

Dissertation Title	Flex Model of Blended Learning Development in Enhancing EFL Students' Critical Reading Skills
Author	Atchara Limpapattarakul
Degree	Doctoral of Philosophy (English for Professional Development)
Advisor	Bhornsawan Inpin, Ph. D.

ABSTRACT

The objectives of the study were (1) to develop and validate the quality of the Flex model of blended learning in enhancing EFL students' critical reading skills, (2) to implement and identify the effectiveness of the Flex model of blended learning in enhancing EFL students' critical reading skills, and (3) to explore the students' attitudes toward the Flex model of blended learning. The participants of the study were fifty-five second-year English education students who were enrolled in a critical reading course at the Faculty of Education, Chiangrai Rajabhat University, in the first semester of academic year 2025. Data were collected using a mixed-method approach. The research instrument includes a semi-structured interview, a critical reading pre-test and post-test, an in-depth interview, and a student attitudes questionnaire. The instructional instruments include the Flex model of blended learning, lesson plans, and critical reading lessons. Data were analyzed using means, standard deviations, paired t-tests, Cohen's d effect sizes, and thematic analysis. The research findings revealed that:

1. The consistency of the instructional model components was very high ($\bar{X} = 0.93$), and the model components' descriptions were very appropriate ($\bar{X} = 0.88$).
2. The mean score of the critical reading post-test ($\bar{X} = 14.55$, $SD = 3.04$) was higher than the pre-test mean score ($\bar{X} = 9.89$, $SD = 4.91$). The difference between the two mean scores was statistically significant at the .05 significance level. Additionally, Cohen's d effect size indicated a very large effect ($d = 1.46$).
3. The in-depth interview findings indicated that the students employed five critical reading strategies: previewing, analyzing, questioning, summarizing, and

reflecting during the implementation, which demonstrated the development of their critical reading skills.

4. The students expressed positive attitudes toward the Flex model of blended learning mean score of 4.40 (S.D. = 0.46), signifying that students' attitudes were at the high level. The findings revealed that the students recognized the Flex model of blended learning as the most efficient for enhancing their critical reading skills.

Keywords: Flex Model of Blended Learning, Critical Reading Skills, SAMR Model, Instructional Model, EFL Students

