, the misunderstanding and use of alphabetical order, the difficulty in transfer reading comprehension skills and lack of motivation to read.

The talk and chalk methods have been used in language teaching for many years especially in reading. Recently, teaching methods and strategies

must adapt to technological progress. In this respect, Yang (2009) claimed that the social internet in the classrooms is very important. The students learning environment should be considered relevant to their lives outside school. It has been shown that access to the internet will motivate students to read widely and extensively. Therefore, Cary (2013) mentioned that internet users can use a variety of communication methods, such as communicating with classmates, colleagues, teachers, news reporters, etc. Users of social networking sites can exchange messages, comments, pictures and links with each other. This type of communication is known as an internet community.

Furthermore, Rubens, Kaplan and Okamoto (2014) reported that web2.0 should be integrated into teaching a foreign language and the first generation of web1.0 referred to "read-only web" publishing the content online for reading. Also, Ducate & Lomicka (2008) mentioned that ''teachers should increase opportunities for interaction in internet classroom by employing and using different kinds of social software such as wiki, chat, and blogs''. (p.9). In other words, Solomon and Schrum (2007) reported that using web 2.0 tools in education enhance and promote creativity, collaboration and communication in teaching a foreign language. Using these tools is better than traditional ways in teaching which rely on delivering and testing information.

Blogging is in harmony with the constructivist approach because it is collaborative, meaningful, authentic, and active tool. As Bakar, Latif, and Ya-acob (2010) stated, "Using blogs in the classrooms can be said to embrace the philosophy of social constructivism whereby the learners acquire new knowledge of the subject matter through discussions, and further expand this newly-acquired knowledge by applying it in different situations" (p. 122).

Focusing on blogs as an educational tool, it is defined by Doctorow, et al. (2002) as a page on the world wide web like an online journal. This page includes information, diary entries, links, posts, articles and all these appear in chronological order. Further, Yang (2009) defined a blog as an online journal that users can continuously update in their own words online. In other words, Poling(2005)defined educational blogging as an application, which promotes the students' ability for comprehension and communication in addition to understanding the curriculum

deeply.   By this definition, Poling indicated that there are two purposes of the educational blog: comprehension and communication, both student to student and student to teacher.

There are many types of blogs. Campbell (2003) mentioned three main types of blogs. Tutor blog, which is created by the teacher to communicate with his students online and develop their language skills through daily reading exercises. The second type of blog is the class blog, in which all students log in to post and discuss their thoughts, comments, and quizzes. The third one is the student's blog, which is created by the learner to express and write about his /her daily activities, and friends read the content he/she publishes. The tutor blog was used in the present study.

Using blogs as an instructional tool has many benefits. Lohnes (2006) mentioned that blogging as an interactive dynamic type of communication supports the learning environment. When blogs are used by students and teachers for facilitating thought-provoking discussion, application of concepts, and connections between concepts and learners. Students can personalize the learning experience and promote students reflection on their learning process.

Similarly, Brookover (2007) claimed that there are many advantages of blogs as an educational tool such as: sharing and reflecting the knowledge, attracting a large readership, and responding to the text through writing comments, answering questions and discussions. Also, learners can use blog easily. It has a great sense of permanence as well as it is a great activation of technology and an opportunity to test out how to emerge it in education domain. Supporting that, Sun (2012) stated that blogs "provide a promising forum for active, interactive, and collaborative online communication" (p. 494)

Also, it is important to note that many studies assured that Egyptian secondary stage students are poor in English reading comprehension skills. These studies are (Al-Shazli 2017; El-Sayed 2018; Elhawiet 2019; Mohamed 2020). Besides, based on the results of the pilot study (interviews with English teachers and supervisors, English reading comprehension test) which was done by the researcher supported this claim. The necessity to imply new strategies and approaches has emerged to enhance English reading comprehension skills of secondary stage second year students.

In sum, it has been obvious that blogging has become widely used in different educational settings. Although a blog is an active educational tool, it has received a little attention by the researchers in Egypt. Accordingly, this study was an attempt to investigate the effect of using blogs on developing English reading comprehension skills of secondary stage students. Since

instruction and technology are integrated. Blog could be used for instructional objectives.

