



شبكة المعلومات الجامعية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





شبكة المعلومات الجامعية



شبكة المعلومات الجامعية

التوثيق الالكتروني والميكرو فيلم

جامعة عين شمس

التوثيق الالكتروني والميكرو فيلم

قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
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في درجة حرارة من 15 – 20 مئوية ورطوبة نسبية من 20-40 %

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15 – 25c and relative humidity 20-40 %



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بعض الوثائق الأصلية تالفة



شبكة المعلومات الجامعية



بالرسالة صفحات
لم ترد بالأصل



Ain Shams University
Girls' College
For Arts, Science and Education
Department of Curricula
And Methods of Teaching

**A Suggested Program to Develop
Reading and Writing Skills
For English Language Majors
In Light of Content-Based
Instruction**

**A Thesis
Submitted for the Degree of Ph.D.
in Education,
Curricula and Methods of
Teaching English as a Foreign Language**

By

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Acknowledgments

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The researcher would also like to thank the members of the English Department; particularly, Professor Dr. Wafaa Batran, the head of the

- d) Forming an opinion.
- e) Comparing and contrasting.
- f) Identifying the organizational pattern and literary form.
- g) Identifying worth, desirability, and acceptability.

II. Hypotheses related to writing skills:

It is hypothesized that there will be statistically significant differences between the mean scores of the experimental group who received the content – based instruction program and the control group who did not receive the content – based instruction program in the writing post-test in favour of the experimental group in each of the following sub-skills: a) quality of Content. b) Organization, c) use of Vocabulary. d) Language use, e) Mechanics

It is also hypothesized that there will be statistically significant differences between the mean scores of the experimental group on the writing skills pre-posttest in favour of the post-test in each of the following sub- skills: quality of content. b) Organization. c) use of Vocabulary. d) Language use, e) Mechanics.

III. Hypothesis related to the civilization course:

There will be statistically significant differences between the mean scores of the experimental group who received the content – based instruction program and the control group who did not receive the program in the civilization achievement final exam in favour of the experimental group.

Findings of the Research:

Students' language performance progressed when language tasks, activities and materials are related to what they study in academic courses.

- There is evidence that the degree of progress in language skills affects the degree of content comprehension.
- There is value in using CBI for training students of literature on skills like synthesizing, criticizing, evaluating, distinguishing facts from opinion and giving judgments while reading.

- There is an indication that the success of reading a higher level of reading depends on the readers' ability to relate no information to their background knowledge to find answers to cognitive questions (Schema).
- There is an indication that writing as a process enhances students' writing skills. --
- The findings showed evidence that reading and writing are relatively interrelated.
- Graphic-organizers strategy proved to be effective.
- Authentic materials are recommended to be used in teaching both fiction and non-fiction texts.

Names of the Supervisors

Name of the Researcher: Amira El Amir Khater

Title of the Researcher: A Suggested Program to Develop Reading and Writing Skills for English Language Majors in light of Content-Based Instruction.

Names	Position
Prof. Dr. / Aida Abdul Maksoud Zaher	Professor of Curricula and Methods of Teaching English as a Foreign Language, Vice-Dean, Girls' Collge, Ain Shams University
Prof. Dr. / Zeinab Ali El-Naggar	Professor of Curricula and Methods of Teaching English as a Foreign Language, Director of CDELT, Faculty of Education, Ain Shams University.

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The Researcher Curriculum Vitae

Name of the Researcher: Amira El Amir Khater

Title of the Researcher: A Suggested Program to Develop Reading and Writing Skills for English Language Majors in Light of Content-Based Instruction.

Qualifications:

- 1 - Bachelor of Arts in English and Education, English Department, Girls'College, Ain Shams University, 1990, Grade "Very Good".
- 2 - Special Diploma in Education, Girls'College, Ain Shams University, 1992, Grade "Good".
- 3 - Master of Arts in Curricula and Methods of Teaching English as a Foreign Language, Department of Curricula and Methods of Teaching, Girls'College, 1997, Ain Shams University, *Grade "Excellent"*

Position: Assistant lecturer at the department of Curricula and Methods of Teaching, Girls'College, Ain Shams University.

