

## EVALUATION OF ENGLISH LANGUAGE LEARNERS' READING COMPREHENSION PROFICIENCY

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### Abstract

In this article, discussing the importance of evaluation in determining student' reading proficiency in higher education is the paper's primary objective. Assisting teachers in determining evaluation criteria and providing students with feedback on their progress in reading comprehension is another objective. The article also describes how assessment methods and evaluation standards are used to different reading comprehension skill levels. The research paper's final objective is to show teachers and students the advantages of formative assessment.

**Keywords:** reading comprehension, strategies, formative assessment, criteria, bottom-up, top-down

### Introduction

This research highlights the importance of assessment as one of the most successful procedures in teaching English. Additionally, several scholars are investigating the development of reading comprehension skills in English instruction (1,2). A few considerations regarding the most common method of measuring reading comprehension among university students are highlighted by recent research (3).

"Assessment of reading skills" (4) refers to the process of determining a student's reading proficiency based on their listening comprehension, scanning, pronunciation, and interpretation abilities. Furthermore, the reading process and the criteria used to gauge students' reading proficiency in the classroom are referred to as "assessment criteria." Elements of formative assessment, such as exercises, strategies, or tactics used





to routinely measure students' reading proficiency, are included in the idea of "ongoing assessment". In brief, "providing constructive criticism". The term "conduct" or "washback effect" (5) refers to the interactions that take place between students and teachers in order to ascertain the strengths and weaknesses of the students while they read texts of various genres.

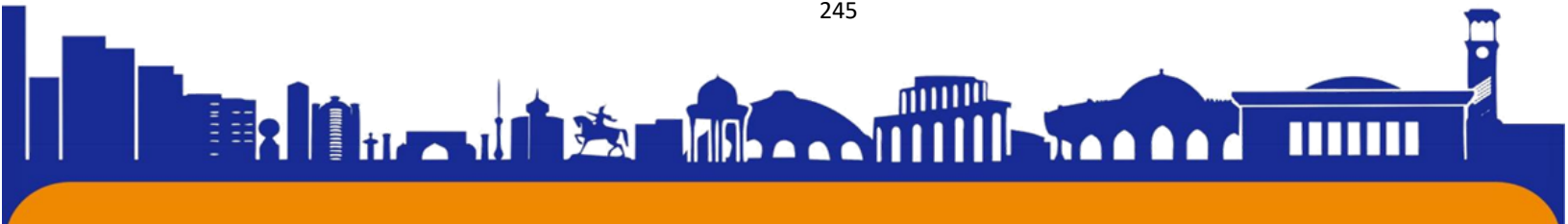
The following research questions will be the main focus of the study:

- ✓ What are the benefits of applying reading assessment?
- ✓ What are the challenges faced by the teachers in implementing reading assessment?
- ✓ How is the role of formative assessment in reading comprehension defined?

In addition to word decoding and content comprehension, assessment in the development of reading comprehension abilities includes the ability of readers to critically assess information in a text (6,7). Additionally, the goal of this study is to investigate the primary barriers and challenges that students face when trying to understand texts and develop their language, communication, and critical thinking abilities. By using formative assessment activities that encourage students to improve their reading comprehension, the paper introduces a new kind of standardized reading assessment task style.

It is well known that students have experience with linguistic evaluation of reading at the secondary school level, and that new skills based on prior knowledge must be learned at the university level.

Additionally, this study presents one of the primary concerns, which is the distinction between the assessment and evaluation processes. Teachers frequently struggle to communicate these distinctions. There is a discernible distinction between these two terms, despite the fact that they are both quality factors and are used interchangeably. The evaluation process gives a measurement of performance based on data gathering and analysis, whereas assessment gathers evidence of learner performance (8).



The assessment of reading comprehension in English language instruction gives teachers valuable insights into the reading demands, difficulties, and shortcomings of their pupils. The essay makes an effort to present reasonable evidence for a sufficient reading comprehension assessment.

It is contradictory, and embracing the evaluation of learning as a distinct process frequently makes it difficult to assess language proficiency due to time constraints (9).

