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**The Effect of Classroom Performance Assessment on EFL Learner's
Reading Comprehension Skill.**

A Case Study of Second Year Literary Stream Pupils

at Mohamed El Arabi Baarir High School Tolga.

**A Dissertation Presented to the Department of Foreign Languages as Partial
Fulfillment for the Requirement of Master's Degree in Sciences of Languages.**

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Dedication

This paper is dedicated to my ever caring parents, and to my dear friends Khadija, Zhor, Mohamed, Khireddine and Salah Eddine , for their help and encouragement. Without their support, this work would not be a reality. I would like to express my deep appreciation to all of them.

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Abstract

The purpose of this study is to investigate the effect of classroom performance assessment on the EFL students' basic and inferential reading skills. A pretest-posttest quasi-experimental design was employed in the study. The subjects of the study consisted of 31 second-year high school students at Mohamed El Arabi Baarir (Tolga) during the academic year 2016/2017. These subjects were divided into an experimental group and a control group. Both groups were pretested to measure their basic and inferential reading skills before conducting the experiment. During treatment, students in the experimental group used the self-assessment checklist for assessing their own reading strategies and comprehension in each reading session. The self-assessment checklist was then compiled in a portfolio for each student. This portfolio was read by the teacher every week to provide both 'feedback' for improving each student's reading strategies and comprehension. Students in the control group were exposed to traditional assessment tests. This traditional test focused mainly on the phonological, lexical and grammatical elements of the reading skill, and students were judged on the basis of how well they achieved as compared to each other. The experiment lasted four months. After treatment, the post-tests were administered to both groups. The pre-test data analysis revealed that there were less significant differences in the basic and inferential reading skills between the experimental group and the control group. However, the post-test data analysis showed that there was a statistically significant difference between the two groups of the study in the basic and the inferential reading skills. These findings suggest that classroom performance assessment is effective in improving high school EFL students' basic reading skills and effective in developing their inferential reading skills than traditional assessment

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General introduction:

Introduction:

The educational system differs from one place to another .Raising children to be contributing members in society is the common point. In order to know if the educational system is working, teachers are supposed to assess their student level. They assess their students by making an examination .Exams were first introduced as a means by which educators could quickly give the same questions to each of their students. In other words, they tend to be nothing more than a snapshot of the students ability. This type of assessment does not tell what students are capable of because students are obliged to recall and remember a set of declarative knowledge. Remembering learning arbitrary facts did not fulfill the aim of education that is to prepare students to be successful in whatever life brings them. Also one size fits all modals does not take into consideration that students are individuals and learn in different ways .Teaching should be about guiding the students as they develop their skills they need to live in the 21st century .Assessing the students' inferential reading skill through classroom performance assessment is not new .A few definitions that can be found in the literature. Performance assessment can take many forms that help to examine the students' abilities and capacities through a variety of sources such as: portfolios, performances, open-ended questions and teacher observations

1. Statement of the problem:

This investigation comes as a result of personal interest in the field of education. Through my experience as a student, I encounter serious difficulties when it comes to reading comprehension. These difficulties are due to the lack of reading; we cannot understand what is behind each expression. If a learner wants to comprehend a text, he has to explain all the difficult words and know something about the writer's background.

Students who have difficulty in comprehension are not aware of reading Strategies and do not have the ability to regulate or monitor their own comprehension. All this is due to teachers because they do not even know that students should work on reading skill at this stage.

Second year students at Mohamed El Arabi Baarir High School encounter difficulties in reading comprehension skill. This real and serious problem needs a quick solution to improve the students' reading comprehensin because it becomes something very important. In order to understand what is going on, students are supposed to read and comprehend what they are reading.

2. Significance of the study

The significance of this study lies in the testing of classroom performance assessment that can improve students' reading comprehension. Looking for beneficial strategies to improve students reading comprehension is necessary because those strategies allow the student to understand and comprehend what they read.

Students are supposed to be good readers because without reading they will not be able to understand things easily especially when they are asked to write something; reading is very important.

Learners at this level should be at least able to comprehend what the writer means by his chosen words .Sometimes the writer want to say things implicitly.

3. Aim of the study

The purpose of this study is to determine that classroom performance assessment will improve the students' reading comprehension.

Make learners aware of the importance of the reading skill.

Suggest to teachers other ways to assess learners' reading comprehension skill.

4. Research questions

- 1- Does classroom performance assessment really improve students' reading skill?
- 2- How to create an effective performance assessment to improve students' reading comprehension?
- 3- Which strategies are used to improve students' reading comprehension skill

5. The hypotheses

2nd literacy stream learner's level at this stage is supposed to be acceptable. We hypothesize that:

If classroom performance assessment is used, students will improve their inferential reading comprehension skill.

6. Limitations of the Study:

The generalization of the results of the study is limited to second year-high school EFL students. It is also limited to the two performance assessment formats used in the study (self-assessment checklists and portfolios), the length of the experiment, and the instruments used to collect data for the study.

7. Subjects of the Study

The subjects of the study consisted of 31 second-year high school students at Mohamed el Arabi Baarir high school at Tolga, Biskra during the academic year 2016/2017. These subjects were divided to an experimental group and a control group.

8. Data Collection Instruments

For the purpose of collecting data for the study, the researcher developed two tests to measure students' basic and inferential reading skills (one for each) before and after conducting the experiment. The basic reading skills test consisted of 4 subtests for measuring word decoding, phonological awareness, vocabulary, and grammatical knowledge. The inferential reading skills test consisted of three reading comprehension passages with four inferential questions. The five inferential questions on each passage comprised: (1) inferring the implied main idea, (2) identifying the author's implicitly stated purpose for writing the text, (3) inferring the author's tone within the text, (4) drawing a logical conclusion from the text. In addition a questionnaire was submitted for students to know their opinion before and after the treatment about how to be assessed. Teachers also are interviewed for the sake of knowing and gathering data about their opinion about classroom performance assessment. The instructional materials for study consisted of the seven reading passages involved in the Student's Book. Students in the two groups of the study were exposed to these materials with the exception that the experimental group students were exposed to classroom performance assessment.

9. Structure of the dissertation:

This work is divided into two parts: the first part is the theoretical part, while the second is field work. The first chapter represents the two variables. The first part will be devoted to classroom performance assessment. It consists of elements such as: the definition of assessment, performance assessment and other types. The second part is entitled "reading comprehension skill". So many definitions of reading will be mentioned .also, the reading process and its stages. Besides, the strategies that exist in the literature will be discussed.

The second chapter is about data analysis. In the final chapter steps of the experiment were mentioned and each procedure will be explained and interpreted in details. The findings, before and after the experiment will be analyzed and interpreted.

Finally, a general conclusion that summarizes all what have been found and treated in the whole thesis.

Chapter one

Part one: classroom performance assessment

Introduction

Classroom Performance Assessments are considered assignments that are given to students for the sake of breaking the cycle of traditional testing. The latter use problems like multiple-choice and fill-in-the blank questions. The aim of those forms of testing is to test to which extent the student is capable to remember and recall the material. On the other hand, performance assessments give students open-ended objectives and the freedom to meet those objectives. Classroom Performance assessments are very useful for identifying to which extent the learner is confident. Also, it enables the teacher to know the weaknesses and strengths. The learner here becomes more creative and not only capable to recall arbitrary facts. Performance assessment goes beyond the idea of memorization.

1. Assessment in General:

The educational system aims to fulfill many purposes. At any educational system, learners acquire knowledge at first then they are obliged to take an examination. The latter is one tool of assessment; its main role is to check to which extent students acquire that knowledge.

The term assessment refers to all the tools and methods used by teachers and educators in order to evaluate and measure what students gain and understand from the different given lessons. The aim behind assessment is to check whether the students' level improved or not. Assessment has been defined by many educators and thinkers (Palomba & Banta, 1994) as a tool which enable teacher to discuss and gather information about students from multiple and diverse sources. Also, it is the systematic collection, review, and data about education programs. In short, it is the process of defining, selecting, designing, collecting, analyzing interpreting and using data for the sake of improving and increasing students learning and development.

Assessment, particularly educational assessment, can be divided into two major types: formative and summative. Newton (2007) argued that the two types seem to be similar, but the distinction is obvious when it comes to the way the results are used and interpreted (as cited in Long, 2011, p. 55). Moreover, formative assessment occurs in short term in which feedback is immediate in order to enable the learner to change his behavior right away. Whereas, summative assessment takes place at the end of the whole semester; feedback is limited and takes time to be returned to students. Thus, students have not the opportunity to be reassessed. Summative assessment is used in order to determine and identify the strengths and weaknesses of the curriculum (Cowan, 1999).

According to Dhindsa, Omar, and Waldrip (2007), assessment is known as the systematic process that allows both teachers and educators to gather data about students' abilities and weaknesses. In addition, Zeliff and Schlitz (1998) identify three types of assessment that are traditional, authentic, performance assessment.

Authentic assessment is a type of assessment which has been defined by many educators. Wiggins (1993, p.229) stated that authentic assessment involves:

Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.

Some thinkers argued that authentic assessment is similar to performance assessment and they are synonymous (Hart, 1994; Torrance, 1995). Whereas, Meyer (1992) notes that the two terms are different. The distinction between them indicates that every authentic assessment is performance assessment, but not vice versa.

Traditional assessment is another form of assessment in which students are required to select answer from a ready-made option; without even making efforts to find the answer or to think about it because everything is made by the teacher. Its main focus is grading students

instead of giving feedback about how to improve teaching and learning .Multiple-choice, fill in the blank, matching and true/false are examples of activities of traditional assessment(Dikli, 2003; Shepard, et al .,1995 cited in Elizabeth & Eds, 2011).

3.1.Performance Assessment:

There has been a considerable amount of data about performance assessment. A numerous definitions are available in the literature:

Classroom Performance Assessment is a way to measure what students can do with what they have rather than how much they can .It is a form of assessment that requires student to perform a task rather than to select an answer from a ready-made list and predetermined options ; student here are required to create an answer or product .The multiple choice testing is not enough while assessing students' level .For instance students should not only seek to write and answer in short words. They have to go beyond this idea such as analyzing a laboratory investigation. Performance assessment calls upon the examinee to demonstrate specific skill, that is, to apply what they have mastered (Hammond, 2010; Wiggins, 1993 and Stiggins, 1987).

Another definition is that: a performance assessment is one which requires students. Advocates of performance assessment call for assessments of the following kind: designing and carrying out experiments; writing essays which require students to rethink, to integrate, or to apply information; working with other students to accomplish tasks; demonstrating proficiency in using a piece of equipment or a technique; building models; developing, interpreting, and using maps; making collections; writing term papers, critiques, poems, or short stories; giving speeches; playing musical instruments; participating in oral examinations; developing portfolios; developing athletic skills or routines as it is cited in (*Performance Assessment*, Education Issues Series, May 1996.)

3.2.The Purpose of Classroom Performance Assessment:

Classroom performance assessment aims to fulfill many purposes: the primary purpose is to improve both student's level and teachers to determine that the intended learning courses are being achieved by providing students with a feedback. It can do more than assessing student's knowledge .It improves students' learning. Goodrum et al.(2001) state that, ideally assessment" enhances learning, provides feedback about student progress, builds self- confidence and self-esteem , and develops skills in evaluation"(p.2).in addition ,assessment aims to evaluate the effectiveness of teaching ;it supports and guides learning.

Bloom (1969) asserts that assessment is aligned with the process of teaching and learning, it will have, "a positive effect on students' learning and their motivation "(cited in William, 2008, p.58).in addition, Assessment accounts for "supporting learning (formative) certifying the achievement as potential of individuals (summative) and evaluating the quality of educational institutions or programs (evaluative) "(William, 2008, p. 59).

President Barack Obama (March 2009):

I am calling on our nation's governors and state education chiefs to develop standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem solving and critical thinking, entrepreneurship and creativity. In other word ,teachers and educators should not only ask their pupils to recall arbitrary facts and learn things by heart but they have to go beyond that idea.They are supposed to produce contributing members by enhancing their critical thinking and creativity.

3.3. Performance Assessment Procedures

Performance assessment takes place in the classroom when teachers determine the main procedures to be followed. These procedures can be under four stages (Wiggins, 1993; Stiggins, 1994, and Palomba & Banta, 1999). The first stage is to decide what to assess and how to assess it. At this stage, teachers should clearly determine which learning target to assess. Also they have to involve them in the process of assessment. The second stage is developing assessment tasks; teachers should make their peoples aware of what they are expected to do in order to close the door for problems. The third stage is to assess students' performance. This stage allows teachers to know the strengths and weaknesses of their pupils. The final stage is to interpret, discuss, and analyze the results. Wiggins (1993) said that:

Assessment should improve performance, not just audit it.... Assessment done properly should begin conversations about performance not end them.... If the testing we do in the name of accountability is still one event, year-end testing, we will never obtain valid and fair information. (pp. 5, 13, 267)

3.4. Advantages and Disadvantages of Classroom Performance Assessment:

Performance assessment allow learners to demonstrate what they can do with what they have. The benefits of performance assessment are well documented. The first advantage is that they can be observed and rated. Researchers consider that performance assessment fills the gap of traditional assessment. It allows teachers to assess their pupils by multiple and diverse sources (Brualdi, 1998; Linn and Gronlund, 1995; Stiggins, 1994). Despite the advantageous of performance assessment tasks, teachers are afraid and hesitate whether to implement them in the classroom. The disadvantageous of performance assessment are because of the teachers' fear about not to assess their students fairly (Airaisan, 1991). Moreover, Oosterhof (1994) claimed that performance assessment tasks take a long period of time to be achieved and completed

3.5. Alternative Grouping for Classroom Performance Assessment.

Many thinkers argued that students have to assess their own performance by themselves without referring to teachers (Barnes, 1999; Santos, 1997). All this can be done by the following alternatives: self assessment, peer assessment, and group assessment.

3.5.1. Self Assessment:

Self-assessment is considered one alternative; it has been defined by many educators and thinkers. Kramp and Humphreys(1995, p. 10) who believed that self assessment is essential to effective learning and an essential component in any assessment experience .They define this alternative as «a complex, multidimensional activity in which students observe and judge their own performance in ways that influence and inform learning and performance». Educators delivered that this alternative has many advantages .One advantage is that the students become autonomous (Williams and Burden, 1997; Ekbatani, 2000; Graham, 1997). Moreover, Andrade(1999) stated that self assessment alternative leads to better teaching and learning .Also, Angelo (1995) adds that this type of assessment enhances students motivation and fosters students' self-esteem and confidence .whereas ,others claim that this type of assessment cannot be reliable because students become subjective when it comes to assess their performance; it opens the door for cheating because students over esteem their work(Mc Namara and Dean 1995).

Anderson (2001) argued that teachers are recommended to help their students while they are assessing their performance by asking them to follow and answer the following four questions: Anderson (2001) suggests that teachers can help students evaluate their strategy use by asking them to respond thoughtfully to the following questions:

(a) What are you trying to accomplish?

(b) What strategies are you using?

(c) How well are you using them?