Through the researcher's teaching experience and the students' scores in reading comprehension exercises, it has been noticed that most of the secondary stage students lack some   reading comprehension skills. To Support this claim, interviews were conducted with four EFL secondary stage teachers and three supervisors. Interviewees reported that students have a difficulty with English reading comprehension skills, namely, inability to identify the main idea, identify details to support the main idea, distinguish between facts and opinions, guess the meaning of difficult words from the text, identify synonyms of words, identify antonyms of   words, specify the writer's purpose, link text to experience in life, giving opinions about events, and infer cause and effect relationship. The interviewees attributed lack in English reading comprehension skills among students to the traditional methods which teachers use in English reading classes.

Based on the results of the pilot study, the necessity to use new techniques which has been emerged to help in developing secondary stage second - year students' EFL reading comprehension skills.

1.2 Statement of the Problem

In light of the researcher's teaching experience, the students' scores in reading comprehension exercises, interviews with four EFL secondary stage teachers and three supervisors, and the pilot study findings, the problem can be stated as follows:

The majority of secondary stage second year students have a lack in English reading comprehension skills.

1.3 Questions of the Study

Based on the above mentioned problem, the study tried to answer the following main question:

What is the effect of using blogs on developing the overall English reading comprehension skills of secondary stage second year students ?

This main question is branched into the following sub-questions:

1- What is the effect of using blogs on developing the participants' literal reading comprehension skills?

2- What is the effect of using blogs on developing the participants' inferential reading comprehension skills?

3- What is the effect of using blogs on developing the participants' critical reading comprehension skills?

1.4 Hypotheses of the Study

1- There is a statistically significant difference between the mean scores at (0.01) of the blogging group in the overall pre- post English reading comprehension test, in favor of the post-administration.

2- There is a statistically significant difference between the mean scores at (0.01) of the blogging group in the pre-post English reading comprehension test concerning the literal reading comprehension skills, favoring the post-administration.

3- There is a statistically significant difference between the mean scores at (0.01) of the blogging group in the pre- post English reading comprehension test concerning the inferential reading comprehension skills, favoring the post-administration.

4- There is a statistically significant difference between the mean scores at (0.01) of the blogging group in the pre- post English reading comprehension test concerning the critical reading comprehension skills, favoring the post-administration.

1.5 Purposes of the Study

   This study aimed at:

1- Exploring if blogs, as an instructional tool, are feasible in teaching reading to EFL   secondary students.

2- Investigating the overall effect of using blogs on developing English reading comprehension skills of secondary stage second year students.

1.6 Significance of the Study

   Significance of the study could be determined in the following points:

1- Using blogs might have a beneficial effect in teaching and learning English reading comprehension skills.

2- Using blogs helped the participants to develop their English reading comprehension   skills.

3- Instruments of the study: The English reading comprehension test and the blog model might be beneficial for teachers, supervisors and other researchers.

4- To the researcher's knowledge, there is a scarcity of studies which are conducted in using

   blogs in Egyptians EFL classroom.

5- The study might motivate EFL teachers and learners to depart from the pedagogical methods which they are using and implement a digital method (blogging) in teaching reading classes.

1.7 Delimitations of the Study

This study was delimited to the following:

1- A group of second year female students learning English as a foreign language enrolled at the secondary school for girls, Abu-Tisht, Qena Governorate where the researcher works.

2- The experiment was conducted during the second term of the scholastic year 2023-2024.

3- Certain reading comprehension skills were used: identify the main idea, identify details to support the main idea, distinguish between facts and opinions, guess the meaning of difficult words from the text, identify synonyms of words, identify antonyms of words, specify the writer's purpose, link text to experience in life, giving opinions about events, and infer cause and effect relationship.

4- Reading prompts and assigned task types were based on the students' textbook (Hello! English for Secondary Schools- Second Term).

5- The teacher blog as a type of blogs.

Method and Procedures

Prior to the treatment, a pilot study was carried out to determine the validity, reliability, appropriateness, relevance, and time allowed for the instrument of the study. Afterwards, the final form of the ERCST was prepared. As for the materials of the study, an English reading comprehension checklist and a blog model were constructed. Also, the researcher collected emails of the students. These e-mails were used to send out blog links which included English reading comprehension skills test and the reading texts.

