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Evaluating the English Language Outcomes in Reading and Writing for the Secondary Stage Graduates in Light of the Quality Assurance Educational Standards in Egypt

A Dissertation

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ABSTRACT

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The aim of this study was to identify and assess the Intended Learning Outcomes (ILOs) of the Secondary Stage graduates' (SSGs') reading and writing in English language, based on standards of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE). The study also described the different levels of performance of the SSGs' reading & writing of three types of schools (governmental schools, governmental language schools and private language schools). The study also investigated the difference between the levels of performance of the SSGs' reading & writing in the accredited schools and non-accredited ones from (NAQAAE). Finally the study investigated SSGs' attitudes towards reading & writing. A descriptive method was adopted. Sample members of the study were 450 secondary stage graduates, (N= 450). Two research methods were used to obtain the data required for the study. A reading & writing test was used to measure the ILOs in reading & writing of the sample members, and a questionnaire was used to collect data concerning their attitudes towards reading & writing. Based on the students' mean scores of the test, results showed that the performance level of SSGs' reading & writing was low. Results also showed that there was a significant effect of type of schools on the performance level of SSGs' reading & writing. However, there was no significant effect of quality on the performance level of SSGs' reading & writing. The study also revealed the impact of the Students' attitudes on their performance level in reading & writing. The study is significant as it provided the Egyptian TEFL field with an accurate description of the status quo concerning the quality of the determined learning outcomes, as well as the quality of their institutions.

Key Words

Standards-Based Education Reading & Writing as one Integrative Area ILOs-Based Assessment Students' Attitudes towards reading & writing

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