(d) What else could you do?

Self-assessment can take many forms; the main purpose of these forms is to help students assess themselves.

3.5.2 Peer-Assessment

Peer-assessment means that students assess each other. Furthermore, this process helps them to learn from each other. Moreover, it reinforces students' self-esteem and self confidence. In short, teachers' time will be saved (Johnson, 1998; King, 1998).

3.5.3 Group-Assessment

Group-assessment is like peer-assessment. The difference is that group-assessment is the extension of peer-assessment. Moreover, Graham (1997) claimed that group-assessment enables students to think creatively what is comes to assessing his own work. According to Stahal (1994), group-assessment release many advantages for both teachers and students. Furthermore, students will have the opportunity to learn from each other.

3.6 Performance Assessment Formats

Educators proposed many formats used for assessing students' performance. These formats can be under two major categories (Stiggins, 1994; Cohen, 1994).

The first category is naturally occurring assessment. The latter tends to assess students in natural situation and environment. Moreover, teachers are obliged not to tell their students that they have been assessed. As a result, there is not empty space for anxiety (Stiggins, 1994; fisher, 1995).

The second category is On-Demand assessment. The latter formats are used in order to assess students' performance. In short, these formats include: oral interviews, group projects, portfolios, oral reading, role plays, and group discussions.

3.6.1. Oral interviews

Oral interviews can take many forms: the teacher interviewing the students; the students interviewing the teacher, or students interviewing each other(Grave, 2000).Furthermore, McNamara(1997) claimed that oral interviews are employed for the purpose of assessing students' performance and learning. Stansfield (1992) suggests that oral interviews should progress through the following four stages:

- (a) Warm-up: At this stage the interviewer puts the interviewee at ease and makes a very tentative estimate of his/her level of proficiency.
- (b) Level checks: During this stage, the interviewer guides the conversation through a number of topics to verify the tentative estimate arrived at during the previous stage.
- (c) Probes: During this stage the interviewer raises the level of the conversation to determine the limitations in the interviewee proficiency or to demonstrate that the interviewee can communicate effectively at a higher level of language.
- (d) Wind-down: At this stage the interviewer puts the interviewee at ease by returning to a level of conversation that the interviewee can handle comfortably.

3.6.2 Group projects

Many educators (Katz and Chard, 1998; Ngeow and Kong, 2001) proposed assessing students' language performance with both group and individual projects.

Katz and Chard (1998) suggest that a project topic is appropriate if:

- (a) It is directly observable in the students' environment,
- (b) It is within most students' experiences,
- (c) Direct investigation is feasible and not potentially dangerous,

- (d) Local resources (e.g., field sites and experts) are readily accessible,
- (e) It has good potential for representation in a variety of media (e.g., role play, writing),
- (f) Parental participation and contributions are likely,
- (g) It is sensitive to the local culture and culturally appropriate in general,
- (h) It is potentially interesting to students, or represents an interest that teachers consider worthy of developing in students,
- (i) It is related to curriculum goals,
- (j) It provides ample opportunity to apply basic skills (depending on the age of the students), and
- (k) It is optimally specific—neither too narrow nor too broad.

3.6.3 Portfolio

According to Venn, a student portfolio is the systematic collection of students' work that depict student activities, accomplishments and achievement in one or more school subjects the collection should include evidence of student reflection and self-evaluation, guidelines for selecting a portfolio contents, and criteria for judging the quality of the work. The goal is to help students assemble portfolios that illustrate their capabilities and talents and their stories of school achievement (Venn, 2000).

The concept portfolio is not a new in the history of education .According to William and Thompson (2008), gathering purposeful examples of students 'work that demonstrate their effort, progress, and level of understanding over a period of time. In addition, Wiggins and McTighe (2007,p.85) maintain that unlike the traditional forms of assessment that take a snapshot of students at one point of time ,portfolios are like a photo album containing a variety of pictures taken in different tines and different places and contexts.

Gillespie et al (1996, p.487) offers the following definition:”portfolio assessment is a purposeful, multidimensional process of collecting evidence that illustrates student’s accomplishments, efforts, and progress.

To gain multiple perspectives on students' language development, Tannenbaum (1996) further suggests that students should include more than one type of materials in the portfolio .Tannenbaum (1996) suggests that the following types of materials can be included in a portfolio:

- (a) Audio-and videotaped recordings of readings or oral presentations,
- (b) Writing samples such as dialogue journal entries and book reports,
- (c) Writing assignments (drafts or final copies),
- (d) Reading log entries,
- (e) Conference or interview notes and anecdotal records,
- (f) Checklists (by teacher, peers, or student), and
- (g) Tests and quizzes.

3.6.4 Constructed-responses Items

Constructed responses require students to produce an answer to a question rather than to select from an array of possible answers (as multiple-choice items do).in constructed responses items, questions may have just one correct answer or maybe more open ended allowing a range of responses .the form can also vary (Fuer and Fulton, 1993).in other words ,the term constructed-response is used to differentiate between these item and other items such as multiple choice. The latter require a selection of a readymade response .it means that the student here are just supposed to select an answer from a readymade options. Whereas constructed-response items require students to produce and construct a personal answer (U.S.Congress, 1992).

3.6.5 Essays

Essays have been used to assess a student's understanding of a subject; the students have to write a description, analysis, explanation, or a summary in one paragraph or more. Moreover,

essays are used to demonstrate to which extent a student can use facts in context and construct a coherent discussion (U.S.Congress, 1993, p.19).

3.6.6 Writings

Writings are the most common subject tested by performance assessment methods. Although, multiple-choice tests can assess some of the components necessary for good writing, having student write is considered as a more comprehensive method of assessing composition skills. Writing enables students to demonstrate composition skills, inventing, revising, and clearly stating one's ideas to fit the purpose and the audience as well as their knowledge of language, syntax, and grammar. There have been considerable researches on the standardized and objective scoring of writing assessment (Ibid).

3.6.7 Oral Discourse

It was the earliest form of performance assessment .before paper and pencil, chalk and slate become affordable ,school children rehearsed their lessons, recited their sums and rendered their poems and prose aloud(Ibid) .

3.6.8 Exhibitions

They are designed as comprehensive demonstrations, skills, or competence. Also, they often require students to produce a demonstration o live performance in class or in front of other audience .exhibitions require a broad range of competencies are often interdisciplinary in focus and require student initiative and creativity .they can take the forms competitions between individual students or groups or maybe collaborative projects that students work on over time(Ibid).

1.6.9. The K-W-L Chart

What I” Know», what I “Want», what I have “Learned” (K-W-L). O’Malley and Charnot (1995) believed that this chart is one form of self-assessment tools. Moreover,

The main purpose of this chart is to keep students interested and involved while they are learning. As a result, they show appreciation when they fill the “L” chart (Shepard, 2000).

3.6.10. Checklist

Checklist contains specific instructions and a place for checking. Thus, students have to tick the right and the used strategy. In addition, the main purpose of any checklist is to help students to evaluate their own performance. Also, it allows students to diagnose their weaknesses and strengths (Angelo and Cross, 1993). Checklists are another way to record data gathered through observation. Most teachers find that checklists cannot replace anecdotal records. Some checklists, however, have a space for anecdotal comments opposite each item. Teachers find checklists useful as an organizational device to help focus their observations, and to clarify their own thinking about what behaviors are indicative of successful learning. When students are involved in helping to develop and use checklists, they can also be useful in assisting students in discovering what is valued and taking ownership of their own learning. Checklists are most useful when they are designed or adapted by teachers around specific curriculum outcomes and the needs of their own classes. Because checklists need to be manageable to be useful, teachers should identify only important concepts, skills, and strategies when creating them.

3.7 Performance Assessment Assumptions

Performance assessment is based upon the following assumptions (Wangsatorntanakhun, 1997):

3.7.1. Knowledge is Constructed

Research tells that students show greater interest and perform higher levels of learning when they are required to organize facts around major concepts and then actively construct their own

understanding of those concepts. They also retain knowledge better. Active participation is the key to all performance assessments.

3.7.2 The Task is Worthwhile:

The ideal performance task is inherently instructional, actively engaging students in worthwhile learning activities. Performance tasks are therefore open-ended and assess an array of knowledge and skill related to the curriculum. Thus, the curriculum powers the test, not the other way around (Kullieke et al, 1990).

3.7.3 Better Assessment Improves Teaching

Assessment's overall purpose is "to provide valid information for decision making". When teachers prepare students for a performance task, they must carefully the task; they must carefully describe the task and the standards that will be used to evaluate performance. When teachers are informed of the learning progress and difficulties of their students, they can then make better decisions about content and instruction (Fuchs, 1995).

3.7.4 Meeting Criteria Improves Learning

Students should be active participants in their own learning. They perform better when they have the opportunity to examine models of excellence and when they understand how their own performance is compared to a set of established criteria (McTighe, 1997).

3.8 Criteria for Selecting Performance Assessment Formats

In selecting from the previously-mentioned formats, four general considerations should be kept in mind. First, selection should be guided primarily by its match to the teaching/learning targets as a mismatch between the assessment format and these targets will lower the validity of the results. The second consideration in selecting among performance assessment formats is the area of assessment. Some of the previously-mentioned formats are compatible with reading and writing while others are compatible with listening and speaking; some are

suitable for assessing language products while others are suitable for assessing learning processes. The third consideration in selecting among performance assessment formats is that no single format is sufficient to evaluate a student's performance (Shepard, 2000). In other words, multiple assessment formats are necessary to provide a more complete picture of a student's performance. The final consideration in determining the specific assessment format is that performance is best assessed if the selected format is used as a teaching or learning technique rather than as a formal or informal test (Cheng, 2000; O'Malley, 1996).

3.9. Assessing students' Inferential Reading Comprehension Through Classroom Performance Assessment

Classroom performance assessment is one type of assessment that breaks the cycle of traditional testing. Examinations form and content are the same. In other words, students should read the text carefully then they are supposed to answer the given questions (fill-in-the-gap, matching, true-false, multiple choice) to show that they have understood what the given text. In fact, students may have good marks without even reading or understanding the text because of the nature of exams. The aim of reading is to comprehend what you are asked to read and answer the questions appropriately. So that, traditional testing will not fulfill the aim of reading. Performance assessment; on the other hand, give the opportunity to students to enhance their critical thinking and they become more active and creative. At the same time, it enables them to produce a product instead of choosing the right answer from ready-made options. Classroom performance assessment questions play a big role in reading because students are obliged to understand every small detail in the text. That is to understand what is between the lines. In short, the students will not have good marks unless they read and understand the text.

conclusion

classroom performance assessment is a type of assessment, there is a need for teachers and students to understand performance assessment alternatives and their limitations. There is also a need to use this type of assessment because of its advantages. Classroom performance assessment forms enables both students and teachers to assess and be assessed in an appropriate way .Because of its advantageous ,teachers should be trained to use those forms .

Part Two: Reading skill

2.1. Introduction

Reading is considered as an essential skill in learning; it is necessary when it comes to understand what is going on because everything is written. Furthermore, reading releases many advantages for learners. Moreover, it enriches their knowledge; enhances their critical thinking. In short, the term reading has been defined by many educators and specialists in the field. The current study aims to make readers aware about the different definitions, benefits, difficulties and the different strategies that help students to make the reading process more effective and easier.

2.2. Definition

2.2.1. Reading

It is very difficult to define reading using some words. Many thinkers and researchers have defined and analyzed reading in different ways. The purpose that push people to read differ from one to another .despite the difficulty that thinkers encounter while trying to define reading , they did not stop here; every thinker defined it in his own way. Among the available definitions that have arisen recently, we have chosen:

Moreillon(2007.p.10) argued that reading is the process of making sense of the print ;this process is based on what is in front of the readers' eyes . In addition ,Johnson (2008,p.3) stated that reading is creative ;the reader is the one who creates the meaning from the text .So that ,we cannot say that reading is reading unless the reader well comprehend what he read .Moreover, Tankersly and Smith defined reading as the art of creating meaning .The reader is supposed not only to move his eyes across the text but also to comprehend

what the text talks about .Also they should go beyond pronouncing the word to understand it (tankersly ,2003, and Smith,1994).

Ronson (1978, p. 14-15) believed that reading is the conversation that happens between the reader and writer .Moreover, Grellet (1996, p. 8) claims that reading is an active skill which requires practice .so that it is not passive. In other word the reader establish interaction with the print.

According to Johnson (2008, p .4), the more people practice reading the more their reading skill will be improved. Reading is not passive due to the peoples' interaction with the text. In other words, they establish conversation with the author during their readings. Harrison (2004, p. 89)stated that “Reading is a dialogue between reader and writer; readers bring their imaginations, memories, thinking processes, moral and social values, historical knowledge, and prior experiences to every text..”

Reading is a complex process in which learners or readers are supposed to interpret and analyze the written data for the sake of comprehending what they read. Scanlon, Anderson, Sweeney stated:

Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. In order to effectively meet the needs of literacy learners, especially those who struggle, instruction needs to take account of this complexity.(2010, p. 9).

Carrel(1985,p.145) stated that “reading is getting meaning from printed or written message “it means that the reader is supposed to interpret the meaning by decoding the message

2.2.2. Reading Comprehension

Reading comprehension is the process which involves making meaning from the print. The main goal is to gain the global meaning of the whole text instead of obtaining the

meaning of each word .in other words, the reader is supposed to understand the intended meaning.

Duffy (2009, p.14) described comprehension as getting intended meaning that the writer wants the reader to understand when he wrote the text. In addition Klinger ,Vaughn, and Boardman (2007,p.8) claimed that reading comprehension is a very complex process that goes beyond the readers' response to the text .reading comprehension is based on the instruction between the reader and his or her prior knowledge .

2.3. The Importance of Reading and Reading Comprehension

Reading is one strand of literacy; it is important for success as it is the first thing that we have to learn .learning literacy and oracy starts with reading. “Read” is the first word that our prophet was asked to do .reading is important in the persons' professional life. Barden (2009, p.298) claimed that reading plays a significant role as we need it in our daily life. For instance, when we go out for shopping or at the restaurant .reading is considered as problem solving process; it facilitates our daily life activities .as everything is written, nothing functions without reading the instructions. In other words, understanding how things work involves reading the written instructions. According to Sadoski reading is:

A way to deal with everyday problems where printed language is a feasible or requisite solution. Such problems embrace a broad array of everyday tasks and materials from reading food packaging for the proper setting for microwaving a frozen meal to completing job applications and income tax forms (2004, p. 52).

Comprehension is the soul of reading .EFL learners' are asked to understand what they read in order to improve their levels. When it comes to comprehend a text, they encounter many difficulties. Comprehension failure takes place when learners encounter difficulties to

achieve successful results as Barrionuevo (2006, p. 171) claimed. Also, Scanlon, Anderson, Sweeney (2010, p. 18) believed that the aim behind reading is comprehension.

According to Oakhill, Cain and Elebro (2015, p. 1) believed that reading is not only a matter of understanding the giving piece of writing but also it is needed for the improvement of both the educational and professional matters.

