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Master Thesis Defense

Entitled

INVESTIGATING THE INSTRUCTIONAL AND ASSESSMENT STRATEGIES AND THE CORRECTIVE FEEDBACK THAT ELEMENTARY SCHOOL TEACHERS USE IN READING CLASSES IN ELEMENTARY SCHOOLS IN AL AIN

By

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Abstract

The purpose of this study is to investigate the reading strategies, assessment strategies and corrective feedback teachers use in their reading classes. The study also aims to explore the types of reading difficulties students face when reading in English. To answer the four research questions, the researcher employed a combination of qualitative and quantitative methods. The study employed both a questionnaire and classroom observations to collect the necessary data. The questionnaire was distributed and collected from 186 teachers in 13 public schools in Al Ain area and the researcher observed six teachers from three different grades. The results show that the reading strategies teachers preferred using were: predicting the contents of stories by looking at cover pictures or titles, reading aloud and retelling stories. The results also demonstrate that most teachers frequently used answering questions, reading aloud and retelling stories as the main assessment strategies in their classes. The most prevalent corrective feedback strategies teachers preferred using were: positive feedback, using non-verbal gestures and expressions and repeating the correct responses. Moreover, the results reveal that the teachers viewed the inability of students to guess meaning of new words from contexts as one of the major reading difficulties that they face.

Keywords: ADEK, ESL, Reading Instructional Strategies, Reading Assessment Strategies, Corrective Feedback.