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Assessment of Reading Comprehension

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Abstract

This study attempts to shed light on the concept of assessment as an essential pedagogical practice for the improvement of the teaching-learning process. Particularly, it stresses the strategies and the techniques that should be used in assessing reading comprehension with reference to EFL classrooms. It describes the kinds of tasks that actually reveal students' reading comprehension abilities and needs. Moreover, this paper aims to illustrate the types and the advantages of assessment for both teachers and learners. More importantly, this study tries to bring equitable evidence of how reading comprehension can be adequately assessed. The findings showed that assessment of reading comprehension is central to English language teaching as it provides teachers with essential information about students' weaknesses, needs, obstacles, and deficits. Thus, teachers can implement the appropriate techniques and use the assessment results to amend their classroom instruction and enhance the learning abilities.

Keywords

assessment, reading comprehension, EFL classrooms.

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1. Introduction

Assessment is viewed as one of the vital pedagogical practices to both teaching and learning. It entails a sum of instruments and techniques which are used in classrooms and help teachers accurately define their learners' needs and competencies. In other words, it is a pedagogical and instructive activity needed to gather information about learners so as to properly identify their strengths and weaknesses.

Broadly speaking, assessment offers opportunities for teachers to pinpoint their teaching goals and to know the extent to which the expected goals are attained. Essentially, it renders the teaching-learning process more effective and reliable as teachers can adjust their instruction and link it to the assessment results and student's needs. In other words, assessment is an essential component of classroom instruction that is designed to detect students' weaknesses and demands in any learning subject. Accordingly, teachers can make the right decisions and provide constructive feedback to their learners.

More importantly, classroom assessment should entail effective techniques and tools that vary according to the teaching subjects and grades. Certainly, it needs to relate to the previously offered courses because it should aim to maximize and enhance students' skills and abilities. Actually, it is aimed to reveal what students have grasped and what they still need to learn.

As for the assessment of reading comprehension, it involves several methods and procedures that are intended to display how adequately leaners are able to read, comprehend, interpret, and analyze different types of texts. In this respect, specific reading comprehension activities can be introduced in the EFL classrooms in order to know how well students are able to build a sound text's understanding. Certainly, reading comprehension assessment should be based on rational criteria and useful measures.

2. Assessment Defined

Assessment is seen as the practice of detecting and defining the students' knowledge, understandings, abilities, and skills. It is a classroom activity used to stimulate learning by collecting data and offering constructive feedback (Black &William, 1998). In other words, assessment is the process of knowing about how students are progressing in their learning to make the right decision in designing and

planning classroom instruction. In this sense, it is defined by Palomba and Banta as follows:

> *Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development.*
>
> (Palomba and Banta , 1999 : 4)

Definitely, collecting data about students, analysing evidence, and refining instruction are assessment stages by which teachers can increase the learning outcomes.

Generally speaking, assessment is considered as a task which consists of a set of activities that teachers and learners carry out to get information that can be used diagnostically to correct both teaching and learning (Black & William, 1998). According to Carr and Harris (2001:35): **"Assessment is an integral part of instruction…effective classroom assessment is relevant to immediate learning."**

Certainly, classroom assessment is connected to teaching and learning for it heightens the quality of instruction and raises the students 'attainments. In practice, assessment depends on different means to make the students truly reveal what they have acquired and what they still need to develop. This can be done through gathering information through tests and exercises, providing useful feedback, setting sound classroom activities, and weaving the instruction according to students' needs. The following figure describes the process of assessment:
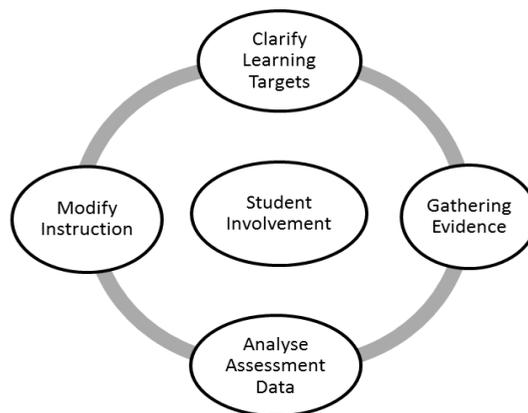