2.4. Reading Processes

The interaction that happens between the reader and the piece of writing is what is called “the reading process”. Alderson (2000, p.3) described reading as the process that refers to all what the readers’ eyes tell their brains. Harmer (1983, p.153) defines reading as: "an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significance of these messages". It means that reading is all the received data from the eyes that will be transferred to the brain .the letters role is to interpret the data to make sense of it.

As it is mentioned in the literature, the reading process is divided into two parts that are the visual and mental processes.

2.4.1. The Visual Process

The visual process deals with how the information is possessed by vision at first and how the readers’ eyes deal with it.

2.4.1.1.The Role of Vision in Reading

The vision plays an important and a significant role in reading. Some educators claim that the shifted data from the eyes to the brain is seen as unconscious activity, but the reality is that the brain has its own complex mechanisms that receive, analyze and interpret data.

According to Smith (1985, p.12) readers’ eyes plays a very significant role in reading, in addition, Alderson (2000, p.4) described the role of vision by arguing that observing what the readers’ eyes are doing is not sufficient to reveal what exists inside one’s head. In

addition, Smith (2004, p.72) argued that the eyes are considered as effective devices; the eyes role is to receive the information then send it to the brain. The latter gives instruction to the eye to determine the kind of the required data. Mikulecky and Jeffries (1994, p.14) claimed that the brains' responsibility is to order to eyes to search for a specific data.

2.4.1.2.The eye movement

Written information is firstly received by eyes then sends to the brain. During the reading process, the readers' eyes perform two different activities. Each activity has its own characteristics. Fixation and saccades are the two activities. Underwood (1998, p. 125) said: "eye movements in reading are characterized by short periods of steadiness (fixations) followed by fast movements (saccades). Saccades are needed to bring new information into the center of the visual field where acuity is best; fixations are required to recognize words".

The difference between proficient and less proficient readers is clear and obvious when it comes to the movement of eyes across the text and the ability to locate the important ideas in the given text. In addition, Nuttall (1982, p.33) claims that "A good reader makes fewer eye movements than a poor one; his eye takes in several words at a time". Moreover, they are not just random sequences of words: one characteristic of an efficient reader is his ability to chunk a text into sense units, each consisting of several words and each taken in by one fixation of his eyes »

2.4.2. The Mental Process

The mental process is all what happens inside our minds. It is known as a cognitive process. Boronat and Logan (1997, p. 45) claimed that when a person is focusing on a particular information ,the brain encoded it and automatically stored it in memory. Lynn, Pressley and Waller (1984, p. 66) claimed that the reader had better to remember what he

have already read in case he need it. They also argued that memory plays an important role in comprehension (ibid).

It is claimed that during the process of reading, the enquired data go through the first phase that involves using sensor. When the information gets in our brain, it starts processing .here our brains decide whether to keep or delete it. Mikulecky and Jeffries explained that process by claiming that:

Comprehension is part of life. Every making minute, your brain is busy making sense of your world. It could be compared, in fact, to a very complicated computer. Messages are constantly coming in about what you see, hear, smell touch, or taste. Your brain receives these messages, interprets them, sorts them, and saves them. (1996, p. 14).

2.4.2.1 Sensory memory

sensory memory deals with the five senses; the brains received data through senses .according to Moreillon (2007, p. 41) the ability to link between ones' experience and language is the same as using senses to comprehend the written piece . In other words, students that can use their experiences to get access to the language are also capable to the dedicate their senses to comprehend what is in front of them.

Children at early ages used to relate senses with its organs. For example, smelling to the nose .latter on, they become aware that senses works together. As a result they find that the reading process become easier and pleasurable .Moreillon stated:

Young children associate senses with the sense organ that receives the input, [...] As students become more sophisticated in utilizing their senses, sensory imagery can be combined to show how the senses work

together to enhance our understanding and enjoyment of text.(2007, p. 40) .

According to Harrison (2004,p.54) when a sensory information takes place on one of the senses, the brain takes the responsibility either to reject the data because it finds it not necessary or to transmit it into short-term store to open the space for the new coming data.

2.4.2.2. Short-term Memory

During the whole process of reading, the short term memory is active. Readers are able to remember the data of the first paragraph even if they are about to finish the last paragraph. So that readers are very attentive during the whole reading process.

According to Willis, M.D, (2008, p.148), Short term memory allow readers to hold the data for a very limited period of time .when people are reading ,the old or previous data either disappears or shifts to long term memory. The above process takes place when a new information is coming.

Harrison(2004,p.54) claimed that in short-term memory, readers begin to deal with the information at the sentence level ;it involves both checking coherence and grammar, and what to be transferred to long-term memory. In short, reading comprehension is all what is linked to the data that is stored in long-term memory.

Greene (1987, p. 39) stated that the working memory is the place of the new data at the same time it contains the old remembered ones. All in all, short-term memory is based on all the interactions that happens between the new and the old data.

2.4.2.3. Long-term Memory

Long-term memory is the last phase in which there is only what is important and relevant and will stay for a long period of time.

According to Oakhill, Cain, and Elebro (2015, p. 19), long-term memory saves both words' meaning and text genre. Slavin (1997, p. 119) believed that long-term memory can hold a great deal of information for a very long period of time. For instance, we cannot forget old places even if we visit new ones. Moreover Smith (2004, p. 100) viewed that long term memory is capable to hold data for unlimited time.

All in all, McGuinness (2005, pp. 255-256) viewed that long-term memory is as a library because both of them contain important and notable information. Also we easily find them whenever we need and want them.

2.5. Types of Reading

According to the purpose that pushes people to read, reading can be basically of two categories that: academic and non-academic reading.

2.5.1. Academic Reading

The purpose of education is to build contributing members. during the whole process of education, students are obliged to pass many examinations .during examinations students had better to understand what they are reading for the sake of answering the given questions .Grellet (1996, p. 3) states that "understanding a written text means extracting the required information from it as effectively as possible. It means that the more students read effectively and appropriately the better they understand. Understanding what the given text or passage speaks about enables them to answer all kinds of questions.

Sekara (1988, p. 121) said that « one of the most activities, if not the most important activity, in tertiary education is reading. Reading is not for pleasure but for information that has been researched, organized, and documented in accordance with the rules of academic discourse ». In short, academic reading plays a significant role because of its benefits. but

academic reading students are obliged to read texts because of the thought of passing the examinations in order to pass from one year to another.

2.5.2. Non-academic Reading:

Non-academic reading is not bound as academic reading .it gives readers the opportunity to read what they are interested in without any instructions. So that readers are free to choose what to read at any time

2.5.2.1. Intensive Reading

To distinguish between “learn to read” and “read to learn” is very important. It is true that both of them are related to reading, but the difference is obvious when it comes to their purpose. Reading to learn refers to intensive reading. It allows students to gain knowledge about language such as acquiring new vocabulary (2011, the intensive reading foundations,p.2).

The goal of intensive reading, according to Nuttall is:
...to arrive at an understanding, not only of what the text means, but of how the meaning is produced. The ‘how’ is as important as the ‘what’, for the intensive lesson is intended primarily to train strategies which the student can go on to use with other texts.(1996,p.38).

Brow (2000, p. 312) stated that intensive reading is a task which occurs inside the classroom. Students here focus more on linguistic and semantic details of the text. They are asked to comprehend and understand the literal meaning by focusing on grammatical structure, discourse markers and other linguistic and semantic details.

2.5.2.2. Extensive Reading

Extensive reading is a type of reading. Williams (1984, p.329) claimed that extensive reading is “a rapid reading of long texts”. In addition, Lems, Miller, and Soro (2010, p.184) viewed that extensive reading is very effective when it comes to enhance students' reading achievement. So that, reading is very helpful for students; they are obliged to put into practice what they have learned in class outside. Extensive reading is the same as driving a car. At first you learn theories then you put those theories into practice. (ibid).

Extensive reading is a quick reading. As it is considered as a fast reading because readers had better not to use dictionaries in order not to reduce the speed that is a very essential characteristic of extensive reading. (2011, p. 3).

Nuttall (1996, p.142) defines extensive reading as a private reading. Private reading because the reader creates a private world of reading according to his interest. Moreover, Harmer (2007, p.284) stated that, teachers support their students to read outside the class by reducing students' unwillingness toward reading extensively. In addition, he (2001, p.26) believed that achieving good results of extensive reading is related to the readers' chosen material; they should select the suitable material that is appropriate to their level.

Brown (2000, p.313) believed that extensive reading is usually seen as reading long passages for the sake of global understanding. Extensive reading is far away from understanding each single word meaning; its main purpose is to enjoy a text. No questions will be asked.

Effective reading involves both extensive and intensive reading. Williams (1986, p.44) believed that "for every hour of intensive reading, a learner should be doing at least another hour of extensive reading"

2.6. Reading drivers

People read for a variety of reasons. According to Alderson (2000, p.123), it is necessary to set a goal for reading. Motivation and willingness toward reading helps the reader to determine

what information is needed. In addition, Tankersly(2003,p.94) viewed that readers have a specific purpose of reading .reading for pleasure differs from reading for information.

According to Wallace (1980,p.19)revealed that setting a goal for reading is important .if a reader does not have a specific purpose for reading ,he will easily get bored. Comprehension will be achieved only if he set a specific goal.

2.6.1. Reading for Pleasure

It is known by every one that reading for pleasure is reading for entertainment .John (2008, p.11) said: “reading is a pleasurable act” .Hence, reading is not only used for learning, but also for pleasure and entertainment. He also claimed that they prefer to select texts they like to read (p.18).

Schwarz (2008, p. 4) describe reading for pleasure as:”we read to enjoy the pleasure of words, their sensuality and materiality, the smells and tastes and visions they evoke, the desires they elicit, the laugh as well as the tears and even physical disgust and pain they arouse”. In other words, reading goes beyond word recognition. It is a combination of all the senses where good things take place. This combination will touch the reader and make him feel happiness even sadness.

Eagleton (1996, p. 166) viewed that people read different kinds of written pieces because they enjoy and find them pleasurable. The aim of reading is to enjoy and get pleasure .Nuttall(1996,p.31) believed that reading is “to enable students to enjoy reading in a foreign language.

2.6.2. Reading for information

People often read for the sake of information. Williams (1996, p.124) said that “reading for information in English is one of the most important purposes that learners may have in learning English.

According to Duffy (2009, p.5), readers who are capable to realize their goals and make them true are the ones who consider reading as a useful process. In addition, Sadoski (2004,p.46-47) viewed that the reason that pushes both children and adults to read is the same; both of them read for the sake of learning and improving their professional and educational matters.

2.7. Reading Strategies

Reading strategies are all the techniques used by readers in order to make the process of reading easier. We find many researchers who spoke about reading comprehension strategies:

Lems ,Miller ,and Soro(2010,p.227)describe reading comprehension strategies as both conscious and unconscious procedures used for the sake of understanding the given piece of writing .In addition , Moreillon (2007,p.10) viewed that when readers encounter difficulties while reading; they employ the appropriate reading comprehension strategy in order to overcome those difficulties. ,

Reading is a major skill; efficient readers are the ones that are expert in the most of the following strategies. Moreover, strategic readers are the ones who select the most appropriate strategy to meet their goals; they use those strategies for the sake of improving their comprehension. Grabe stated:

The strategic reader is one who automatically and routinely applies combinations of effective and appropriate strategies depending on reader goals, reading tasks, and strategic processing abilities. The strategic reader is also aware of his or her comprehension effectiveness in relation to reading goals and applies sets of strategies appropriately to enhance comprehension of difficult texts.(2009, p. 220).

Grellet(1984,p.08) stated that " active reading constantly involves guessing, predicting, checking and asking one-self questions ".it means that good readers are those who are capable to use and employ different strategies in order to enhance their comprehension and make the process effective. It exists so many strategies in the literature:

2.7.1. Skimming

Educators viewed that skimming is quick reading. Its main goal is to get the general idea. It takes place when readers have a plenty of pieces to read in a very limited period of time.

Brown (2000, p.308) argued that skimming is a quick reading. The readers' eyes move rapidly across the text to reach and get the general main idea. Skimming allows the reader to anticipate the theme of the text, the author's intention .After that, if the reader finds what he is looking for, He goes deeper by focusing on details. Moreover, Baudoin et al (1997, p. 70) claimed that skimming is considered as a technique used by readers to get the main idea through reading the text quickly. He also viewed that reading is a fast reading; the main goal is to catch the main general idea for the whole text (ibid, p.22).

2.7.2. Scanning

Both skimming and scanning are viewed as fast reading. The difference is that scanning focuses on the specific information.

Mikulecky and Jeffries (1996, p.15) viewed that scanning is a fast reading. Its main focus is to look for answers to the questions that are on the readers' heads. Readers are not obliged to read every word unless they are significant. Reading faster involves learning how to skip over unnecessary words.

Wegmann, Knezevic, and Berstein (1985, p.14) viewed that readers employ scanning strategy in order to obtain the required information.

Grellet (1996, p.19) argued that scanning is a process of locating the information that the reader is looking for in the given text

In order to reach what we are looking for in a very short period of time without making extra efforts, scanning is the appropriate strategy. Brown (2000, p.308) said:

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text.

Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

2.7.3. Note Taking and Note Making

People often use note taking and note making interchangeably .but in reality, they are approximately different. Moreillon (2007, p.157) claimed that the two terms are different .in note making, the reader use his own style. In note taking, readers copy the needed information as it is. Note making reflects what the learner gained from the print.

Willis,M.D (2008,p .147) viewed that note taking strategy is similar to summarizing .

2.7.4. Predicting

The main concern of l2 researches is language transfer;. Duffy viewed that predicting is used to make the process of reading easier in which the reader use their background knowledge.(2009,p.101).

Moreillon (2007, p.76) viewed that predicting is "on the line» strategy .this strategy guide readers to check to which extent their guesses are true.

Smith (2004, p.25) relate prediction to comprehension by arguing that they are related. Readers build up at first predictions that they are not sure enough about to check to which extent they are valid .hence, their comprehension will ensure that.

2.7.5. Inference

The term inference means going beyond the literal meaning .it is a cognitive process as it engages readers to think about how to create meanings by making anticipations to improve their comprehension. Phillips (1987, p.2) said that:

Inference is a cognitive process used to construct meaning. It is reasoning, a step from information in the text based upon generalization, explanation, or both, to what is offered as a conclusion. Inferring in text understanding is a constructive thinking process, because the reader expands knowledge by proposing and evaluating competing hypotheses about the meaning of the text in an attempt to progressively refine comprehension. (1987, p. 2)

Grellet (1996: 14) has defined inference as “... making use of syntactic, logical and cultural clues to discover the meaning of unknown elements.

Clarke, Truelove,Hulme,and Snowling (2014,p.132) viewed that comprehension depends on prediction that is considered as a kind of inference making ;activating prior knowledge that has a relation with the topic is necessary in making predictions.

2.7.6. Activating Background Knowledge and Text Clues

According to Tracy and Morew (2006, p.25), reading comprehension improvement is related to a developed background knowledge .teachers play a very significant role in constructing learners’ background knowledge .

