THE IMPACT OF A PROGRAM BASED ON VIRTUAL CLASSES ON THE DEVELOPMENT OF ENGLISH READING SKILLS AMONG FEMALE STUDENTS AT THE COLLEGE OF LANGUAGES AND TRANSLATION, KSU

Aseel Ibrahim Bin Salamah*

*Mrs., Kingdom of Saudi Arabia, aseelsalamah65@gmail.com

Abstract

The current study aims at investigating the impact of a program based on virtual classes on the development of English reading skills among female students at the college of languages and translation, KSU. The researcher used the experimental method and the sample consisted of (55) female students at the college of languages and translation, KSU during the second semester of 1433-1434. Two groups of "Interactions 2 Reading" course were randomly selected. The two groups were randomly assigned to be the experimental group (43) students and the control group (12). The experimental group were taught the forth chapter of the course virtually from their homes using the program based on virtual classes and the control group students were restricted to the regular class teaching. A pre- and a post-test in reading skills was designed and administered to all students in this study before and after the completion of the experiment. According to the study findings, a set of recommendations were formulated.

Keywords: Virtual learning, E-learning, Flipped Learning, Instructional Design, ADDIE, McCarthy Theory, Keller’s model ARCS.