Figure 1. Classroom Assessment Cycle (Susan et al, 2005: 3)

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This cycle shapes the classroom assessment procedure which focuses on enhancing students' performance. It denotes that assessment comprises four key steps: clarifying the learning objectives, gathering information in a variety of ways, scrutinizing assessment data, and adjusting instruction. Indeed, teachers should use the evidence to monitor progress, increase performance, and improve instruction.

Besides, assessment involves the process of evaluating, marking, and grading students' performance. It is viewed as a method of collecting, synthesising, and interpreting information in order to diagnose students' problems, to judge their academic performance, to plan classroom instruction, and to respond to students' needs (Airasian, 1994). In brief, assessment is defined as being diagnostic, formative, and summative. These three components are used together to help both teachers and learners determine what should be done to enhance the teaching input and the learning outcomes.

3. Assessment VS Evaluation

Assessment is a classroom activity conducted to gain information and to offer a valuable feedback so as to improve teachers' instruction and students' learning achievements. It includes learners' response which helps the instructor know about their learning needs and abilities.

In contrast, evaluation is understood as a process of using tests' techniques and other measures to judge the students' attainments for the purpose of grading, ranking, and reporting. In other words, it is a summative activity which occurs through exams or quizzes at the end of a term or a year and ends up with ranks and marks.

4. Types of Assessment

Assessment can be conducted for different purposes. In fact, there are three main types of assessment which occur in different times, at different levels, and in different forms to accomplish multiple purposes.

4.1. Diagnostic Assessment

Diagnostic assessment is the process of diagnosing learners' strengths and weaknesses in the very beginning of a foreign language course. It greatly facilitates teachers' task to tailor instructions, meet the

learners needs, and helps them plan classroom activities appropriate for their level.

Certainly, teachers use this type of assessment to reveal students' abilities in a particular skill or a programme. It identifies for both teachers and learners the needs and demands that should be met in any area of knowledge. The strengths lead to a formal consideration and should be explored in addressing the weaknesses.

Generally, diagnostic assessment occurs when learners move to a new learning programme. It happens at the beginning of a course or a programme in order to develop plans and make links so as to prepare the next steps. It is, in another sense, a holistic process during which a picture should be built up about the individual's achievements, interests, skills, and wants. This evidence can be translated to teaching practices and used for planning the courses that best suit the learners. Moreover, it helps teachers to identify the goals and to choose the techniques and the strategies that enable them to reach these goals.

Additionally, diagnostic assessment deeply looks at the specific needs of learners as the diagnostic feedback needs to be descriptive and interpretable so that it can help learners take actions to close the gap between their current competency level and their desired learning goals (Black & William 1998).

In short, diagnostic assessment is an educational strategy used by teachers to determine the learning and the instructional goals. It paves the way to a continuous formative assessment.

4.2. Formative Assessment

Formative assessment can be referred to as continuous, interactive, and dynamic. It occurs and should be carried out in ways that help learners make a real progress in their learning. It is also an ongoing generative process which is designed to support learning. Therefore, this process includes several strategies such as sharing the learning goals and the assessment criteria with learners.

The distinguishing characteristic of formative assessment is that its evidence is used by both teachers and learners (Black 1995). This means that it aims at knowing about how learners are progressing and where they are having troubles. It also helps teachers to make the necessary instructional adjustments so as to offer more opportunities to practice.

Formative assessment involves designing goals, providing instruction, measuring outcomes, and giving useful feedback. Actually, it includes the process of appraising, judging, or evaluating students' work or performance and using this to shape and improve students' competence (Gipps, 1994).