Clues are words that are selected by teachers to ensure that their students understand what they are reading; .Also, clues allow them to make connections between what they already know and those new and particular words. Willis,M.D (2008, p.100) states that:

To keep students engaged in the word preview, consider selecting words that are most critical to understanding the text [...] words that are the specific names of

members of a known category can be left for students to connect with the storage categories they already have in long-term memory. For example, if the text mentions a food, and it can be inferred through contextual clues that the word refers to a type of food, students can connect the new word with the known category on their own (2008, p. 100).

Klinger, Vaughn, and Boardman(2007,p.66) believed that successful use of context clues takes place when readers make connection between unknown words and the comprehensible meaning of the print.

2.7.7. Think aloud strategy

According to Clarke, Truelove, and Snowling(2014,p.106),think aloud strategy aims to help readers to monitor their comprehension by sharing their ideas and thoughts with others.

Moreillon(2007,p.158) argued that think aloud strategy enable people to know all what happens in one's brain while they are learning. Moreover, Blachowicz and Ogle (2008, p.86) defined think-aloud strategy as the way that allows and enables readers to express their minds during the process of reading. They also consider it as a window that makes the process of reading visible.(ibid).

2.7.8. Generating and Asking Questions

Generating and asking questions about the text is a common process that is done by readers .so that, an interaction between the reader and the print is taking place. The aim behind this process is to create successful comprehension.

Questioning strategy is used for many purposes .the first purpose is to assess students. It plays a significant role which is helpful for learners during the whole reading process. Blachowicz and Ogle described, questioning is :

Questioning is an ongoing process used by teachers to guide instruction and determine what students know. It is also an important active thinking activity

learners use while reading and trying to make sense of text. It is a central part of comprehension for students and teachers alike, because both commercial materials and tests rely on questions (2008, p. 124).

Tankersly (2003,p.120) argued that asking questions allow readers to be aware about what they have already know about the content from what they are supposed to know help readers to express themselves and justifying their views in a logical way.in addition , Rrosenshine Meister, and Chapman(1996,p.183) claimed that asking questions is a task that should be taught by teachers ;it enables readers to be attentive to catch the main ideas then decide if readers' reading comprehension develop or not..

Teachers and students are supposed to be careful when it comes to ask questions .because comprehension is determined by the asked questions whatever the nature of the questions is. Both of them had better to ask appropriate questions that serve comprehension. Oakhill, Cain ,and Elbro(2015,p.107).

2.8. Models of Reading

Reading models are methods used by readers to proceed with the text. It exists in different kind of models; each model has its own users; they are used to make to make the process of reading easier.

2.8.1. Interactive reading model

The interactive model is one of the models that seek to make balance in processing the written data between bottom-up and top-down models. The users of this model treat information of the print and use their own knowledge for the sake of making predictions.

Orthographic, syntactic, lexical, and semantic processors are the four kinds of processors in the interactive model. They work together for better achievement during the process of reading comprehension. Tracy and Morrow said:

...the orthographic processor that handles visual input, the syntactic processor that handles word order within sentences, the lexical processor that handles word meanings, and the semantic processor that is responsible for overall message construction. [...] these processors are interactive, nonlinear, and compensatory.(2006, p. 157).

Samuels (1979,p.361) argue that in the interactive model ,readers begin reading with the highest level (top-down).if they encounter difficulties with the highest level ,they move to the lower level (bottom-up)

2.8.2. Bottom-up Reading Model

Bottom –up model fits a specific kind of readers that are capable to recognize words. This model of processing starts with treating small units of the language to reach the intended meaning. Alderson (2000, p. 16) says: Bottom-up approaches are serial models, where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes meanings. Each component involves sub processes which take place independently of each other, and build upon prior sub processes ".

Harmer (2001,p.101) claims that in bottom-up processing, more emphasis is given to single words and phrases by both readers and listeners .after that ,they combine this parts to reach and gain the complete meaning.

Vacca ,Gave, Mckeon, Burkey, and Lenhart(2006,p.338) claims that teachers who teach reading with bottom-up model program demands construction of meaning from small units to sentences and long passages. Bottom-up model users argue that learning reading is a matter of word recognition and pronunciation.

2.8.3. Top-down Reading Model

The top-down reading model is the model that depends on the reader's prior knowledge instead of the information of the given text. According to Tracy and Morrow (2006, p.149), top-down model relies on what the readers already know rather than the data of the text. Its main focus is the significance of the prior knowledge about the theme of the given text.

Davies (1995, p.175) claimed that the top-down model requires making anticipation by the reader about meaning that they are supposed to check the accuracy of their anticipations by processing the text.

2.9. Reading Styles

Every reader has his own way of reading. Each style fits one reader but it might not fit others.

2.9.1. Fast and Slow Reading

McGuinness (2005, pp.400-401) believe that people read the way they speak; it is not always true because the majority of readers' speed of reading is not the same way as they speak. Slow reading comes as a consequence of anxiety. Moreover, he states that: " Eye movement patterns for difficult-to-read words are noticeably erratic with lots of regressions, causing reading speed to slow."it means that the new and unfamiliar words might be the main reason of slow reading because the eyes' movement takes a long period of time to recognize those new words.

2.9.2. Silent and Oral Reading

Silent and oral reading is totally different styles of reading. The majority of teachers used to read the given text loudly and ask their pupils to read the same way to know their abilities of reading. Others prefer to read silently in order to reduce to possibility of feeling anxious.

Duke and Pearson (2001,p.441) differentiate between oral and silent reading .they argued that silent reading style allow its users to employ and think about the appropriate comprehension strategy due to the given time. Whereas, oral reading style shows what the readers are able to perform.

Readers usually make comparison between their performance in reading and their classmates' performance. This kind of comparison opens the doors for anxiety and many errors are taking place during the process of reading. Willis, M.D says:

Students who struggle with fluency are aware that they don't read aloud with the expressiveness and correct pronunciation used by their classmates. They know that they take much longer to read the same amount of text and that they don't comprehend the text as well as their classmates[...]They can become more anxious about reading aloud [...] (2008, p. 68).

2.9.3. Individualized Reading

Teachers are the ones who teach their pupils how to read by giving them instructions about the different available strategies at first .then, students become autonomous and they can read individually without the teachers help.

Sadoski'2004, pp.111-112) claimed that when readers are able to control their achievement in reading by themselves, it means that they are independent. In addition, Willis (2008, p.59) claimed that when readers get rid of anxiety, they show that they are capable to take care of their reading.

According to Blachowicz and Ogle(2008,p.42),learners are independent readers as they get beneficial instructions from good teachers.

2.10. Classroom Procedures for Teaching Reading

The development of teaching reading is due to classroom activities. The latter should be designed effectively by teachers. They should design those activities in accordance with the

pupils' level. Effective teaching of reading should be divided into pre-reading, while-reading, and post-reading activities.

2.10.1. Pre-reading

Activating students' prior knowledge about the given topic helps them in learning. As a result, reading becomes easier at the same time they will comprehend. Many thinkers claimed that activating prior knowledge is an essential element and plays a very significant role in this phase.

Brown (1994) argued that the given topic should be introduced to students. As a result, students will be involved.

Teachers should design the pre-reading activities carefully for the sake of preparing, involving and motivating their students by different activities.

2.10.2. While-Reading

Learners are supposed to know how to read and how to interact with the text. While designing activities, teachers should take into consideration their pupils' level.

According to Williams (1996, p. 38). While reading activities allow students to understand the writer's purpose and how the text is structured. Moreover, Brown (1994) recommends teachers to apply different strategies to involve students with the text to make the process of reading easier.

2.10.3. Post-reading

The purpose of post-reading activities is to assess students' understanding. In this stage, teachers may ask their students to know their reaction. So that, feedback is required.

Williams (1996, p.39) believed that the aim behind post-reading activities is to check to which extent students comprehend what they have already read.

2.11. Reading Comprehension Difficulties

According to Alderson (2000, p.23), the majority of second language teachers believed that students that have poor reading abilities in their first language are the ones who encounter difficulties in reading in a second language.

Clarke, Truelove, Hulme, and Snowling (2014, p.163) claim that reading comprehension difficulties increase when readers have poor oral language skills. Oakhil, Cain, and Elebro (2015, p.50) believed that comprehension failure takes place when the reader is not able to know when and how to make interference.

According to klinger, Vaughn, and Boardman (2007, p.103), readers encounter difficulties to comprehend what they are reading; they are not able to make balance between what they already know and what they are learning. All this is due to the poor background knowledge. As we have found in the literature, reading comprehension difficulties happen as a result of different problems with the aspects of language. Perfetti explained it explicitly saying:

A reader could have trouble with processing letter strings or in selecting the required meaning of a word. A reader might have defective phonological processes, limiting word identification and memory for words. On the comprehension end, a reader could have syntactic difficulties or fail to generate inferences or to monitor comprehension. Because these processes can demand mental resources from a limited pool, a very general constraint is working memory limitations. Thus, reading difficulty can arise from a general limit in functional working memory capacity or from the failure of some processes to escape this limit.(2001, p. 12801).

Conclusion

Reading and reading comprehension plays a very significant role when it comes to improve students' achievement. The different stated strategies make the process of reading and comprehension pleasurable and easier. Despite the benefits of reading, students neglect it.

Chapter Two: Fieldwork

Introduction

The current study aims at examining and investigating the effectiveness of classroom performance assessment forms (self-assessment checklist and portfolio) in improving students inferential reading skill. Therefore, this chapter exhibits the experiment conducted at the high school of Mohamed el Arabi Baarir Tolga. The significance of this study is to discover whether classroom performance assessment forms improve student's reading skill. The sample is second year students at Mohamed El Arabi Baarir high school . In this chapter, there will be an application of the hypothesis proposed for this study, and then the hypothesis will be confirmed or rejected due to the results obtained from the analysis. Also, the research question will be thoroughly answered. Hence, the mean and standard deviation results of the experiment group are calculated to be used to analyze and compare the pre-test and post-test results in order to figure out whether classroom performance assessment improve student's inferential reading skill or not.

3.1 Aim of the experiment

Earlier, we pointed out in the introduction of this study that the aim from conducting this research is to determine that classroom performance assessment will improve the students' inferential reading comprehension skill. The sample was selected systematically. Besides, the experimental group was asked to read seven passages taken from their school book. Then they were supposed to answer four inferential questions. .Also, they were giving a self assessment checklist that contains three part .under each part there are strategies that the student may use in order to assess their reading by themselves.

3.2. The population

The sample consists of one group of second year students at high school – Tolga. This sample represents the experimental group (n=15). They are almost between 16-19 years old.

Furthermore, they have different level and exposure to English language as shown in the table, the experiment group represents 48, 38% from the whole population.

	Frequency	Percentage
Experiment group	15	48,38%
Whole population	31	51,62%

Table2: *distribution of the sample*

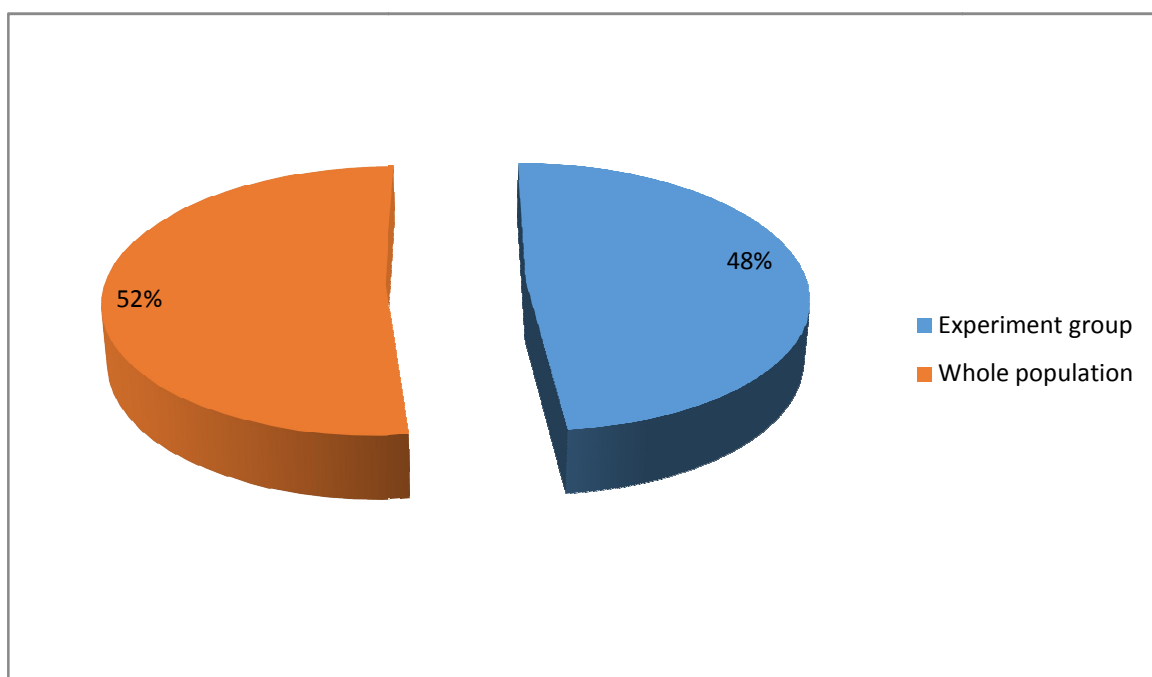


Figure1: *distribution of the sample*

Research Methodology

- **Design of the Study**

A pretest-posttest quasi-experimental design was employed in the study. In this design the researcher used an experimental group and a control group. Both groups were pre-tested to measure their basic and inferential reading skills before conducting the experiment. During the experiment, the experimental group students were exposed to classroom performance assessment; whereas the control group students were exposed to classroom traditional assessment. After treatment, the two groups were post-tested to investigate any significant differences in their basic and inferential reading skills. This design is displayed in Table 1 below.

	Pre-test		treatment	Post-test	
Experimental Group	01	02	X1	01	02
Control Group	01	02	X2	01	02

Table 1: Design of the study

Where:

01= Basic Reading Skills Test

02= Inferential Reading Skills Test

X1= Classroom Performance Assessment

X2= Classroom Traditional Assessment

Definition of Terms :

The terms below, wherever seen in this study, have the following definitions:

- **Classroom performance assessment:**

It is a form of assessment that requires students to construct responses rather than select among preexisting options. It centers not only on the product of learning, but also on the process students go through to create that product to provide feedback. This form of Assessment includes a variety of formats such as dialogue journals, verbal reports, conferences, learning logs, KWL charts, self-assessment checklists and portfolios. The present study is about the two last forms.

- **Traditional assessment**

It is a form of assessment that requires students to select an answer from ready-made options. It focuses mainly on giving more attention to grading and assigning students to levels rather than giving feedback about how teaching and learning can be improved. This form of assessment includes a variety formats such as multiple-choice, true-false, matching and fill-in-the-blank.

- **Basic reading skills**

For the present study, this term refers to the discrete sub skills of reading including word decoding, phonological awareness, Vocabulary and grammatical knowledge.

