



*Ain Shams University  
Women's College  
Curriculum and Instruction Dept.*

**A Suggested Strategy to Develop Libyan Secondary  
Stage Student's Critical Reading and Writing Skills in  
the Light of the Language Experience Approach**

A Thesis

*Submitted for the degree of M.A in Education  
(Curriculum and methods of teaching English as a foreign  
language)*

By

**Abeer El-waer Nasser El-Meshry**

Supervised By

**Dr. Aida Abd El-Maksoud  
Zaher**  
*Professor of Curriculum and  
Methods of Teaching  
English  
Women's College – Ain  
Shams University*

**Dr. Manal Mohamed  
Abdel Aziz**  
*Assistant Professor of  
Curriculum and Methods of  
Teaching English  
Women's College – Ain Shams  
University*

**Dr. Salah M. Abdussalam Meto**  
*Professor of Teaching Linguistics  
Faculty of Education-Azzawia University-Libya*  
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## **Names of supervisors**

**Name of the Researcher: Abeer Alwaer Nasser Al-Meshry**

**Title of the research : A Suggested Strategy to Develop  
Libyan Secondary Stage Student's Critical Reading and  
Writing Skills in the Light of the Language  
Experience Approach**

Names	Position
<b>1) Dr. Aida Abdel El-Maksoud Zaher</b>	Professor of Curriculum and Methods of Teaching English, Women's College – Ain Shams University
<b>2) Dr. Manal Mohamed Abdel Aziz</b>	Assistant Professor of Curriculum and Methods of Teaching English, Women's College – Ain Shams University
<b>3) Dr. Salah M. Abdussalam Meto</b>	Professor of teaching linguistics, Faculty of Education, Azzawia University-Libya

Name : Abeer El- Waer Nasser El- Meshry

Degree : **M.A. Degree in Education**

Specialization: **Curriculum and Methods of Teaching**

**English as A foreign Language**

Supervisors : Prof. Dr. Aida Abd El-Maksoud Zaher

Ass. Prof. Manal Mohamed Abdel Aziz

Prof. Dr. Salah M. Abdusalam Meto

Title of Thesis : A Suggested Strategy to Develop Libyan  
Secondary Stage Students' Critical Reading and Writing Skills  
Based on the Language Experience Approach

## **Abstract**

**The present study aimed at developing the critical reading and writing skills of a sample of Libyan first year secondary stage students through the use of a strategy based on the language experience approach. A pre – post test of critical reading and writing skills was administered to a group of sixty student in two first year secondary classes randomly selected from one of Libyan governmental secondary schools, namely Martyrs secondary schools for boys and girls in the academic year 2011, 2012. The results provided support for the hypotheses of the study and showed evidence that there were statistically significant differences at 0.01 between the mean scores of the experimental group on the critical reading and writing skills pre-post- test in favor of**

**the post- tests. Besides , there was a positive correlation , statistically significant at 0.01 level between the scores of the experimental group on the critical reading post- test and their scores on the writing skills post- tests. Results of the study indicated that the suggested strategy based on the language experience approach is effective in developing secondary students' Critical reading and writing skills.**

Key words: Critical reading skills, writing skills, language experience approach.