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The Effect of a Program based on Knowledge Navigation on Developing EFL Reading and Writing Skills for Prep Students

**A Dissertation Submitted in Partial fulfillment of the Requirements for
the Ph.D. Degree in Education (Curriculum and Instruction)**

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Abstract

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Abstract: the aim of this research was to investigate the effect of using knowledge navigation on developing prep students' English reading and writing skills. Based on reviewing literature and related studies, the researcher investigated the theoretical framework of knowledge navigation, and reading and writing skills. The instruments of the research included: a list of reading and writing skills; a pre-post reading and writing skills test; an analytical writing skills rubric and a satisfaction questionnaire. Also, a knowledge navigation based reading and writing skills program was designed. Sixty students from second year students in Hassan Abu Bakr prep school, Qalyobya Governorate were randomly nominated. The students were assigned equally to be an experimental group (30) and control group members (30). Then the experimental group members received training through the knowledge navigation based program; whereas the control group members were exposed to regular assessment. The pre and post scores of the experimental and control groups in the reading and writing skills test were statistically analyzed using T-test and the effect size was calculated. Also the satisfaction questionnaire was administered to the experimental qualitative data about the program. Both the quantitative and qualitative results showed that there were statistically significant differences between the mean scores of the experimental and control groups in the post measurement in favor of the experimental group students in the overall reading and writing skills and in each skill separately. Finally, it was concluded that knowledge navigation had a large effect on developing prep students' reading and writing skills.

Key words: knowledge navigation – reading skills – writing skills – integrating reading and writing skills.

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Chapter one

Background and Problem

1.1 Introduction

English is the most widely scattered of the great speech communities. It is thought to be one of the most important languages in the world. Even in countries where English is not the native language, people use it for business and tourism. English is used for these purposes in most countries. English is considered the business language. English is the official language of the United Nations. English is also the official language of airlines and airports. All airline pilots that fly to other countries must be able to speak English.

Reading and writing are two essential skills for English as a foreign or second language.. A child's literacy development is dependent on this interconnection between reading and writing. One of the primary reasons that we read is to learn. Especially while we are still in school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Therefore, reading plays a major role in writing.

The following can be seen as reasons for using Internet-based projects in the classroom: 1. There is a structured way for teachers to incorporate the Internet into the language classroom, on both a short-term and a long-term basis. No specialist technical knowledge is

needed either to produce or to use Internet-based projects. However, it is certainly looking around on the Internet to see if something appropriate already exists before sitting down to create your own project. 2. More often than not, they are group activities and, as a result, lend themselves to communication and the sharing of knowledge, two principal goals of language teaching itself. The use of projects encourages cooperative learning and therefore stimulates interaction. 3. They can be used simply for language learning purposes, but can also be interdisciplinary, allowing for cross-over into other departments and subject areas. This can often give them a more "real-world" look and feel, and provide greater motivation for the learner. 4. They encourage critical thinking skills. Learners are not required to simply regurgitate information they find, but have to transform that information in order to achieve a given task. (Dudeney and Hockly, 2007).

Several studies have been conducted in recent years on using the internet (knowledge navigation) to enhance reading and writing skills. Bonk and Zhang(2008) indicated that foreign language courses might have students read online newsletters, newspapers, magazines, and other foreign correspondence. The skills and objectives include learning authenticity, learner motivation and engagement, and skills comprehension and application.

As a consequence of the rapid development of technologies, computers and information technology (IT) have been playing an important role in education, in general, and language education in particular. Online learning environment as well as social media