- **Inferential reading skills**

For the present study, this term refers to inference skills such as identifying the author's purpose, tone, point of view and bias, identifying the implied main idea, recognizing causal relations in the reading text, comparing and contrasting ideas across the text, drawing logical conclusions from the text, etc.

3.3. Procedures of the Study

The following procedures were followed for the purpose of collecting data for the study:

- (1) Getting the approval from the headmaster to conduct the experiment.
- (2) Choosing the subjects for the study from Mohamed el Arabi Baarir Tolga.
- (3) Pre-testing the experimental group and the control group on January 22, 2017, to measure their basic and inferential reading skills before conducting the experiment. The results of the analysis of the pre-test scores revealed that the t-value of the difference in the mean scores between the experimental group and the control group on the basic reading skills test was 0.48 and on the inferential reading skills test was - 0.46. These values are not significant at the 0.05 level which indicates that the two groups were equivalent in both their basic and inferential reading skills before conducting the experiment.
- (4) Training the experimental group students in implementing the performance assessment formats .then, they were asked to apply the format independently until they became quite comfortable with their use. After that, we have identified each student's strengths and weaknesses.
- (5) Conducting the experiment from the beginning of January until the end of April during the academic year 2016/2017. During treatment, students in the experimental group used the self-assessment checklist parts sequentially and circularly (one per session), for assessing their own reading strategies and comprehension in each reading session. The self-assessment checklist was then compiled in a portfolio for each student. This portfolio was read by the teacher every week to provide 'feedback' for the sake of improving each student's reading strategies and comprehension.
- (6) Post-testing the experimental group and the control group on May 2, 2017, to measure their basic and inferential reading skills after treatment.

The quasi- experiment was divided into three stages: pre-test, treatment, and posttest. This type of t-test is called paired t-test because it contains only one group to be tested, in our case it is represented by the experimental group. The two groups were pre-tested and post-tested.

3.3.1. The Pre-test

3.3.1.1. The aim of Pre-test:

The aim of pre-test was to investigate and test the students' basic and inferential reading comprehension skill before applying any new procedures on the experimental group. To ensure the validity and the reliability of the post-test, two classmates and the teacher were monitoring the pupil.

3.3.1.2 Description of the Pre-test

The pre-test was done in the first session without any previous instruction. Both groups were supposed to answer the basic and the inferential questions. The pre-test contains three passages in which the students had to answer the basic questions to check their grammatical and phonological awareness then they were supposed to answer the four inferential questions that we have mentioned before.

3.3.2. Treatment

Students used to read texts and when it comes to assess to which extent they understand them, they were asked to answer the given questions. They were exposed to traditional assessment. Before giving any instructions, we have explained what performance assessment is. Also we have explained what are a portfolio and the self assessment checklist because the experimental group here is exposed to performance assessment instead of traditional

assessment. They were supposed to read seven texts exported from their school book. When they finish reading the text, they were asked to answer the four inferential question (they have to understand what is between the lines) which we have already mentioned before and they were given a self-assessment check list which contains three parts. The self assessment checklist contains some strategies that students use for better understanding the given text. Then, they assess themselves by saying to which extent the used strategy helps them to well comprehend the text. If they find that the used strategy is helpful for them they used it when it comes to read the next passage. But, if the used strategy is not helpful, they will not use it with the coming passages. Each time they read a text, they have to go back to the self assessment check list to tick the strategy they have already used in order to assess themselves .After that they have to put all the answer sheets in a portfolio (it is up to them to keep their answer in a portfolio because I have already give them feedback and marks).the treatment lasted four months.

3.3.3The post-test

3.3.3.1. The Aim of Post-test

The aim of post-test was to determine to what extent the new type of assessment was effective to improve the student's inferential reading skill. The post-test gives the opportunity to evaluate the students' progress, and examine the effect of classroom performance assessment of student's inferential reading skill.

3.3.3.2. Description of Post-test

The post-test design is the same as pre-test. The post-test includes mainly five activities for the basic questions and four questions for the inferential questions. Considering that the test was done in the morning (from 10:00 to 11:00). This period of time may make students able

to focus and learn. The experimental group should answer the questions in the help of what they have gained from the experiment.

3.4. The Sample of the Study

This questionnaire was administered to 15 students, among(31)Second year students high school at Mohamed el Arabi Baarir(Tolga) We selected this sample of this level in order to collect data about what do they think about classroom performance assessment.

3.4.1. Description of the Questionnaire

This questionnaire consists of ten (10) organized in logical way questions. All questions are closed ended, they have to choose 'yes' or 'no' or pick the appropriate answer from a multiple choice question.

The first three questions are designed in order to know about the students' background information; in order to know their age, gender, and their English level. And then, there are two main sections. Section one consists of five (5) questions about reading comprehension and teachers' feedback, and section two deals with the issue of performance assessment and its different with traditional assessment FL learning and teaching, and it consists of five (5) questions.

Section one

Second year high school students were asked if they often read in English and what motivates them to read. Another question is related to the reasons that make them read in English whether to improve and enrich their vocabulary or just for pleasure. In addition they were when do they read in English students were given two choices to choose from which are when I have an assignment or whenever I have free time. The last question in this section is about teachers' encouragement to students to read in English.

Section two

The first question in this section was: do you like to be assessed by teachers. And also, how students like to be assessed whether on their understanding or memorizing or by both. Another question was about students' opinion on the weaknesses of traditional assessment.

Moreover, they were asked of what they think of performance tasks, they were given choices such as it enhances pupils' critical thinking, both teacher and students are active, and it is more interesting. The final question concerns performance assessment effectiveness and how students find it affective.

3.4.2. Aim of the Questionnaire

The questionnaire aims at collecting information about student's English comprehension abilities. It is also used to detect reader's strategic behavior during reading process, as well as, their awareness about reading strategies, and to determine student's reading difficulties.

3.4.3..Administering the Questionnaire.

After normal class time we have allocated an organized session for administering the questionnaire giving the sample enough time for careful reading and responding the questions provided, the questionnaire was written in English, in which the researcher clarifies to students what they should do with the questions of the questionnaire, explaining to them if they did not understand a word in terms of vocabulary, or the whole meaning of the sentence, reminding them that the questions should be carefully answered. All the questionnaires were administered at the same time to students for (15) minutes with our presence for explaining and guiding.

3.4.4. Description and Analysis of Students' Responses of the Questionnaire.

3.4.4.1..Description of the Questionnaire's Results

Background Information:

- **Age**

Age	Participants	Percentage
14-16	2	13.33%
17-19	13	86.66%
Total	15	100%

Table 3: Students' Age

The results show that most students are 17-18 years old with percentage of 86.66% and the other group from 14-16 is minority only 13.33%.

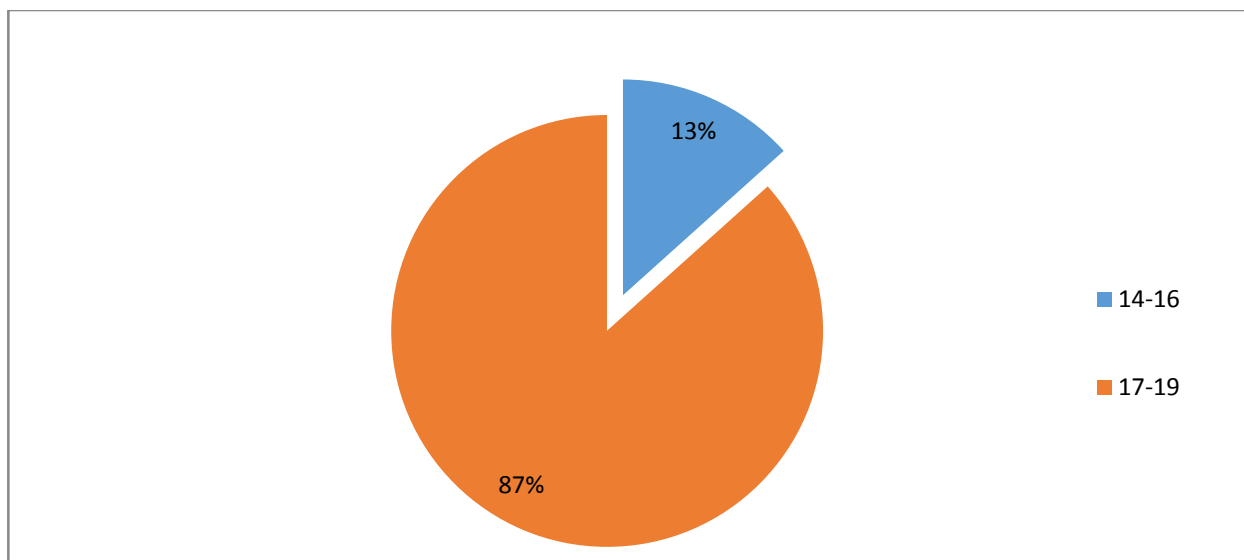


Figure 2: Students' Age

- **Gender**

Gender	Participants	Percentage
Female	12	80%
Male	3	20%
Total	15	100%

Table 4: Students' Gender

From the table above we can notice that females and males are almost the same. Nine female participants (80%) and six male participants (20%)

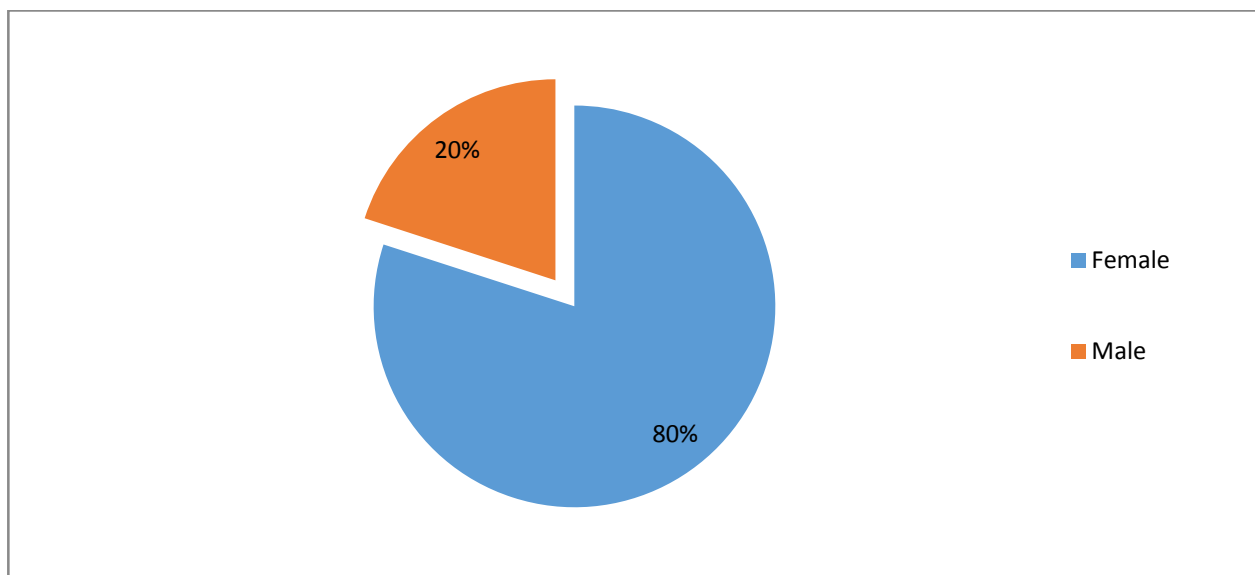


Figure 3: Students' Gender

- **What do you think of your English level?**

Options	Participants	Percentage
Weak	5	33.33%
Average	8	53.33%
Excellent	2	13.33%
Total	15	100%

Table 5: Students' Level in English

This question attempts to indicate what students think about their level in English. Most of the students consider their level is average 8 out of 15 with the percentage of (53.33%). The rest is divided between weak and excellent levels 5 students believe that their level is weak with percentage of (33.33%) and the other 2 believe their level is excellent with a percentage of (13.33%).

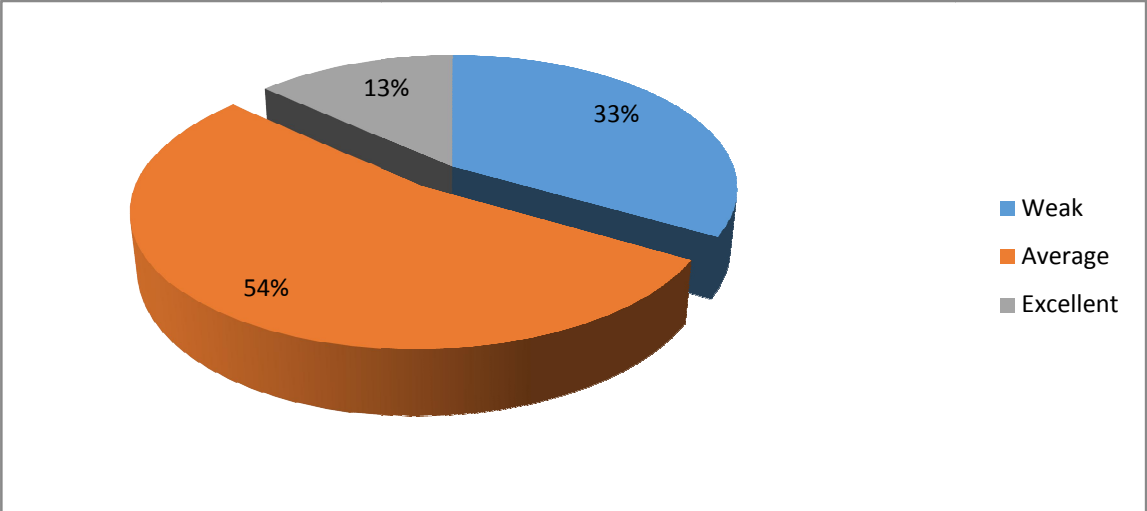


Figure 4: Students' Level in English

Section one:

Question 1: Do you read in English?