That is to say, formative assessment is a process which requires skilful teachers who can better elicit and interpret information for the interest of their learners to improve both the teaching and learning strategies. It is characterised by its progressive nature as it can happen at any period of time. It, also, can be planned or unplanned, proactive or reactive, formal or informal. As for informal assessment, it is a way of collecting information about learners' performance in normal classroom conditions. This can be done without establishing test conditions as it is done over a period of time. In contrast, formal assessment is carried out through tests which are used to find out about the learners' suitability to follow a course of a study and to know how learners are progressing in order to identify problem areas. Through tests teachers can know how much learners have learned during the course or during the academic year.

A common misconception is held by teachers and learners alike, is that a test is something which is done at learners rather than something which is done by them and for them. In fact, formal testing should be seen as a complement to other forms of assessment. In brief, formative assessment brings the assessor and the learner together in a process of continual reflection by making clear judgements about the learning gains.

4.3. Summative Assessment

While formative assessment is for learning, summative assessment is of learning. It provides evidence of what learners got at the end of a specific term of learning. Furthermore, it marks the important stages of learners' development and should be formally recorded in the form of scores and marks. More importantly, it should be planned in advance so that learners can have enough time to prepare themselves and gain confidence in whatever area they are assessed in or about. In addition to this, it is generally used to discover what a learner has achieved during the program of the study. It is carried out at or towards the end of the course for the sake of knowing if learners have acquired

the target skill as it gives an overall picture of learners' performance. The following table illustrates the difference between formative and summative assessment:

Table 1. Some Distinguishing Features of Formative and Summative Assessment.

Formative assessment	Summative assessment
-is prepared and carried out by the class teacher as a routine part of teaching and learning. -is specifically related to has been taught ,i.e. content is in harmony with what has been taught. -the information from the assessment is used diagnostically; it is focused on the individual learner's specific strengths and weaknesses, needs, etc.	-is not necessarily prepared and carried out by the class teacher. -does not essentially relate immediately to what has been taught. -The judgement about a learner's performance is likely to feed into record-keeping and be used for administrative purposes , e.g. checking standards and targets. -is frequently externally imposed, e.g. by in institution or a ministry of education.

Actually, formative assessment is related directly to students' learning progress as it aims at providing constructive feedback according to their weakness and needs. However, summative assessment is concerned with the measurement of the final achievements and levels.

In the form of tests or exams, summative assessment aims at raising the standards of learning as it indicates the extent of success and the points of failure. It is carried out at the end of a period of instruction so that to make clear judgements about where learners are successful and where they are not in any area of knowledge. In short, the most powerful evidence of learners' progress is provided when teachers combine data from pre-tests and post-tests and provide a summative assessment.

5. Reading Comprehension Defined

Reading comprehension is not only a process of decoding texts and building a particular understanding. It can be viewed as a process which involves skills and strategies by which the reader reconstruct equitably the message encoded by the author. Grabe describes reading as:

> *An active process of comprehending where students need to be taught strategies to read more efficiently (e.g. guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc).*
>
> *(Grabe, 1991:377)*

That is to say that reading comprehension is a blend of identification and construal skills. In fact, it is an interactive process between the reader and the text which lead to a specific comprehension. In this process, the reader interacts dynamically with the text in order to appropriately elicit the meaning and the ideas entailed in this text.

According to Urquhart and Weir (1998: 22): «**Reading is the process of receiving and interpreting information encoded in language form via the medium of print».** This means that the message conveyed by the text is decoded and interpreted through the vocabulary items, the grammatical points, and the rhetorical structure of the text. Besides, Anderson (1991) views reading as an dynamic fluent process which involves the reader and the reading materials in building meaning.