The English Reading Comprehension Skills Test (ERCST) was administered to the experimental group as pre-administration. The ERCT was administered on (February, 13th, 2024) that was, one week prior to conducting the treatment. The purpose of administering the pre-test was to examine whether the experimental was identical and homogenous in the dependent variable (using blogs). The experiment group was taught by the class teacher throughout the whole period of the treatment. Students who

participated in this study were told that the researcher was looking for a technique to develop their reading comprehension skills. The treatment difference would be shown in the following lines:

The experimental group received the treatment (Blog Model). The experiment lasted for five weeks (three classes per week). The reading comprehension assignments were given to the experimental group. There was an introductory session to explain to how to use Blog in reading comprehension. The teacher sent the link of each lesson to participants through Gmail or Yahoo account. The researcher set the objectives of the lesson, then allow the students to read the lesson, watch videos, look at pictures and animations. After each session, the teacher asked the students to answer questions which were related to the lesson by clicking submit their answers. The researcher corrected students' errors and encouraged them to give correct answers. At the end of the experiment, the English reading comprehension test was administered as a posttest to the experimental group.

One week after completing the treatment, the English reading comprehension skills test was administered again to the experimental group as posttest on (March, 28th, 2024). Post-administrations conditions were relatively the same as those of the pre- administrations in terms of time and place. The students' scores of the ERCT and their responses to the blog were statistically scored and analyzed. The purpose of administering the post-administrations was to determine the effect of using blogs on developing students' reading comprehension skills.

3.1 Design of the Study

It was very hard to arrange a true experimental design, especially in classroom experimental research. For this reason, the present study adopted one of the quasi experimental designs, namely, 'one -group pretest-posttest'. Accordingly, a pre-administration of English Reading Comprehension Skills Test (ERCST) was administered before the introduction of the treatment, followed by a post-administration after the introduction of the treatment. Furthermore, to qualify as a true experiment in the pretest-posttest, participants were randomly selected a homogenous group.

3.2 Instrument of the study

To investigate the effect of blogs on developing students' English reading comprehension skills, one instrument was developed by the researcher:

English Reading Comprehension Skills Test (ERCST)
3.2.1 Validity of the English Reading Comprehension Skills Test

To determine the face and content validity of the ERCST, it was submitted to a jury of experts in the field of EFL curriculum and instruction. The jury members examined the instrument and expressed their opinions regarding clarity, adequacy and difficulty level of the test items and its relevance to the reading comprehension skills which are intended to be assessed. The jury members suggested slight modifications of the test materials. Some of the test items were so easy, and the third passage was too short. They suggest conducting online ERCST. Suggestions and comments of the jury members were taken into consideration when making the final version. For the final form of the test see Appendix (C).

Intrinsic validity of the test was also obtained by using the following formula:

$$\text{Intrinsic validity} = \sqrt{\text{Reliability item}}$$

Intrinsic validity = 0.93
This result indicates that the test is highly valid.

3.2.2 Reliability of the Test

To determine the ERCST reliability, the test-retest reliability method was used. The test was first given to the pilot administration students. Subsequently, after a two-week interval, the identical test was re-administered to the same group under similar conditions. The scores of both tests were analyzed and the test's reliability coefficient was determined using the Cronbach Alpha Formula. Table 4.3 shows the Cronbach Alpha reliability coefficient for the participants' mean scores in each main skill and their mean scores in the overall ERCST.

Table 4.3
Cronbach Alpha reliability coefficient for the ERCST

Reading Comprehension skills	No. of test items	Cronbach Alpha reliability coefficient
Literal reading comprehension	9	0.835
Inferential reading comprehension	9	0.905
Critical reading comprehension	5	0.885
Total Test	23	0.870

Table 4.3 shows high reliability coefficients, ranging from 0.835 to 0.905. These coefficients indicate significant reliability, suggesting that the items in each section consistently measure the intended construct of reading comprehension. Additionally, the overall test reliability coefficient of 0.870 reflects significant reliability of ERCST. Further, this result supports confidence in the ERCST ability to effectively measure reading comprehension skills across different dimensions.

3.3 Materials of the Study

3.3.1 English Reading Comprehension Skills Checklist

3.3.1.1 Description of the Checklist

The English reading comprehension skills checklist outlined the required skills to be developed for EFL second-year secondary stage students. It had a total of ten sub- skills distributed to three main skills, namely: literal skills (4 sub-skills), inferential skills (3 sub- skills) and critical skills (3 sub-skills). The (10) sub-skills included in the English reading comprehension skills checklist were derived from the following sources:

1. A review of literature related to the areas of EFL main skills and sub-skills, to name some: The sources of EFL list of main skills and sub skills were seven studies as Mohamed (2010), Awad (2013), Helwa (2014), Abdelrahman& Bsharah(2014) and Ibrahim (2020), Magebleh & Abdullah (2022).