Options	Participants	Percentage
Yes	10	66,66%
No	5	33,33%
Total	15	100%

Table 6: Students' attitude toward reading in English

From the table above we notice that 5 students admitted that they do not read in English with percentage of 33.33% and the rest of the group answer ‘yes’ they do read English with percentage of 66.66%

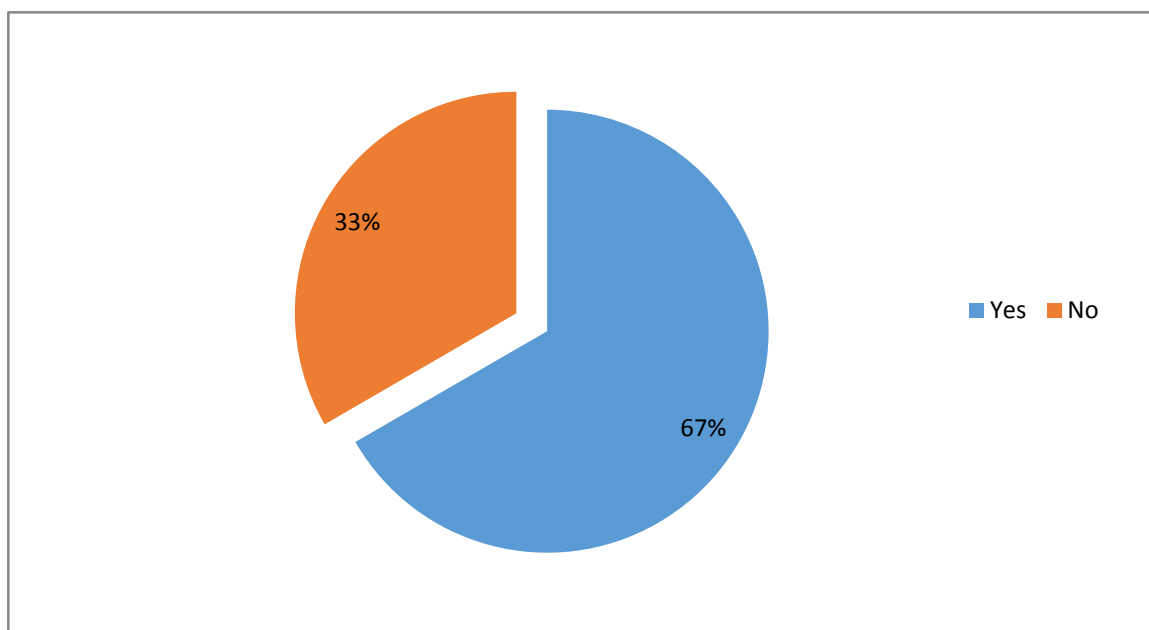


Figure 5: Students' attitude toward reading in English

Question 2: What motivates you to read?

Options	Participants	Percentage
The title is interesting	9	60%
The author is very known	1	6.66%
Someone recommended it for you	5	33.33%
Total	15	100%

Table 7: Students' motivation toward reading

Interesting titles is what lead to pupils to reading in English as we notice in the table 60% believe that. The lowest percentage is 6.66% represents popularity of the author; the other 33.33% represents recommendations from someone.

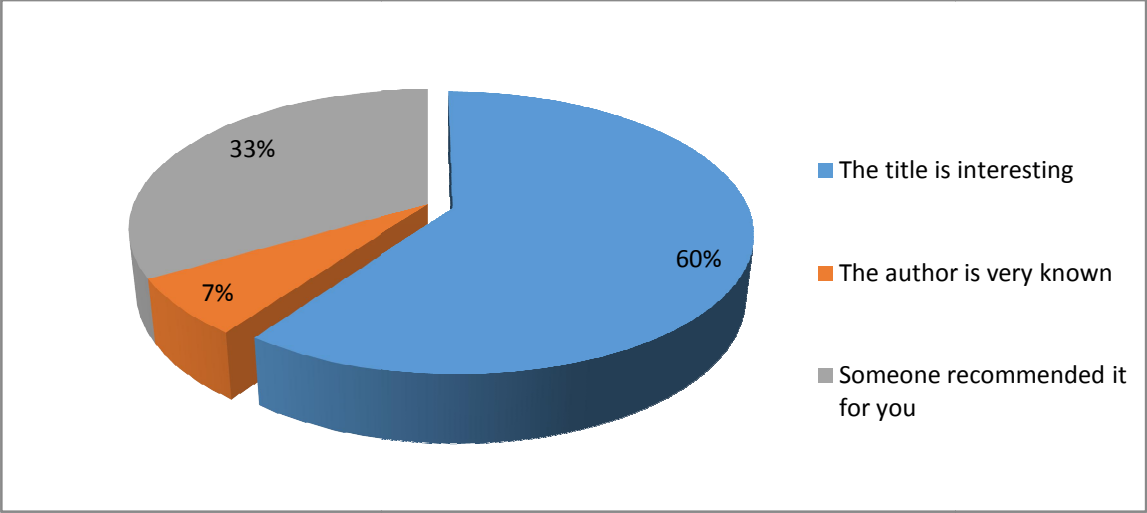


Figure 6: Students’ motivation toward reading

Question 3: Why do you read in English?

Options	Participants	Percentage
To improve your English skills	8	53,33%
For pleasure	2	13,33%
To enrich your vocabulary	5	33,33%
Total	15	100%

Table 8: Students’ reasons toward reading

Most students when were asked why they read English their answer was to improve their English skills with percentage of (53.33 %), other group of pupils answer was to enrich their vocabulary (33.33%). The lowest percentage goes to reading for pleasure (13.33%).

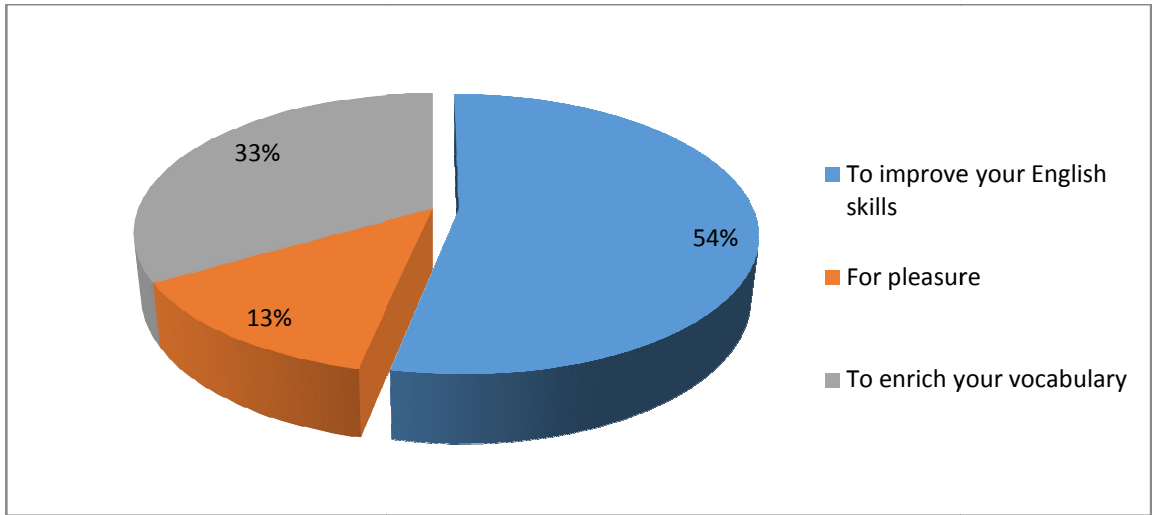


Figure 7: Students’ reasons toward reading

Question 4: When do you read in English?

Options	Participants	Percentage
When I have an assignment	12	80%
Whenever I have free time	3	20%
Total	15	100%

Table 9: Students’reading drivers

The results show that 80% of students admit that they only read when they have an assignment; the other 20% said that they read whenever they have free time.

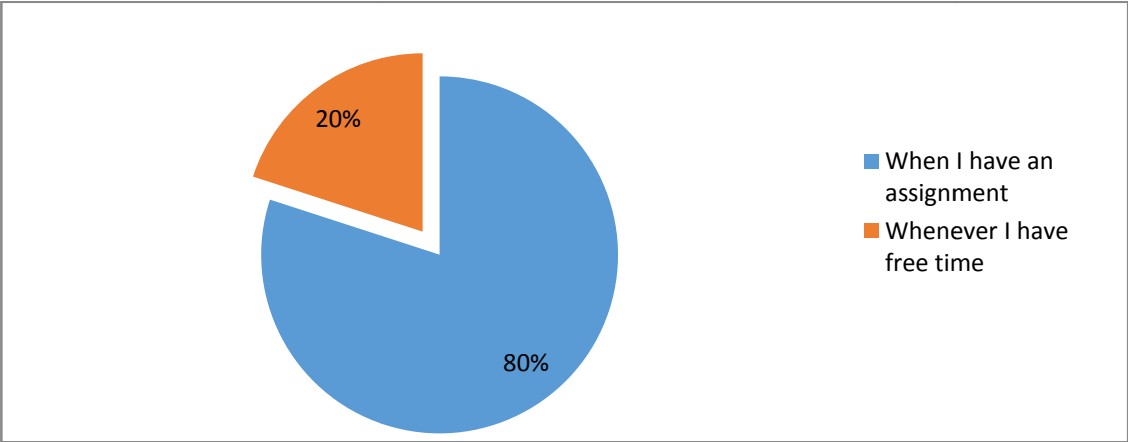


Figure 8: Students’reading drivers

Question 5: Does your teacher encourage you to read?

Options	Participants	Percentage
Yes	13	86.66%
No	2	13.33%
Total	15	100%

Table 10: Students’ attitude toward teachers’ encouragement of reading

Most students believe that teachers do encourage them to read more in English with percentage of 86.66%; the other 13.33% answer ‘no’ teachers never encourage them to read.

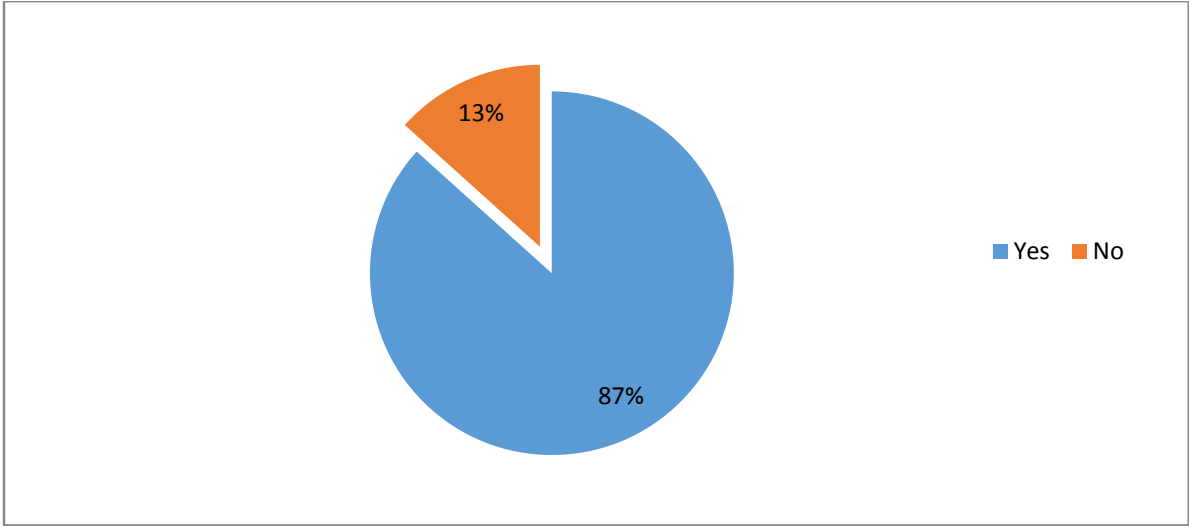


Figure9 : Students’ attitude toward teachers’ encouragement of reading

Section Two:

Question 1: Do you like to be assessed by teacher?

Options	Participants	Percentage
Yes	0	0%
No	15	100%
Total	15	100%

Table 11: Students' attitude toward teachers' assessments

It is clearly that 15 all participants do not like assessment with percentage of 100%, no one of them answered 'yes' 0%.

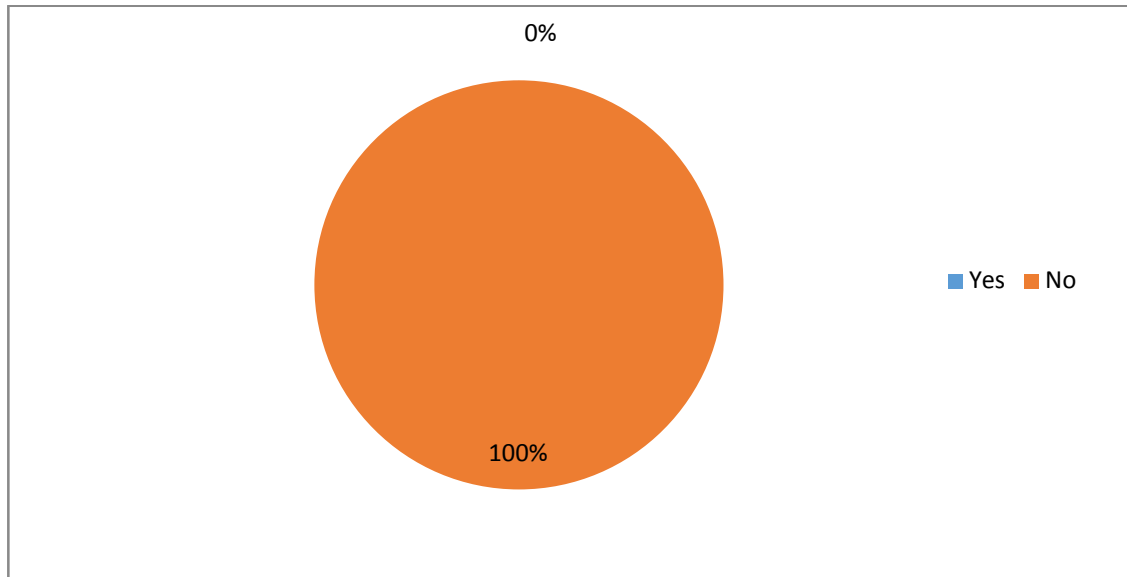


Figure 10: Students' attitude toward teachers' assessments

Question 2: How do you like to be assessed?

Options	Participants	Percentage
On your understanding	4	26,66%
Based on memorization	2	13,33%
Or combination of both	9	60%
Total	15	100%

Table 12: Students' attitude toward assessment

Only two out of fifteen pupils' answer that they like to be assessed based on their memorization (13.33%). The highest percentage goes to the third choice which is combination of both (60%) the rest of pupils answered on their understanding (26.66%).

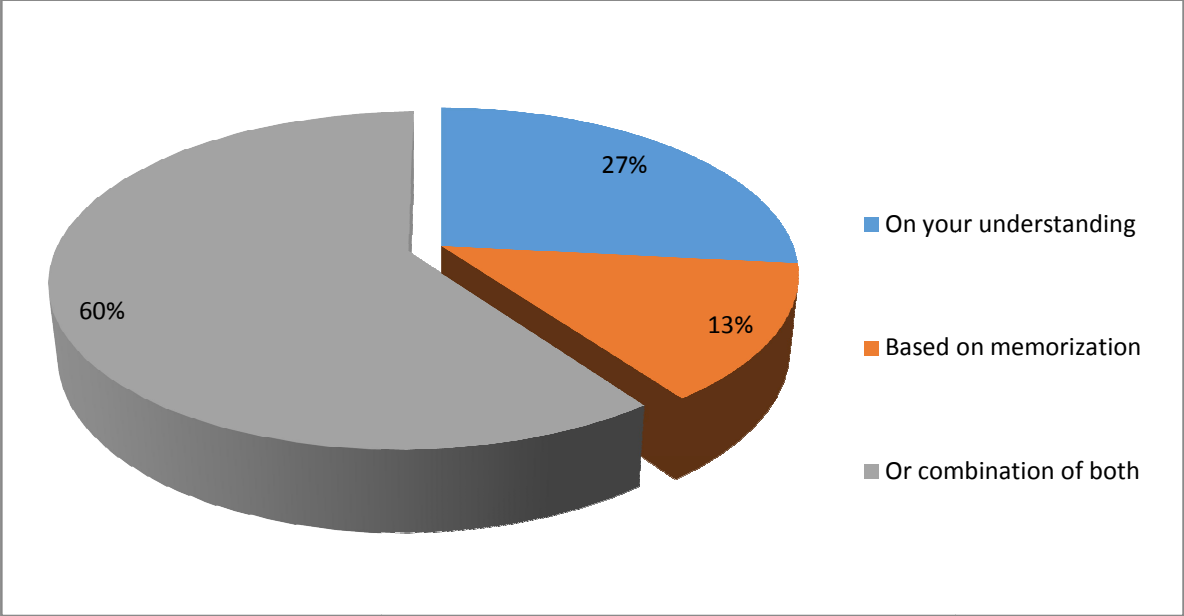


Figure 11: Students' attitude toward assessment

Question 3: What do you think the weaknesses of traditional assessment?