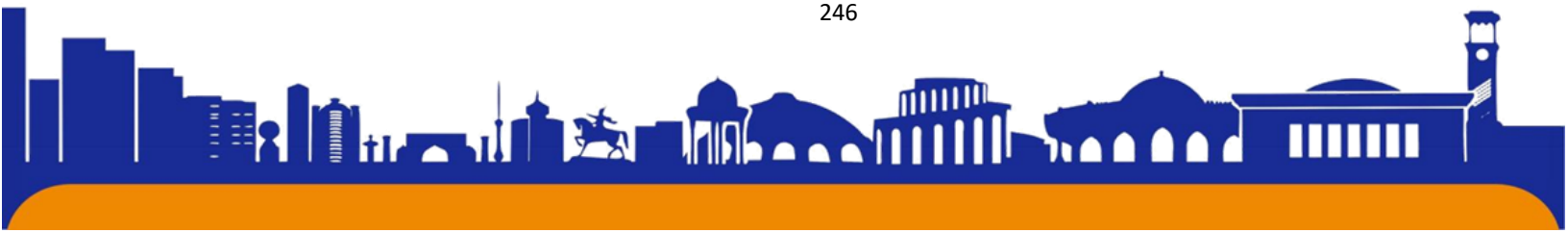
The significance of employing trustworthy criteria to evaluate reading abilities in order to meet learning objectives and to provide students with helpful criticism for their reading is another goal of the article. The authors of this research outline the key reading abilities that need to be evaluated, along with strong vocabulary, morphological, and syntactical knowledge, the ability to retain pertinent information, and the ability to summarize for these study levels. As a result, the main goal of this research is to evaluate how well students interpret texts when they employ interactive and genre knowledge (10).

### **Reading evaluation in English language instruction**

Effective teaching and learning now depend heavily on assessment. There are currently a number of established criteria on the concurrent use of assessment in English language instruction. The summative assessment has been viewed as a student learning result, despite certain advancements in the implementation of new assessment principles. Summative evaluation has long been used to determine pupils' proficiency in the English language (14 ).

One of the most important language skills in teaching other languages is improving reading comprehension in English. Thus, the investigation and analysis of many novel theoretical approaches to creating appropriate reading assessments are examined and presented in this study.

The concurrent use of assessment in English language instruction is currently governed by a number of defined requirements. Despite certain improvements in the



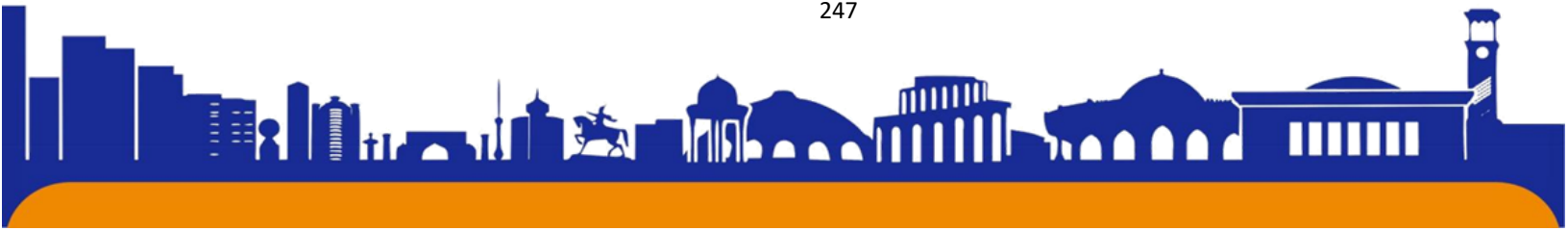


use of new assessment concepts, the summative assessment has been seen as a student learning outcome. For a long time, students' English language proficiency has been assessed using summative assessments (15). Enhancing English reading comprehension is one of the most crucial language abilities while teaching other languages. As a result, this study looks at and presents a number of innovative theoretical ways to developing suitable reading assessments.

Furthermore, according to scholars Barr, Tagg ( 16), and Black, Wiliam (17), the evaluations received in tests also serve as a gauge for how well students learn to read in higher education. It is well established that a test-based evaluation method does not guarantee consistent language proficiency in reading. Students can actively participate in the learning process by assessing one another's reading proficiency with their peers. Rethinasamy (18) and Mermelstein (19) emphasized that classroom evaluation is an ongoing process that incorporates judgments about students' language learning, knowledge, skills, talents, and other achievements. Therefore, reading evaluation ought to enable them to enhance their English reading skills.

Although teachers use reading assignments and class tests to assess students' reading skills and development, they are more likely to choose the summative assessment method than the formative or alternative assessment for improving reading comprehension. This is because it allows teachers to assess as part of the classroom's ongoing learning activities, thus directly linking assessment with the curriculum. The curriculum should reflect learning outcomes related to acquiring bottom-up and top-down skills in reading comprehension. The literature analysis indicates that the difficulties during the reading process are indicated in three areas: low students' motivation to engage in reading, teacher training and practice, and low students' low communication skills in reading activities (20,21).

Lastly, it has been demonstrated that teachers should administer assessments in the classroom and have the chance to substitute formative evaluations for summative exams. Pupils are encouraged to participate in the reading process through role plays, stories, summaries, and dialogues, as well as to showcase their performance in class. Through the reading process, it enables pupils to develop their personalities, skills,





needs, and interests. Assessments conducted in the classroom help students improve their reading skills and advance their language acquisition.