In addition, reading can be viewed as a receptive skill in understanding the words in a written form. It is believed that understanding the purpose of someone is not only in spoken form but also in reading. Reading is the next step in writing because through it learners can understand what someone wants to talk something. According to Nunan (1991:70): "**Reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader's knowledge of content of the text".** That is to say that comprehension does not relate only on the text content, but also on the reader's own literacy and experience. According to Hedge (2000), in order to make sense, learners need to combine the following types of knowledge:

- Syntactic knowledge: knowing the functions of verbs, nouns, articles, modals, etc.
- Morphological knowledge: knowing about words formations including prefixes, suffixes, morphemes, etc.
- Genre knowledge: knowing about texts' types and genres such as scientific and literary genres.
- General world knowledge: this includes background knowledge, topic knowledge, and sociocultural knowledge about the reading topic.

More importantly, comprehension is the ultimate aim of reading. It contains a number of cognitive processes that help students make sense of what they read. Indeed, they need to decode words, relate sentences, and use their background knowledge so that they can achieve an appropriate text comprehension.

6. Research Aims

Assessing reading comprehension skills is an integral part of the English language instruction. Therefore, this paper tries to show and explain how reading comprehension can be successfully assessed and to display the methods and the means that can be used in this kind of assessment. Moreover, this research aims to detect the main difficulties and the obstacles that hamper students' text comprehension.

7. Research Methodology

In this study, two broad approaches of research were used: qualitative research method and quantitative research method .As for the qualitative research method, it is favored by many researchers and has been adopted in the field of human sciences .It is an approach which is based on making enquiries ,exploration, and discovery. As McDonough (1997:53) stated: **"Qualitative research usually gathers observations, interviews, field data records, questionnaires, transcripts, and so on"**. Actually, the results, in this approach, address and illuminate the "why" and try to find answers and solutions.

With respect to the quantitative research method, it is an approach which is preferred by the fundamental sciences. In fact, it involves the construction of hypotheses that can be measured by

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gathering evidence and evaluating it in an experimental way .It is based on statistical analyses of large volume of information.

This research was conducted in the form of case study. The main research instruments in this study have been questionnaires .One of these questionnaires was designed to elicit the views of thirty students from Bouguirat Secondary School. The students' questionnaire entails questions that sought to gather data about learners' attitudes, beliefs, and needs. The focus of the students' questionnaire is to achieve an overview and to find out a clear data about the assessment of reading comprehension skills.

The second questionnaire was devoted to ten EFL teachers from different secondary schools .This questionnaire entails questions that aimed to collect teachers' opinions, worries, and proposals about the assessment of reading comprehension.

8. Sample Population

The informants are considered as the most important elements of any research work. According to Gardner (1974), population is a group of individuals who share common characteristics. Polit (2001) defines population as an aggregation of cases that meet specific criteria. In this study, the researcher involved two groups of participants; EFL teachers and secondary school students.

The first group of informants entails 10 EFL teachers from different secondary schools. Seven of them are females and three are males. Most of them have taught English for more than five years. The second group of informants involves thirty students from Bouguirat Secondary School. Twenty of them are females and ten are males. Their age is between 18 and 20. They were randomly selected in order to make the research more reliable and objective.

9. Main Results Interpretation

The results revealed that the majority of learners are aware about the importance of assessment in improving their reading comprehension as they argue that it helps them discover their real abilities. Some of them feel the stress whenever they are assessed. In this respect, the fact that tests or exams cause fear to learners cannot be considered as a severe problem but as a natural case. As a solution, teachers can prepare learners for assessment in order to help them overcome their fear and

hesitation. Moreover, they can create a suitable atmosphere by guiding and advising their learners. In this regard, it is necessary to avoid the assessment tools that disturb learners and do not lead them to demonstrate their true abilities. Therefore, it is useful to ask them about their preferable assessment means. The students showed their preferences of the continuous classroom activities as useful assessment tools. This is due to the fact that this strategy does not impose test conditions and help students learn without fear or stress.

Undoubtedly, introducing simple classroom activities is an effective strategy that helps both teachers and learners know the causes of failure and the way to success without giving marks or rankings. In fact, through these activities, teachers can modify and improve their instruction according to the assessment results and learners' needs. Furthermore, although they are considered as evaluation tools, tests and exams are essential ingredients to any assessment procedure because they lead learners to consider the importance of learning and increase their seriousness to be committed to achieve better results. In addition, assessing learners through tests and exams make them stand at their levels and motivate them to go beyond these levels by making more efforts to reach higher ones.