2. Analyzing the content of the reading lessons in the English language book for second- year secondary stage students to determine the reading comprehension skills which were included in the lessons and curriculum**.**

3.1.1.2 The initial Version of English Reading Comprehension Skills Checklist

It included 37 sub- skills which divided into three basic skills: literal, inferential, and critical. It was submitted to a jury of experts and supervisors of English language subject. The jury members examined the checklist and expressed their opinions regarding clarity, adequacy and difficulty level of each skill and its relevance to level of the students. The jury members suggested slight modifications of the checklist items. Suggestions and comments of the jury members were taken into consideration when making the final version of reading comprehension skills checklist.

3.1.1.3 The Final Version of Reading Comprehension Skills Checklist

After modifying, editing, and deleting, the final version of checklist included three main skills and ten sub – skills as follows ; literal reading comprehension skills consisting of 4 sub-skills, inferential reading comprehension skills consisting of 3 sub- skills, and critical reading comprehension skills consisting of 3 sub- skills.

3.1.1.4 Checklist Validity

The English reading comprehension skills checklist was submitted to a jury of specialists in the field of EFL curriculum and instruction (n=9) (see Appendix B) to measure its validity and determine the degree of importance for each sub- skill. Then, the jury members' modifications, suggestions, and comments were taken into consideration while constructing the final form of the checklist. For the checklist final form, see (Appendix C).

Results of the Study

4.1 Results Concerning the Hypotheses of the Study

4.1.1 The First Hypothesis

There is a statistically significant difference between the mean scores at (0.01) of the participants in the overall pre- post English reading comprehension test, in favor of the post-administration.

To test this hypothesis, the paired samples t – test was used to find out the differences in the mean scores of the blogging group in the overall pre and post administrations of the English reading comprehension skills test.

Table 4.1

Paired Samples t-test results of the participants' overall reading comprehension skills

	Test	Mean	SD	t	(df=34)Sig.
The overall reading comprehension skills	Pretest	7.817	2.454	5.527	0.000
	Posttest	14.683	2.620		

Table 4.1 illustrates remarkable development in the participants' overall reading comprehension skills. The t-value is 5.527, and the p-value (Sig.) is 0.000, indicating that the difference between pretest and posttest scores is statistically significant at the 0.01 level. The p-value being 0.000 suggests that the improvement observed is unlikely to have occurred by chance.

Figure 4.1

Mean scores of the participants in the overall reading comprehension skills pretest and posttest (N=35)

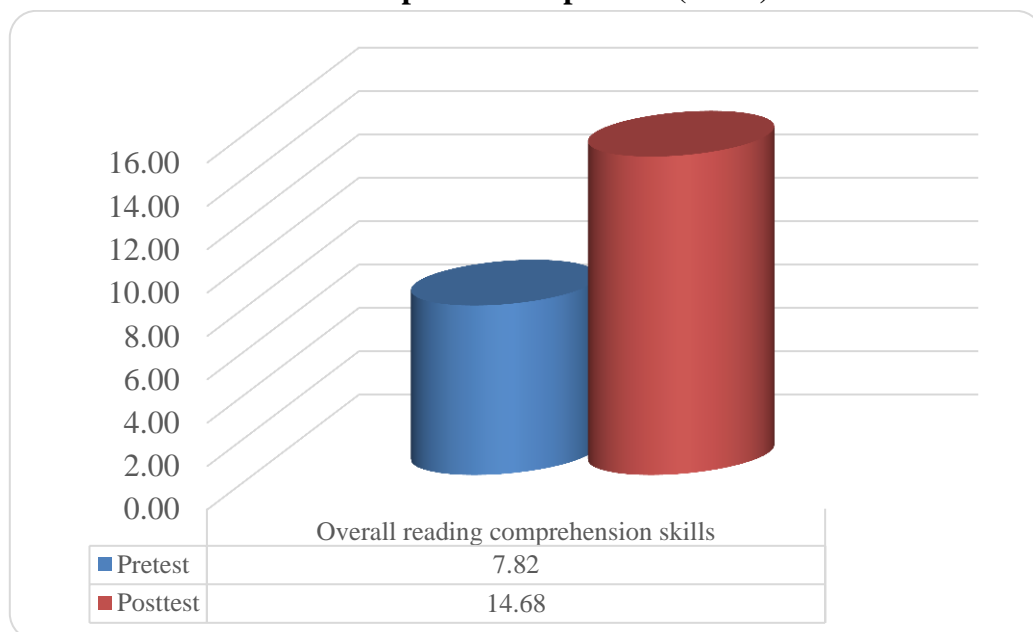|	Overall reading comprehension skills
Pretest	7.82
Posttest	14.68

