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Master Thesis Defense

Entitled

TEACHERS' PERCEPTIONS OF READING INSTRUCTIONAL STRATEGIES AND READING ASSESSMENT STRATEGIES USED IN PRIVATE HIGH SCHOOLS

By

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Abstract

This research explores private high-school teachers' perceptions of reading strategies and reading assessment methods used in private high schools in a city in the United Arab Emirates. This study aims at investigating reading instructional strategies, reading assessment strategies, the difficulties teachers face while teaching reading and the difficulties high-school students face during reading classes. A mixed-method design was used to answer the four research questions. Quantitative data were collected by using a questionnaire, and qualitative data were then collected through interviews. The attained results show that high-school teachers use before, during and after reading strategies to teach reading, and they use formative and summative assessment strategies to revisit concepts, modify plans and curricula, collect data, identify students' levels and differentiate instructions. The lack of reading motivation and habit, the weakness of vocabulary and language structure and the limited critical thinking skills are highlighted. The study recommends that high-school students should be guided on how to independently choose and effectively use reading strategies to comprehend different reading texts. Developing reading habits helps students improve their reading skills and vocabulary and consequently improve their language proficiency in general.

Keywords: English as a second language (ESL); reading instructional strategies; assessment strategies