Options	Participants	Percentage
No critical thinking	2	13,33%
Students are passive	4	26,66%
No creativity	2	13,33%
You know when you are assessed	7	46,66%
Total	15	100%

Table 13: Students' attitude toward the weaknesses of traditional assessment

When pupils were asked about their opinion on the weaknesses of traditional 46.66% answered that they know that there is an assessment the second choice was students are passive with percentage of 26.66%; no critical thinking and no creativity share the same percentage which is 13.33%.

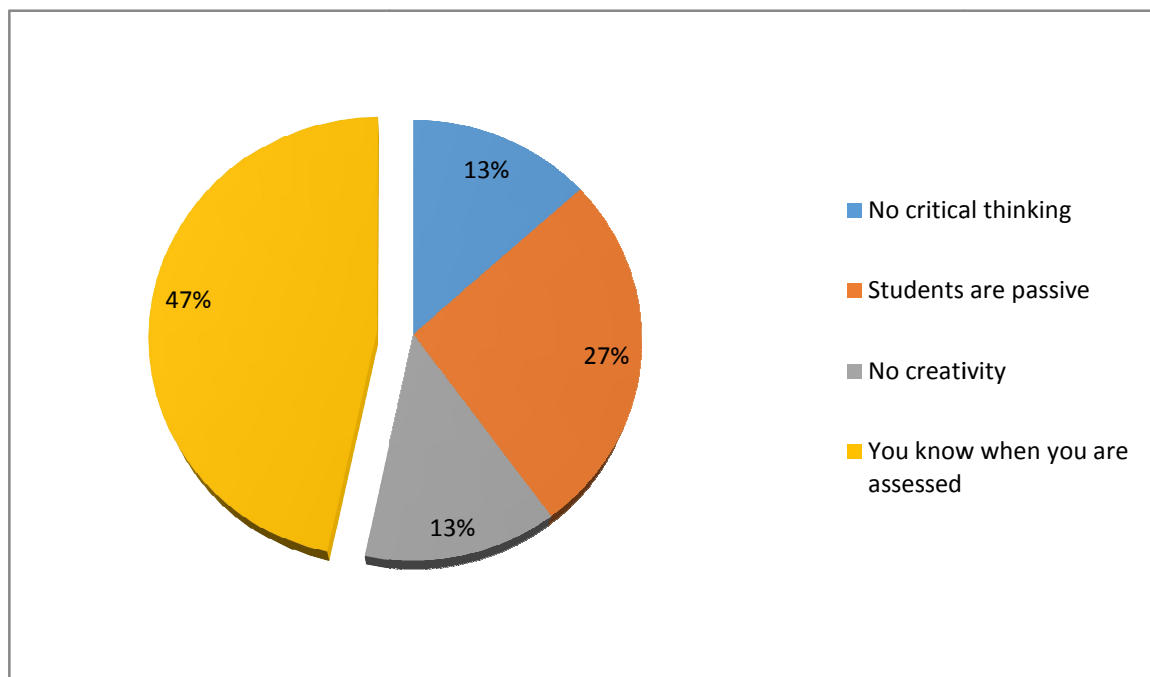


Figure 12: Students' attitude toward the weaknesses of traditional assessment

Question 4: What do you think of performance assessment tasks?

Options	Participants	Percentage
both teachers and students are active	3	20%
Enhances students critical thinking	4	26,66%
More interesting	8	53,33%
Total	15	100%

Table 14: Students' attitude toward performance assessment tasks

53.33% of students think that performance assessment tasks are more interesting. 20% answer that teacher and students are active, and the other 26.66% think it enhances students' critical thinking.

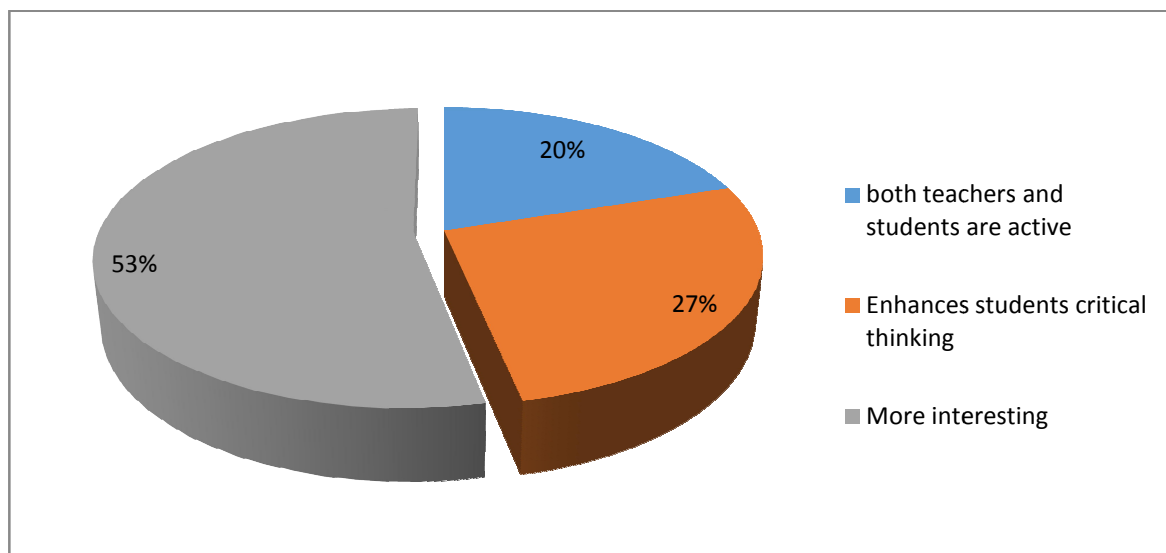


Figure 13: Students' attitude toward performance assessment tasks

Question 5: Do you think performance assessment is affective?

Options	Participants	Percentage
It helps inside and outside classroom	7	46,66%
Students become more expressive	3	20%
Reduces anxiety	5	33,33%
Total	15	100%

Table 15: Students' attitude toward effectiveness of performance assessment

Seven out of fifteen (46.66%) believe performance assessment effectiveness is that it helps inside and outside classroom, in the second place chosen by students is it reduces anxiety with percentage of (33.33%) In the last place with lowest percentage (20%) are those students become more expressive.

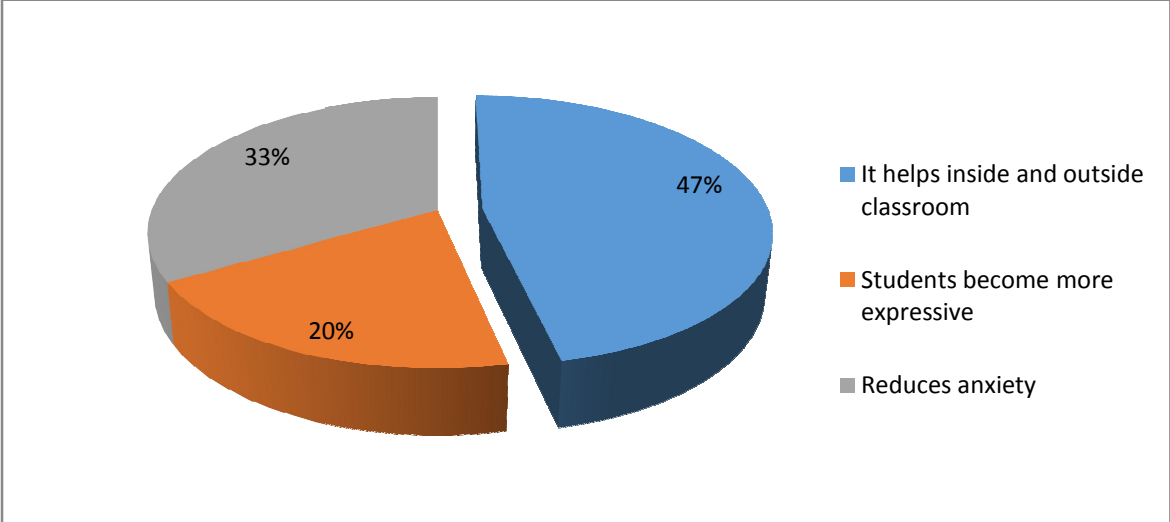


Figure 14: Students’ attitude toward effectiveness of performance assessment

3.4.3.. Interpretation of the result

The majority of students have the same age .This points helps in dealing with them in the same way .Also, they are not adult yet, so that, they have enough space for learning so many new things.

Most of students are girls. Usually they are the ones who prefer to learn new languages .this helps in dealing with them.

-the majority of students think that their level in English is average because of their exam marks and teachers criticism. Five between them admit that their level is week because of the teacher’s way of teaching and the difficulty of that language. The rest claim that their level in English is excellent because of their marks.

The majority of students read in English because they know very well that reading will enhance their level and they have enough time to do so. Five between them said that they do

not read in English because of their level in English .Since their level is very low, they will not understand what they are reading about and no one motivates them.

Students claim that what pushes them to read is the title .if the title is attractive; they become motivated to read the whole text. One of them claims that what motivates him to read is that he knew the writer and he likes his style. Five students claim that when someone asked and recommended them to read. Therefore, they become motivated

Most of students claim that they read only when they have an assignment for the sake of getting good marks. The others claim that they read whenever they have time because they get the habit of reading from their parents.

The majority of students admit that their teacher encourages them to read by giving them the opportunity to read enjoyable and interesting books .to students argue that their teacher does not encourage them to read because they show that they dislike reading.

Section two:

The majority of students admit that they do not like to be assessed for many significant reasons. The first reason is that they are afraid of getting bad marks. Also they are afraid of their parents' reaction. In short, the way they are assessed increases anxiety.

The majority of students do not like to learn things by heart. In other words, they do not like to recall and remember declarative and arbitrary knowledge. They prefer to be assessed based on what they have understood from what they have learned.

Traditional testing is based on what the student learns by heart. Traditional testing closes the doors for creativity and decreases anxiety. Moreover, the student is passive and no place for critical thinking.

Students claim that performance assessment forms are more interesting. Performance assessment forms enable the student to be active and they enhance his critical thinking. In

addition, students do not know that they have been assessed. In other words, anxiety will disappear.

The majority of students think that performance assessment is effective and better than traditional testing. Performance assessment helps the students inside and outside the classroom. Since performance assessment reduces anxiety, students perform the task without any obstacle.

3.5. The aim of the interview

The interview includes only the teachers of high school to collect information concerning the impact of class performance assessment on students' reading comprehension.

Structured interview was constructed by the researcher and administered to four teachers of English at Mohamed al Arabi Baarir high school ; aims at gathering data that will help in knowing the impact of using performance assessment forms in the classroom.

3.5.1..Description of the Interview

The interview that we conducted is composed of two open-ended questions and five close-ended questions. The interview was made in order to gather data for this paper.

The interview is divided into two sections; the first section includes questions concerning the teacher's faculty and general information, such as the teacher's degree and their English teaching experience.

The second section concerns the reading comprehension assessment; whereby teachers were asked how many times they assess their student's reading comprehension, about the way they assess their student, and if they have any suggestions for reading comprehension strategies to their students.

The third section includes three questions about the performance assessment. Teachers were asked about their opinion about performance assessment. Besides, we asked them if they use this assessment in their classroom and justify their

answer, and at the end we ask them if they prefer to use performance assessment task.

3.5.2. The analysis of the interview

Question one: what degree do you have?

The results show that all of the teachers have license degree, which shows that most teachers have university level. In other words, they are generally competent and they know very well what they are teaching.

Question two: How long have you been teaching English?

Half of teachers said that they have been teaching English for more than ten years, the other half have been teaching for less than ten years. That indicates that the teachers have enough experience in the educational field and are aware of a very small detail concerning the teaching process.

Question three: How often do you assess their reading comprehension?

Most teachers had the same answers which is they assess their student very often and after each reading. One teacher said he would ask them about the text they read and ask it to know if they comprehend what they read.

Question four: How do you assess their reading comprehension?

When teachers were asked about what do they assess? Their answers were different from each other; one teacher explains his assessment by direct questions. The other three interviewees said they use to give them time in order to predict the questions they may be asked to answer so. Then, they are supposed to answer the given questions in pairs or in small groups.

Question five: What are the strategies that you recommend your student to use to improve their reading comprehension?

Teachers had different strategies on the reading comprehension assessing. Each teacher has his own way, three of them focus more on scanning and skimming strategies, they explain that skimming does not consumes time to get the general idea of text and others see the scanning strategy more effective. One suggests to reread the text strategy to get more information and therefore understand it better.

Question six: what do you think about performance assessments forms?

Most teachers agreed on that performance assessment forms are significant; in which one teacher explains that students will have the opportunity to enhance their critical thinking and creativity .also, students will feel at ease when dealing with that forms because they know very well that they will never be compared to the other classmates.

Question seven: do you use performance assessment forms? Explain why?

All teachers said they do not use the performance assessment forms in their classes. When asked why one of the teachers claims that the reason is the limited time of English lesson during the week. They cannot use it since it consumes time though they know it is more useful. Two of the teachers said it is due to the curriculum which the administration has given them. Therefore, they are strict to the educational curriculum. One teacher sees the reason is that they have not been trained with this kind of assessment therefore they would not perform it appropriately on their students. One said it is because of the difficulties they may face when applying performance assessment task such as giving feedback and grading them.

Question eight: Do you prefer to use performance assessment forms? And why?

Most of the interviewed teachers have the same opinion, which is 'yes' they would not mind using it, instead one teacher who said he would like to try it as he sees it is more significant than the traditional assessment.

Two other teachers agreed on that performance assessment task would be a challenge for them, yet they would try it since they think it has advantages and benefits. Another teacher

suggests that it would be better to include that kind of assessment in his English classes in order to improve both the students and teachers' performance.