Still, in assessing reading comprehension, most of the teachers use multiple test techniques in order to have a clear view about their learners' capacities. In this respect, multiple choice questions, gaps filling, comprehension questions, and writing summaries are the mostly used activities.

Actually, the application of multiple strategies in the continuous assessment offer to both teachers and learners the essential information about the level of comprehension that learners are able to reach and help them to discover the weaknesses, the difficulties, and the obstacles of learners. In this concern, many of the informants mention several types of reading comprehension difficulties that are frequently faced by the students. The main obstacle that causes reading failure, according to EFL teachers, is that learners do not possess enough and adequate vocabulary knowledge that helps them achieve a good text understanding.

10. Summary of the Main Results

This study revealed that assessment of reading comprehension is a vital teaching activity which can be conducted for the benefit of both teachers and learners. Certainly, it involves a number of methods and strategies that impulse students to disclose their learning skills to their teachers. Besides, it makes learners aware about their weaknesses and strengths and helps them to seek the solutions to improve their reading comprehension skills.

According to the results, assessment of reading comprehension can be conducted in the form of tests, projects, and daily classroom activities. Indeed, the construction of simple and well-organized tests which entail various tasks and activities is important for this type of assessment in order to address students' texts comprehension. According to the responses, most teachers use activities that include multiple-choice questions, filling the gap exercises, and reading comprehension questions.

Moreover, this research shows that assessment has many advantages. Actually, it informs teachers about the learning capacities of their learners and helps them to offer valuable instruction to meet their needs. Besides, it helps students to discover their competencies and leads them to seek useful ways to improve their own learning.

Finally, it is worthy to note that learners and EFL teachers gave important proposals and views concerning the process of assessment and put their recommendations about the role of assessment in enhancing the whole teaching-learning process.

11. Recommendations for Assessing Reading Comprehension

In order to assess reading comprehension, teachers should use several methods and no single technique can truly measure students' reading skills. A reading comprehension test may subsume activities such as: gap filling, short questions, multiple choice questions, true or false questions, and yes-no questions.

The advantages of using short-answer questions based on a reading passage in testing reading comprehension is that the answers should be sought and expressed by the learner rather than being offered. This can ease the testing at higher order skills, such as interpretation and evaluation, and gives the assessor the opportunity to assume reasonably

that the learner truly put the answer for no reason other than he has actually comprehended the text .

The main goal of reading comprehension tests is, according to (Weir, 2005), to measure reading mastery without stressing grammar or spelling. However, in assessing reading, failure to take errors in language use into consideration may lead to the perception that spelling, grammar, and punctuation are not essential to language learning. Therefore, reading comprehension assessment should target not only students' comprehension of a text but also the factors that facilitate or impede this comprehension .

In order to actually check students' comprehension of texts, various types of questions should be used. In fact, approaches to the evaluation of reading comprehension have tried to introduce interactive activities and tasks .The use of questions is an integral part of these activities and well-designed questions would help learners better interact with the text to build up meaning. Indeed, a combination of comprehension activities helps learners respond to various types of comprehension. There are numerous methods and forms of reading comprehension tasks that can be used in assessing students' comprehension and stimulating their understanding of a text. These techniques may take formal or informal forms. Sally and Katie (2008) state some of these tasks:

11.1. Yes-No Questions

These are questions that should be answered with either yes or no. However, teachers are recommended to follow up these questions by other types of questions to make sure that students have understood the text as *Yes/No* questions can be answered correctly by chance.

11.2. True or False questions

This is another type of a reading test that is familiar to most learners .It consists of a text accompanied by a series of statements. Learners need to decide and mention whether the given statements are true or false according to the text.