Figure 4.1 shows that there are differences among the mean scores attained by the participants in the pretest and posttest of ERCST in overall reading comprehension skills. To verify if such differences are statistically significant, a Paired Samples t-test was used.

4.1.2 The Second Hypothesis

There is a statistically significant difference between the mean scores at (0.01) of the participants in the pre-post English reading comprehension test concerning the literal reading comprehension skills, favoring the post-administration.

To test this hypothesis, the paired samples t – test was used to find out the differences in the mean scores of the experimental group in the pre and post administrations of the English reading comprehension skills test (literal reading comprehension skills).

Table 4.2

Paired Samples t-test results of the participants' literal reading comprehension skills

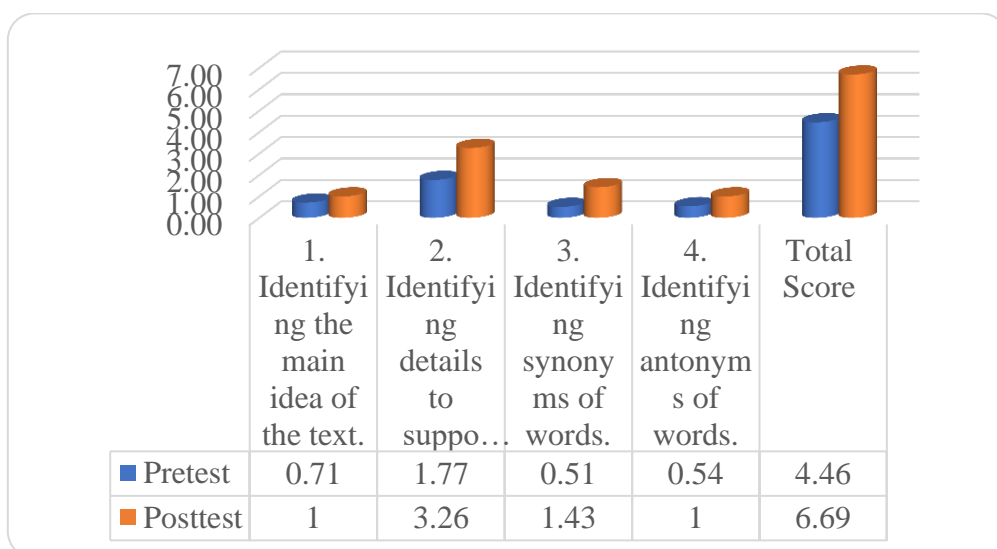| Sub-skill	Test	Mean	SD	t	Sig.
1. Identifying the main idea of the text	Pretest	0.71	.458	3.688	0.001
	Posttest	1.00	.000		
2. Identifying details to support the main idea	Pretest	1.77	1.215	4.961	0.000
	Posttest	3.26	1.039		
3. Identifying synonyms of words	Pretest	0.51	.507	6.614	0.000
	Posttest	1.43	.502		
4. Identifying antonyms of words	Pretest	0.54	.505	5.351	0.000
	Posttest	1.00	.000		
Total	Pretest	4.46	.950	9.750	0.000
	Posttest	6.69	1.132		

The participants' scores in the test items related to literal reading comprehension skills, namely, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 sub-skills, were collected for analysis. Table 4.2 shows significant improvements across all sub-skills, including identifying the main idea, details supporting the main idea, synonyms, and antonyms of words. The results revealed statistically significant differences in the participants' sub-skills of literal reading comprehension from pretest to posttest, with p-values below 0.01, indicating a high level of significance.

These results supported the second hypothesis, indicating that the participants, exposed to blogs as a learning tool, showed remarkable

developments in their literal reading comprehension skills. The substantial increases in mean scores across all sub-skills suggest that the intervention, utilizing blogs, effectively contributed to the development of the participants' literal reading comprehension skills. Thus, the second hypothesis of the study was confirmed. These findings provided an answer for the first sub-question of the study: What is the effect of using Blogs on developing the participants' literal reading comprehension skills?

