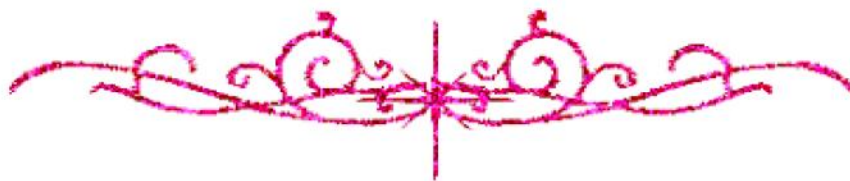


# بسم الله الرحمن الرحيم





# شبكة المعلومات الجامعية التوثيق الالكتروني والميكرو فيلم





# جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

## قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها  
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات



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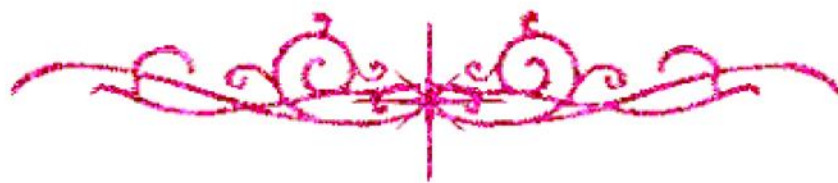
# بعض الوثائق الأصلية تالفة







بالرسالة صفحات  
لم ترد بالأصل





Ain Shams University  
Faculty of Education  
Department of Curriculum and Instruction

# **An Analytical Study of Teaching EFL Reading at the Primary Stage**

## **A Thesis**

Submitted in Partial Fulfillment of the Requirements for the M.A  
Degree in Education (Curriculum and EFL Instruction)

*By*

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**Title: An Analytical Study of Teaching EFL Reading at the Primary Stage**

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### **Abstract**

This study aimed at investigating Egyptian EFL primary teachers' perceptions about teaching and assessing reading at the primary stage. It also examined the effect of teachers' gender, school context, teaching experience, and participation in language teaching and assessment courses on shaping their perceptions about teaching reading. It aimed to explore the reading teaching and assessment methods used by Egyptian EFL primary teachers. Participants comprised a random sample of (n= 354) EFL in-service primary teachers to collect data for the questionnaire, 40 teachers for the observation, and 6 EFL upper primary teachers for the interview. The study adopted an explanatory sequential mixed-methods design. The results showed that Egyptian EFL upper primary teachers had inconsistent perceptions about teaching and assessing reading in their classrooms. Their perceptions of teaching and assessing reading were impacted by many variables such as the school context, years of teaching experience, and participation in language teaching and assessment courses. EFL upper primary teachers did not use a wide variety of reading teaching and assessment methods. The most common methods used to teach reading among Egyptian EFL upper primary teachers were reported to be asking students some comprehension questions requiring short answers and asking students questions before, during, and after reading the text. The results revealed that interactive reading tasks of short-answers, perceptive reading tasks of multiple-choice, and reading aloud were the most popular reading assessment tasks among Egyptian EFL upper primary teachers. Pedagogical implications and suggestions for further research were presented.

**Keywords:** *analytical study, reading teaching methods, reading assessment methods, Arab Republic of Egypt, Egyptian EFL primary teachers, perceptions.*

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## **List of Abbreviations**

**NTTP:** National Teacher Training Program

**NCFEFL:** National Curriculum Framework for English as a Foreign Language

**NAQAAE:** The National Authority for Quality Assurance and Accreditation of Education

**GSECE:** General Secondary Education Certificate English Exam