This kind of reading comprehension questions provides learners with a set of sentences or statements. For answering these questions, learners are required to read the text and discover the true and the false statements without giving answers in a complex written response .They

are good activities for memory of literal details in the text but they are limited in assessing specific comprehension skills such as making inferences and meanings. More importantly, teachers should not rely exclusively on them because, like *Yes/No* questions, learners can give right answers by chance without knowing why these answers are correct.

True or False questions need to be carefully designed because the false answers should target the potential misunderstandings of a text. Besides, the false answers that sound obviously incorrect do not help teachers assess learners' comprehension because learners do not need to understand the text to recognize them as incorrect.

11.3. Matching

This type is likely to be less familiar to learners, but increasingly common. They are used by many assessors. Some of reading comprehension tests designers may include more than one matching task in their tests.

For doing a matching task, learners need to choose from a list of prompts. These prompts may be statements, headings, or question completion .For instance, learners can be asked to match a description to the appropriate paragraph, or to match words and phrases to their meanings.

11.4. WH questions

Wh questions are questions that begin with *Wh* such as: "where", "why", "who", "when", and "how". These questions are useful in providing learners with literal understanding of a text and help them recognize information in the text and make evaluations and personal predictions.

11.5. Open -Ended Questions

These questions are used in standardised assessments .They are useful in assessing the component skills of comprehension such as the ability of learners to make inferences from the text .In fact, learners are asked different questions for the reason of testing their memory and their comprehension of the text .However, it is important to mention that this form of assessment may have some weaknesses because learners have to formulate verbal or written responses which may underestimate their comprehension because of their language deficits .

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11.6. Multiple-Choice Questions

This type of the reading task is the most familiar to learners. It is composed of a text which can be of any type accompanied by one or more multiple choice items. These choices may be in the form of statements, a question with answers, or incomplete statements with a choice of phrases or words .Generally, there are three or four options and only one of them is the right one .It is important to have statements corresponding to specific paragraphs or sections of the text, but there may be statements that assess comprehension of the whole text .

Developing a good multiple-choice question needs a careful consideration. In fact, a question with four choices works best for learners with low proficiency in the target language, and one of the four choices should sound the right and the desired answer. Literal comprehension can be checked more effectively by the use of multiple-choice questions. Besides, they can also be used for prediction and evaluation. However, these questions need to be followed by other activities to make learners explain their choices.

Generally, this type of questions may have one correct answer when it targets the literal comprehension. Actually, a multiple-choice format with "*wh*" question is easier than no-choice "*wh*" question because it pushes learners to check the text to know if any of the choices are discussed.

11.7. Gapped Texts

This kind of reading comprehension test includes texts or diagrams from which single words, phrases, sentences, or paragraphs are deleted .These *filling the gaps* tasks can also be used in testing grammar and vocabulary.

In some tasks, learners have to decide what should fill in the gap, while in some others, they are given a series of alternatives for choice .Where words, sentences, or paragraphs are removed, there is an item among the given alternatives that is odd to the text.

Gapped texts offer a task that can be used in testing or assessing learners' reading skills. It can be applied to all types of texts and can be included in lower-level exams and for learners with low-level performance.

11.8. Proofreading

This kind of tasks includes deliberate errors or mistakes of different types in the text provided. Despite the fact the proofreading activities make part of grammar and vocabulary tests, they can also be used in reading comprehension assessments .In fact, the texts can be of any type and, in most cases, is formed of numbered lines .Some lines may involve an extra, or a misspelt word, or an error of punctuation, while the other lines are correct .At this level, learners need to read the text, mark the correct lines, remove the extra words, and correct the spelling and punctuation errors.

12. Conclusion

Assessment is aimed to maximize and improve the teaching-learning process by providing copious opportunities for learners to discover their weaknesses and to raise their learning standards. This can be reached by linking assessment results to classroom instruction and by providing constructive activities that truly conform to learners' needs.

