

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Ain Shams University
Faculty of Education
Department of Curriculum and Instruction

The Effect of Using Authentic Assessment on Developing English Majors' Reading and Writing Skills

**A Dissertation Submitted In Partial of the Requirements for the
Ph.D. Degree in Education (Curriculum and Instruction)**

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Samples of students' Final work

Abstract

Researcher's name: Badr Abdelfattah Abdelkafy Badr

Research title: The Effect of Using Authentic Assessment on Developing English Majors' Reading and Writing Skills

Supervisors' names: Dr Asmaa Ghanem Gheith – Dr Magdy Mahdy Ali

Source: Faculty of Education, Ain Shams University

Abstract: The aim of this research was to investigate the effect of using authentic assessment on developing English majors' reading and writing skills. Based on reviewing literature and related studies, the researcher investigated the theoretical framework of authentic assessment, and reading and writing skills. The instruments of the research included: a list of reading and writing skills; a pre- post reading and writing skills test; an analytical writing skills rubric and a satisfaction questionnaire. Also, an authentic assessment based reading and writing skills program was designed. Sixty students from second year English department students in the faculty of education, Ain Shams University were randomly nominated. The sixty students were then randomly assigned equally to be an experimental group (30) and a control group (30). Then, the experimental group members received training through the authentic assessment based program; whereas the control group members were exposed to regular assessment. The pre and post scores of the experimental and control groups in the reading and writing skills test were statistically analyzed using T- test and the effect size was calculated. Also the satisfaction questionnaire was administered to the experimental group to get qualitative data about the program. Both the quantitative and qualitative results showed that there were statistically significant differences between the mean scores of the experimental and control groups in the post measurement in favor of the experimental group students in the overall reading and writing skills and in each skill separately. Finally, it was concluded that authentic assessment had a large effect on developing English majors' reading and writing skills.

Key words: authentic assessment- reading skills – writing skills – integrating reading and writing skills