### Strategies for reading assessments

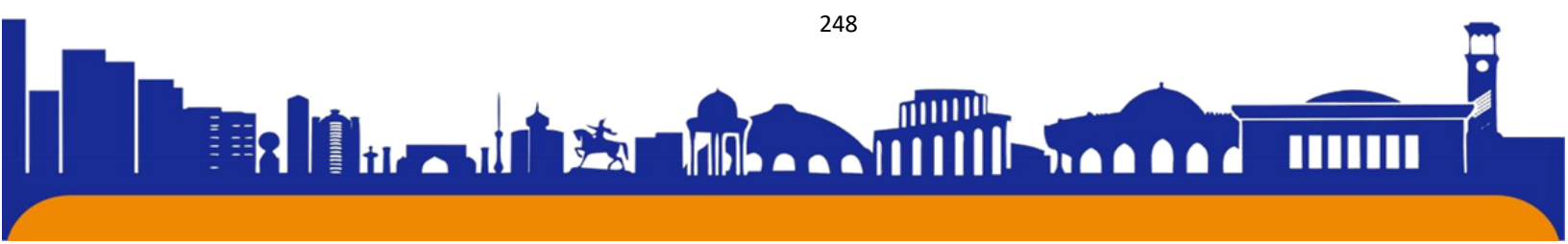
Recently Perera-Diltz and Moe (23) claimed that formative assessments improve teachers' instructional practice and allow them to track students' progress toward standards. This assessment motivates students to build self-confidence pre, while, and after the reading process to comprehend the content. Linse & Nunan(24) and Freeman and Brown point out that reading strategies open good opportunities for assessing reading in an ongoing process. Reading strategies encompass many aspects in conducting pre, while, and after the reading process. Students can respond to all questions, select a word or structure, identify new information, visualize it, schematically interpret content, or summarize in a short context.

It is clear that to become efficient readers of English, two required skills are crucial:

- a. bottom-up strategies for recognizing words and phrases to enrich vocabulary size.
- b. top-down skills to drive reading strategies and conceptual comprehension

Additionally, bottom-up approaches involve evaluating reading proficiency based on comprehension efficacy. Students can understand information and create schemata to illustrate cultural experiences for interpretation when reading using a top-down method. The primary component of bottom-up techniques is the use of formative classroom evaluations to evaluate students' metacognitive abilities (predicting, questioning, paraphrasing, picturing, evaluating, and summarizing).

Furthermore, reading comprehension in English is defined as the ability to understand content in a variety of genres and forms of entertainment. In order to exhibit higher-order cognitive abilities, it entails deciphering particular words. First and foremost, students need to be able to apply basic bottom-up techniques, such choosing new words, phrases, and suitable terminology as well as fresh data on fiction, documentaries, and non-academic literature.



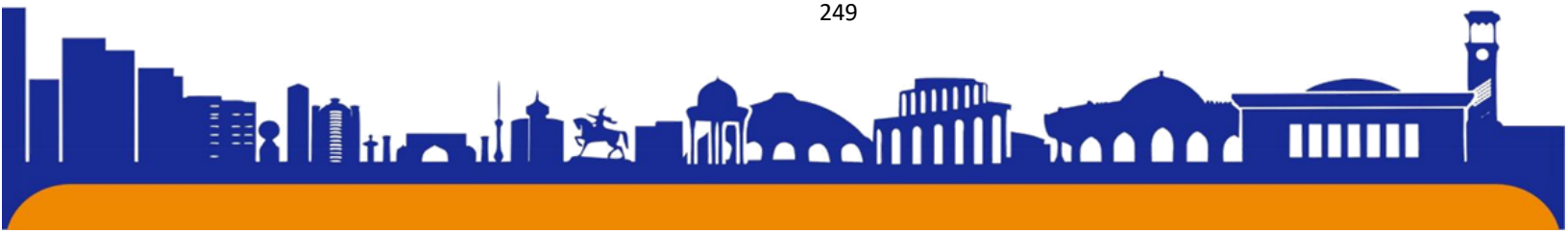
Lastly, the readers support a top-down strategy, use freewriting to summarize the material on a schema, drawing on background knowledge and existing knowledge, and successfully gaining all interpretations.

### **Criteria for formative evaluation in reading**

The primary objective of using formative assessment, according to Gipps and Gladwell, L. Leslie, is to give students relevant assignments and assessments that encourage them to read. Additionally, Hudson and Cohen stressed that teachers should create descriptive rubrics to analyze students' reading comprehension and metacognition. To evaluate different reading activities, teachers should provide comprehensive and analytical assessment criteria. The evaluation criteria or descriptive rubrics also seek to improve students' ability to think critically and creatively in order to complete reading assignments. Students should enhance their linguistic, communicative, and discourse skills in reading based on these standards. Teachers should provide each student with constructive or critical feedback for this reason, along with thorough justifications. Therefore, the study's analysis demonstrates that formative assessment assignments and testing aid students in achieving the primary objective and assist teachers in their teaching activities.