This study attempted to explore the importance of assessment in EFL classrooms. Actually, it aimed at bringing some details about the process of assessment and specifically focused on reading comprehension as an essential skill in English language teaching. In fact, it showed that teachers need to assess this skill accurately and adequately in order to get a clear view about their learners' needs. Therefore, the assessment practices should depend on clear criteria so as to indicate and inform perfectly both teachers and learners about their achievements.

As far as reading comprehension is concerned, there is an increasing demand for thoughtful and adequate assessment plans that include appropriate methods and useful tools that determine the learners' needs and help them understand the expectations of their learning. In other words, this kind of assessment should be considered as a comprehensive approach that is tailored to the objectives of the classroom instruction.

Indeed, reading comprehension is a complex process that gathers several inseparable skills which require sufficient time so as to be perfectly taught and assessed.

Acknowledgment

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Appendices

APPENDIX 1

Students' Questionnaire

Dear students,

You are kindly requested to answer the following questions. This questionnaire aims at gathering information about your views concerning the reading comprehension assessment. It, also, aims to give you the opportunity to show your wants and preferences.

.Full Name: ……………………………………………
.Age: ......………………………………………......…..
.Year: …………………………………………............…
.School: …………………………………...........……...

1. How long have you been learning English?

07years ☐   08 years ☐   09 years ☐   more ☐

2.Do you think that reading is an important skill?

Yes ☐
No ☐
Why?

……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
…………………………………………………………..

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3. How do you find the reading material in class?

good ☐   Interesting ☐   complicated ☐

4.Do you think assessment is essential to your learning?

Yes ☐
No ☐
Why?

……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
………………………………………………………..

5. How do you feel when you are assessed?

At ease ☐   annoyed ☐   Stressed ☐
Why?

……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
………………………………………………………………..

6. How do you want to be assessed?

Tests and exams☐   Homework☐   Continuous classroom activities☐
Projects☐
Please justify your answer:

……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
……………………

7. Does assessment develop your reading comprehension skills?

Yes ☐   No ☐   I do not know ☐
Justify:

……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………

8.What kind of tasks do your teachers use in assessing your reading
comprehension?

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…………………….

9. Please, state your opinion about the assessment of reading
comprehension in the classroom.

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APPENDIX 2

Teachers' Questionnaire

Dear teachers,

You are kindly requested to answer the following questions related to the assessment of your learners 'reading comprehension skills. You are also requested to give your proposals and suggestions about the approaches and the strategies which are used to assess reading.

Full Name: …………………
Gender: ……………………

1. How long have you been teaching English?
☐ Years

3. What are the advantages of assessment?

……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
………………………………………………………………………

4. What kind of assessment tools do you prefer?

A-Tests ☐

B-Classroom activities
☐

C-Project
☐

D- Multiple tools
☐

E-Portfolios
☐

5. What test techniques do you apply to assess reading comprehension?

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A-Multiple choice questions

☐

B-Filling the gaps activities

☐

C-Asking the learners to write summaries

☐

D-Asking the learners to explain and discuss the main idea

☐

E-Focusing on the reading comprehension questions

☐

F-Focusing on words' meanings

☐

6. When you assess reading comprehension, what kind of difficulties and obstacles do your learners generally meet?

A-Lack of motivation in class ☐
B-Lack of the reading fluency ☐
C-Lack of vocabulary and comprehension ☐
Others:……………………………………………………………………
………

7. Do you use the assessment results in designing your courses?
Yes ☐ Sometimes ☐ Never ☐
Please, justify your answer:
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8. As a teacher of English, what techniques do you suggest for assessing the reading comprehension skill?
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Thank you so much for your help.

Biodata

Assistant professor PhD **Madani HABIB**

I am Madani Habib, assistant professor of English at the department of English at the University of Tiaret in Algeria. At the same time, I am conducting a doctoral research at the University of Tlemcen in Algeria. I am interested in teaching English as a foreign language at university level. Particularly, I am interested in teaching the English language skills including grammar, reading, speaking, writing, and listening.