Figure 4. 2
Mean scores of the participants in the literal reading comprehension skills pretest and posttest (N=35)

	1. Identifying the main idea of the text.	2. Identifying details to suppo…	3. Identifying synonyms of words.	4. Identifying antonyms of words.	Total Score
■ Pretest	0.71	1.77	0.51	0.54	4.46
■ Posttest	1	3.26	1.43	1	6.69

The figure above shows that there are differences among the mean scores attained by the study group students in the pretest and posttest of RCST in literal reading comprehension sub-skills as well as the total score.

1.1.3 The Third Hypothesis

There is a statistically significant difference between the mean scores at (0.01) of the participants in the pre-post English reading comprehension test concerning the inferential reading comprehension skills, favoring the post-administration.

To test this hypothesis, the paired sample t – test was used to find out the differences in the mean scores of the participants in the pre and post

administrations of the English reading comprehension skills test (inferential reading comprehension skills).

Table 4.3

Paired Samples t-test results of the participants' inferential reading comprehension skills

Sub-skill	Tests	Mean	SD	t	Sig.
1. Linking the reading text to the students' experience in life	Pretest	1.09	.742	4.987	0.000
	Posttest	1.97	.822		
2. Guessing the meaning of difficult words using contextual clues	Pretest	.37	.490	9.35	0.000
	Posttest	1.57	.502		
3. Inferring cause and effect relationship	Pretest	1.06	.873	0.712	0.000
	Posttest	3.11	.758		
Total	Pretest	2.89	1.132	11.492	0.000
	Posttest	6.66	1.259		

The participants' scores in the test items related to inferential reading comprehension skills, namely, 15, 16, 17, 18, 20, 22, and 23 sub-skills, were collected for analysis. Table 4.3 presents significant improvements across all sub-skills, including linking the reading text to students' life experiences, guessing the meaning of difficult words using contextual clues, and inferring cause and effect relationships. Results showed statistically significant differences in all sub-skills of inferential reading comprehension from pretest to posttest, with p-values below 0.01, indicating a high level of significance.

Thus, results supported the third hypothesis, suggesting that the treatment group exposed to blogs demonstrated significant development in their inferential reading comprehension skills. The significant mean scores across various sub-skills imply that the utilization of blogs as an intervention method substantially facilitated the development of inferential reading comprehension skills of the participants. Consequently, the third hypothesis was confirmed.

These results provided an answer for the third sub-question of the study: What is the effect of using blogs on developing the participants' inferential reading comprehension skills.

Figure 4.3

Mean scores of the participants in the inferential reading comprehension skills pretest and posttest (N=35)

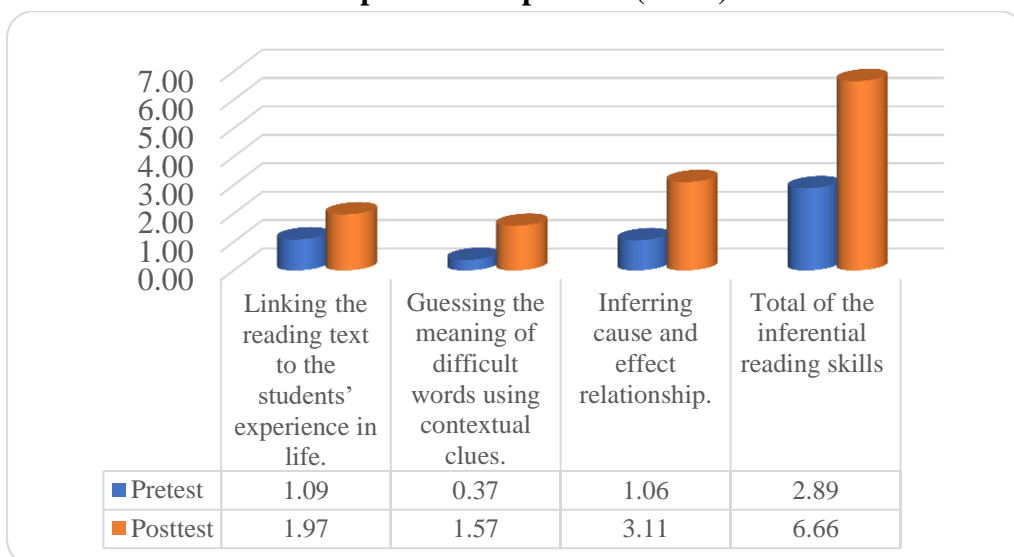|	Linking the reading text to the students' experience in life.	Guessing the meaning of difficult words using contextual clues.	Inferring cause and effect relationship.	Total of the inferential reading skills
■ Pretest	1.09	0.37	1.06	2.89
■ Posttest	1.97	1.57	3.11	6.66