According to Brown, Linse, Nunan, Rouet, and Britt, meaning and fluency are constructed through the comprehension process. The primary criterion for assessing comprehension is fluency, which emphasizes the development of spoken language. Fluency helps kids improve their memory and gives them the chance to comprehend what they read.

- ✓ Bottom-up strategies criteria: Exhibiting fluency and rapidity in reading, Being aware of phonemes, Perusing Thinking out loud while identifying words and phrases, Contrasting syntactical and morphological structures, Exhibiting fluency and rapidity in reading
- ✓ Top-down strategies criteria: Giving an example of scanning, Determine the genres, categories, and meanings. Speculating about the content, Engaging in





interrogation, Visualizing facts and occurrences, Examining the sections, Recapitulating the text

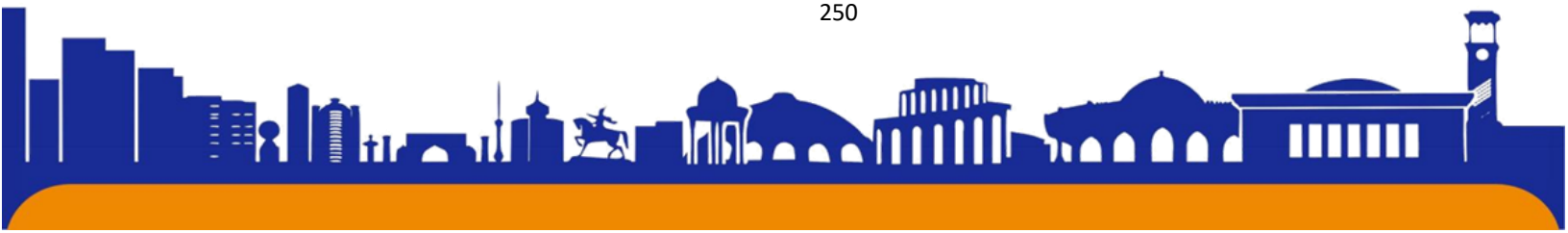
### **Conclusion**

Numerous theoretical research have demonstrated the significance and function of assessment in reading comprehension, which is presented in this article. This study demonstrated how undergraduate students became aware of their reading skills and limitations through reading comprehension assessments. Students can enhance their reading comprehension abilities using a variety of reading tactics by taking the assessment. As a result, the evaluation procedure ought to rely on precise standards to identify and notify educators and students of their reading proficiency.

The article's formative assessment exercises provide a more accurate way to evaluate students. However, the assessment of reading presents considerable challenges for both educators and learners. It was noted that linguistic exams for reading comprehension just build grammar knowledge and content repetition, not any cognitive abilities. It was discovered that pupils' comprehension is negatively impacted by summative assessments in reading. In a short amount of time, students become anxious due to their ignorance of reading skills.

In order for them to believe that they are growing as readers, rather of being tested on their reading skills, they should be given complete access to motivation, stress release, and the authenticity principle. In this instance, the reading evaluation should use the reading strategy tasks.

Correlation in everyday reading activities can also be obtained through formative assessments that are based on quantifiable criteria and rubrics. It is a truth that formative assessments enable teachers to closely observe their pupils' reading skills and weaknesses. As a result, assignments that satisfy formative assessment requirements might yield valuable data regarding student performance. According to the survey's findings, participants thought that the most effective method for evaluating reading comprehension was continuous formative evaluation.





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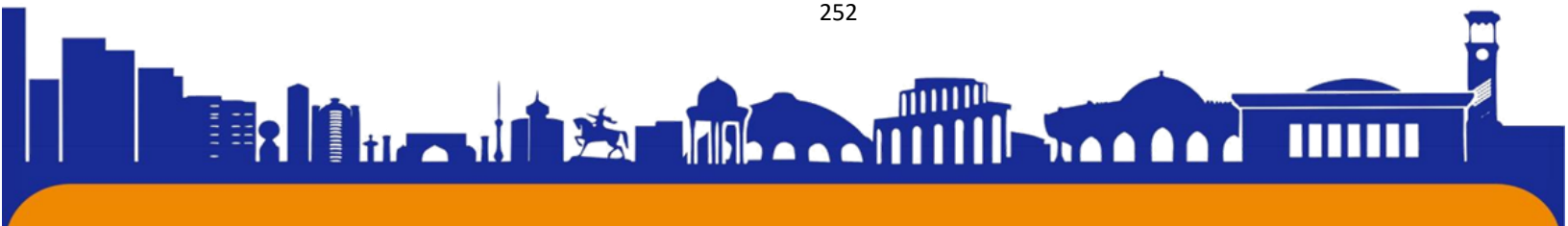
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