Figure 4.3 shows that there are differences among the mean scores attained by the study group in the pretest and posttest of ERCST in inferential reading comprehension sub-skills as well as the total score.

4.1.4 The Fourth Hypothesis

There is a statistically significant difference between the mean scores at (0.01) of the participants in the pre-post English reading comprehension test concerning the critical reading comprehension skills, favoring the post-administration.

To test this hypothesis, the paired sample t – test was used to find out the differences in the mean scores of the participants in the pre and post administrations of the English reading comprehension skills test (critical reading comprehension skills).

encompassing the ability to connect reading material with personal experiences, deduce meanings of intricate words through contextual cues, and infer causal relationships. The results disclose statistically significant disparities in all facets of critical reading comprehension between pretest and posttest administrations, with p-values below 0.01, underscoring their substantive significance.

These results substantiate the research's fourth hypothesis, indicating substantial progress in critical reading comprehension skills among the cohort exposed to blog-based interventions. The marked improvements in average scores across diverse sub-skills suggest that leveraging blogs as an instructional tool significantly facilitated the cultivation of critical reading comprehension proficiencies among the participants. Consequently, the affirmation of the third research hypothesis denotes its validation. These results provided an answer for the third sub-question of the study What is the effect of using Blog on developing critical reading comprehension skills.

Figure 4.3

Mean scores of the study group students in the critical reading comprehension skills pretest and   posttest (N=35)

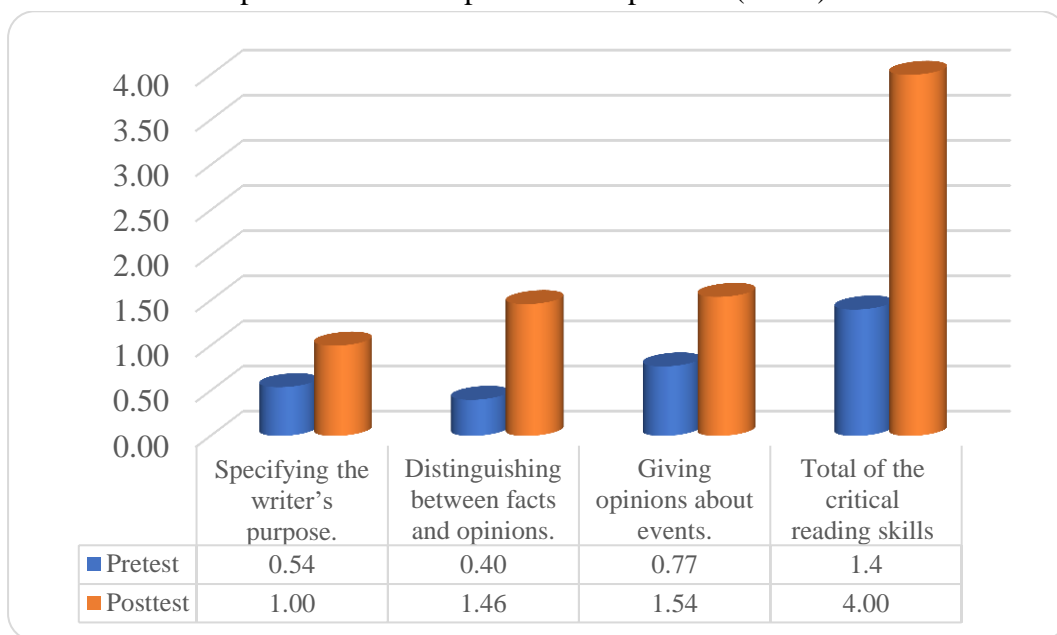|	Specifying the writer's purpose.	Distinguishing between facts and opinions.	Giving opinions about events.	Total of the critical reading skills
Pretest	0.54	0.40	0.77	1.4
Posttest	1.00	1.46	1.54	4.00

Figure 4.4 shows that there are differences between the mean scores attained by the participants in the pretest and posttest of ERCST (critical reading comprehension sub-skills as well as the total score).

Based on the study results, the participants' total score in the posttest (Mean=17.34, SD=1.434) outperformed the pretest scores (Mean=8.74, SD=2.133), with t value = 18.823 which is statistically significant at 0.01 level. Therefore, results revealed that using blogs could develop English reading comprehension skills of secondary stage - second year students.

The Effect size of Blog on Developing English Reading Comprehension Skills

Table 4.2.4

The Effect Size of Using Blogs on Developing the Participants' Overall Reading Comprehension Skills (df=34)

Reading Comprehension skills	*t*- value	η^2	The Effect Size
Literal Reading Comprehension	9.75	0.74	Large
Inferential Reading Comprehension	11.49	0.80	Large
Critical Reading Comprehension	11.35	0.79	Large
Total Test	18.82	0.91	Very Large

The results indicate substantial effect sizes across all categories, with η^2 values ranging from 0.74 to 0.80. Notably, the total test score demonstrates the largest effect size of 0.91, indicating a highly significant impact of using blogs on the participants' overall reading comprehension skills. Similarly, both Inferential and Critical reading comprehension categories exhibit significant effect sizes of 0.80 and 0.79, respectively, suggesting considerable improvements in these specific areas. These results underscore the effectiveness of using blogs to enhance reading comprehension skills among secondary stage second year students. The large effect sizes across various comprehension skill categories highlight the substantial contribution of blog-based interventions to the overall improvement in the participants' reading comprehension skills. This underscores the potential of technology-enhanced learning approaches, such as utilizing blogs, to foster meaningful developments in the participants' reading comprehension skills.

1.1.5 Findings of the Study

The following findings were attained from data analysis:

5.1.5.1 The English reading comprehension skills of secondary stage _ second year students (N=35) in the pre administration were poor and inadequate. The mean scores of the participants in the reading comprehension skills test was low (8. 74).

5.1.5.2 Using blogs had a large effect on the participants' overall reading comprehension skills (t-value is 18.823) compared with the pre- test. Thus, the first hypothesis was confirmed.

5.1.5.3 There is a statistically significant difference between the mean scores at (0.01) level of the participants in the pre-post English reading comprehension test concerning literal reading comprehension skills, favoring the post-administration.

5.1.5.4 There is a statistically significant difference between the mean scores at (0.01) level of the participants in the pre- post English reading comprehension test concerning inferential reading comprehension skills, favoring the post-administration.

5.1.5.5 There is a statistically significant difference between the mean scores at (0.01) level of the participants in the pre- post English reading comprehension test concerning critical reading comprehension skills, favoring the post-administration.

5.2 Conclusions

Based on the present study findings, the following conclusions could be drawn:

5.2.1 Blogs were found to be an effective instructional tool in teaching English reading comprehension skills.

5.2.5 Blog creates a communicative social sense among students and The teacher.

5.2.6 Blog helped students express themselves in a stress-free community.

5.2.7 Blog contributed to English language methodology and provided new strategies for teaching English.

5.2.9 There were some drawbacks of using Blogs that not all the participants participated in the discussion were familiarized with blogs. Some students had technical issues and responded to activities late at night.

5.2 Recommendations

Several recommendations were offered:

5.3.1 Blog should be used in teaching English reading comprehension skills of EFL students.

5.3.2 Teachers are recommended to be trained in using Blog as a new instructional tool in EFL classes.

5.3.3 Students should be trained to use smart phones in the learning process.

5.3 Suggestions for Further Research

5.4.1 Conducting studies to use Blog with EFL students at various educational levels.

5.4.2 This study can be replicated on other English language skills and arts, i.e., speaking and listening.

5.4.3 More research is needed to investigate the effects of using smart phones in teaching and learning.

5.4.4 Investigating the feasibility of using social media in EFL classes.

5.4.5 More research is needed to investigate the effect of using Blog on promoting EFL students' motivation towards learning English reading.

5.4.6 Further research is needed to explore the challenges of using Blog in EFL classrooms in Egypt.

5.4.7 A further study is required to investigate teachers' attitudes towards Blog procedures.

5.4.8 A study is needed to explore the effect of using Blog on developing other types of reading skills.

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