3.6. Findings , Scores and Discussion

- **Students' scores**

n	control group scores	Experemental group scores
1	8	8
2	9	11
3	11	10
4	11	9
5	9	7
6	7	5
7	7	4
8	4	11
9	14	13
10	16	12
11	12	12
12	11	15
13	0	12,75
14	8	11
15	8	10
16	12	

The t-test was used to determine the significance of the difference in the basic and inferential reading skills between the experimental group and the control group on the pre-tests without any given instruction to the experimental group.. The results are shown and discussed below.

(1) Analysis and interpretation of the basic reading skills post-test data

Table (16)

Group	N	M	SD	V	T
Experimenta l	15	10,05	3,01	9,10	0,23
Control	16	9,80	3,05	9,31	

Table 16 The t-value of the difference in the mean scores between the experimental group and the control group on the basic reading skills pre-test.

Table (16) shows that the mean score of the experimental group and the control group on the basic reading skills pre-test was 10,05 with a standard deviation of 3,01, but the mean score of the control group on the same test was 9,80 with a standard deviation of 3,05. It also shows that the difference in the mean scores between the experimental group and the control group was statistically significant ($t=0,24$). This result shows that the experimental group scores are better than the control group.

(2) Analysis and interpretation of the inferential reading skills pre-test data.

Table (2)

Students'scores

n	control group scores	Experemental group scores
1	8	12
2	7	11
3	7	10
4	7	9
5	9	9
6	9	9
7	10	9
8	10	8
9	8	7
10	5	4
11	4	13
12	2	12
13	11	8
14	8	8
15	9	11
16	5,5	

Group	N	M	SD	V	T
Experimental	15	9,33	2,28	5,23	1,87
Control	16	7,46	2,56	6,60	

Table 17 The t-value of the difference in the mean scores between the experimental group and the control group on the inferential reading skills pre-test.

Table (17) shows that the mean score of the experimental group on the inferential reading skills pre-test was 9,33 with a standard deviation of 2,28; but the mean score of the control group on the same test was 7,46 with a standard deviation of 2,56. It also shows that the difference in the mean scores between the experimental group and the control group was statistically significant ($t=1,87$). This result shows that

The t-test was used to determine the significance of the difference in the basic and inferential reading skills between the experimental group and the control group. The results show that both groups do not reach the average. Traditional testing do not give students the opportunity to answer the inferential questions as a result they get bad marks.

(1) Analysis and interpretation of the basic reading skills post-test data.

Table (16)

Students' scores

n	control group scores	Experemental group scores
1	9	10
2	9	11
3	12	13
4	9	9
5	8	8
6	4	4
7	5	5
8	11	11
9	14	14
10	16	16
11	12	12
12	11	12
13	11	13
14	9	14
15	9	10
16	0	

Group	N	M	SD	DF	T
Experimental	15	10,80	3,29	10,88	0,87
Control	16	9,93	3,08	9,49	

Table 18 The t-value of the difference in the mean scores between the experimental group and the control group on the basic reading skills post-test.

Table (18) shows that the mean score of the experimental group on the basic reading skills post-test was 10,80 with a standard deviation of 3,29, but the mean score of the control group on the same test was 9,93 with a standard deviation of 3,08. It also shows that the difference in the mean scores between the experimental group and the control group was statistically significant ($t=0,87$). This result shows that classroom performance assessment was effective in improving students' basic reading skills than traditional assessment. The control group students achieved lower scores in these skills than those of the experimental group. Performance assessment enhances the students' critical thinking. Each time, they perform a task they gain a new vocabulary.

(2) Analysis and interpretation of the inferential reading skills post-test data

Students' scores

n	control group scores	Experemental group scores
1	11	13
2	10	12
3	10	12
4	10	12
5	10	11
6	9	10
7	9	9
8	8	11
9	7	10
10	5	10
11	4	7
12	12	110
13	9	15
14	3	3
15	13	9
16	12	

GROUP	N	M	SD	V	T
experimental	15	10,26	1,62	2,63	1,6
control	16	8,66	2,84	8,09	

Table 19 The t-value of the difference in the mean scores between the experimental group and the control group on the inferential reading skills post-test

Table (19) shows that the mean score of the experimental group on the inferential reading skills post-test was 10,62 with a standard deviation of 1,62, but the mean score of the control group on the same test was 8,66 with a standard deviation of 2,84. It also shows that the difference in the mean scores between the experimental group and the control group was statistically significant ($t=1,6$) This result shows that classroom performance assessment was more effective in improving students' inferential reading skills than traditional assessment. Therefore, the hypothesis of the study is confirmed. This finding may be attributed to three reasons. First, unlike traditional assessment in which students only recall facts and remember declarative knowledge, performance assessment enables students to make predictions before

and during reading and reflect on reading strategies and comprehension after reading—develop and assess higher-order thinking skills. These routes could in turn foster the experimental group students' thinking skills in general and inferential reading skills in particular. In line with this interpretation, many educators (Wiggins, 1993; Newmann, 1996) admit that traditional testing does not offer opportunities for thinking and the methods used for teaching. Traditional assessment does not only make them anxious and uninspired; but also deemphasize higher-order thinking skills; whereas performance assessment involves a wider scriptum of opportunities for incorporating teaching, learning and assessment with higher-order thinking skills. Second, unlike traditional assessment that increases anxiety and reduces students' confidence because of its main focus on marks, performance assessment decreases the experimental group students' level of test anxiety and increased their comfort zone by focusing on learning without the threat of scoring. This could encourage the experimental group students to think freely and to take risks in inferring what is between the lines while reading, thereby developing their inferential reading skills. Third, self-assessment might have increased the experimental group students' self-confidence and raised their feeling of accomplishment which could in turn encourage them to take risks and read thoughtfully.

3.7. Summary of the post-test

It is clear that there was a substantial increase of the experimental group after the treatment. This remarkable increase occurs after the treatment due to the utility of new type of assessment. The group which receives the treatment through changing the way of assessment and testing records more improvement. By the end of the experiment, students' scores in both basic and inferential tests. As a result, the hypothesis is accepted.

Conclusion

In this chapter, we have been described the content, the procedure, the experiment operation using descriptive and inferential statistics. The main concern was implementing new type of assessment that is a totally different tool from the one used by the principle teacher. Because of time constraint, we gave them seven texts to read taken from their school book. The data gathered in the experiment reveal that students' inferential reading skill has improved. As a result, the hypothesis was confirmed and accepted. The results obtained from the post-test prove that second year students at high school Mohamed Al Arabi Baarir obtained a valid improvement in their inferential reading skill. Consequently, most of the research questions stated previously have been answered.

General conclusion

This research was conducted in order to test the effectiveness of using classroom performance assessment forms to improve students' inferential reading skill. Besides, most Algerian students at high schools encounter difficulties when it comes to reading comprehension. Therefore, we found that this problem is worth investigating and analyzing and we aimed to prove using classroom performance assessment improves EFL learners inferential reading skill.

The first step of doing so, was the literature review that contains two part .The first part speaks about classroom performance assessment and its main concerns. The second part speaks about the reading skill .

In this work, an experiment method was used. This group was composed of fifteen students that were using a new type of assessment. A pre-test was done before implementing any procedure in order to evaluate students' basis and inferential reading skills. Because of shortage of time, students were provided with seven passages; fifteen sessions of treatment and two sessions of testing (pre-test and post-test). At the end of the experiment, a post-test was conducted to see the effect of new procedure.

The results of the pre-test were compared with the results of the post-test. The findings of the experiment supported and confirmed our hypothesis that was stated at the beginning of the work, and most of the research questions were answered. Thus, the new procedure affected positively students' inferential reading skill. Basing on these results, it is recommended to use performance assessment forms to assess students.

The time of the experiment was limited, but students achieved a remarkable progress

comparing with the first test. Perhaps, students may achieve better if they were provided with longer time and more knowledge. The improvement achieved after the experiment was different from the beginning.

Also it is noticed that students' general level varied from one to another. Neglecting the results of the pre-test, all students achieved a progress and improved their inferential reading skill. No matter what is their previous level but all of them progressed.

This study aimed at giving insights to teachers and students about the importance of reading comprehension and performance assessment effectiveness in developing the students inferential reading skill. Nevertheless, it is undisputable that any research runs the risk of incorrect generalization ,and some parts of our study is not an exception since it is implicated for limited sample of students in the high school of Tolga. Last but not least, the finding of our study does not hinder researchers' interest to explore new areas of concern. So, it needs to be enriched for future research.

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Appendices

The following passages are the ones which students have already read and answered:

Text:01

The Amazon rainforest is one of the world's greatest conservation challenges. There are four countries with areas inside the Amazon ecosystem: Brazil, Peru, Ecuador, and Bolivia. This vast equatorial forest is home to one fifth of the planet's plant and animal species. Carbon stocks equivalent to more than a decade (ten years) of global fossil fuel emissions are stored in the wood of its trees.

The Amazon basic ecosystem has historically been protected from threats because of its isolation. Access to the forest was difficult. So resource extraction was limited to the immediate margins of its navigable rivers. However. Throughout the 1960s and the 1970s new roads were built in Amazonia by the Brazilian government and colonization projects settled millions of people into the region. In three decades. 15% of the forest was cleared and 4 to 5% was degraded through timber harvest. Each year, 18000 Km² of the forest trees are felled by timber companies.

It is not yet too late to think about ways to conserve the Amazon forest. Eighty percent of the forest is still standing. But if nothing is taken to stop its degradation soon. The Amazon forest will be devastated within 20 years' time.

Text:02

Most American women went to work outside the home during World War II so that they might help in the war effort. War was raging in Europe and in the Pacific and Americans thought that the women's place was no longer in the home but in the factory. After the war, American women continued to work side by side with American men for some time in order that they might contribute to the re-building of their country's economy.

However in the 1960 and 1970, the number of working women started to decrease. Many of them preferred staying at home so that they could take care of their children. Their highly salaried husbands bought them cars so that they could drive their children to school and back home. They also supplied them with brand new washing machines and cookers so that they would spend less time on house work. And they furnished them with TV sets so that they might not feel bored during their free time.

This tendency to stay at home on the part of American women did not last long. Many of them felt the need to work outside home again in the late 1970s. At first, they went back to work in order to help their husbands support their families. But with time they learned the value of economic independence. So they stayed on the job market. A considerable number of them became business owners in the late 1980.

Text: 03

Without water, life could not exist. Because water is essential to all life, we must manage it intelligently and carefully. We think there's plenty of it in oceans, lakes, rivers and streams. It may even seem as though we had more water than we need.

Water is essential to people in more ways than you might think. We need water for cooking, bathing, transportation and recreation. We eat aquatic plants and animals. We use water to irrigate our crops, and to manufacture products.

Most of the water on Earth 97 percent is saltwater stored in oceans. Only about three percent of the Earth's water is fresh water and most of that is locked up in ice caps and glaciers.

There will never be any more water on Earth than there is now. The same water is simply recycled over and over again. Just think the water we are using now is the very same water that the dinosaurs used millions of years ago.

TEXT:04

The good society, the type of society where the welfare of all citizens is ensured, accepts the basic market system and its managers, but there are some things the market system either does not do well or does badly. In the good society, these are the responsibility of the state.

Some areas of state action are evident. In no country does the market system provide low-cost housing. This is a matter of prime importance and must everywhere be a public responsibility. Health care is also a public responsibility in all civilized lands. No one can be condemned to illness and death because of poverty.

The state has many other essential functions. It must also be borne in mind that many of these parks and recreational facilities, police, libraries are more needed by the underclass than by the affluent. Those who attack the services of the state are those who can afford to provide similar services for themselves.

In the good society, there must also be attention to a range of activities that are beyond the time horizons of the market economy. This is true in the sciences, not excluding medical research. The market system invests for relatively short run returns. To support science is pre-eminently the responsibility of the state.

Some of the truly important industrial achievements of recent generations the great improvements in agricultural productivity, modern air transport, advanced electronics .. have depended heavily on such public investment

TEXT: 05

Though the United States has not adopted central economic planning, we have gone very far in the past 50 years in expanding the role of the government in the economy. That intervention has been costly in economic terms. The limitations imposed on our economic

freedom threaten to bring two centuries of economic progress to an end. Intervention has also been costly in political terms. It has greatly limited our human freedom.

An essential part of economic freedom is freedom to choose how to use our income: how much to spend on ourselves and on what items: how much to save and in what form, how much to give and to whom. Currently, more than 40 % of our income is disposed of on our behalf by the government at federal, state and local levels combined.

Today you are not free to offer your services as a lawyer, a physician, dentist, a plumber, a barber, a mortician, or engage in a host of other occupations. Without first getting a permit or licence from a government official. You are not free to work overtime at terms agreeable to you and your employer, unless the terms conform to rules and regulations laid down by a government official.

You are not free to set up a bank. go into the taxicab business. or the business of selling electricity or a telephone service, or running a railroad, busline, or airline, without first receiving permission from a government official.

Freedom cannot be absolute. We do live in an interdependent society. Some restrictions on our freedom are necessary to avoid other still worse, restrictions. However, we have gone far beyond that point. The urgent need today is to eliminate restrictions, not add to them.

TEXT:06

As producers, human beings are positive resources, adding greatly to the sum total of our industrial production. As consumers, they are negative resources.

The conservation of positive human resources begins with health improvement. in which vast ' & progress has been made since 1900. However, medical services and various types of equipment

for the lame or the blind could be made more widely available if public money were appropriated to

cover the costs. The profit to the country would far outweigh the cost in the long run, since those who benefited would become gainfully employed. As a result, they would become a positive resource and would add to the national income.

Human conservation also takes the form of education and training. The growth of technology and automation is plainly pushing us toward the employment of fewer workers in the production of things and more workers in services, ranging from school teaching to the designing of electronic computers or the operation of large organizations. Growing scarcity of physical raw materials will impel our descendants still further in this direction. To accommodate themselves to the new jobs they will have to be far better educated than their forebears. Otherwise, they will contribute nothing to the economy and will become a negative resource.

Human beings as a negative resource as consumers rather than producers will clearly become the most serious problem facing the US, and the world in general that is if men avoid killing themselves off by the hundreds of millions in a nuclear war.

TEXT:07

For a long time, noise has been known to cause sleeplessness and irritability. Now other studies are linking it to a wide range of mental and physical disturbances. In Los Angeles, researchers have found that people living near airports have a higher rate of mental illness than people living eight kilometers away. In industry, a link has been established between high noise levels and the high number of cardiovascular disease and stress-related problems. The effect of noise on people is borne out by experiments on rats, which show that those exposed to certain high frequency sounds had up to 20 times the normal amount of adrenalin

in their blood. In the opinion of many hearing specialists, time is running out. If urban noise continues to increase at the present rate in 20 years, our cities will be twice as loud as they are now. The number of mental diseases will be multiplied by two or three and that of physical illness by three or four. This health alert against the dangers of none pollution is seriously taken by the American public authorities.

Pre-test:

Text:

The Nobel Peace Prize has been jointly awarded to Professor Muhammad Yunus from Bangladesh and The Grameen Bank he started. The prize was given for their work in lending very small amounts of money to poor people to set up businesses, especially women in the countryside.

This year's Nobel Peace Prize has been awarded in Oslo to the Bangladeshi banker Muhammad Yunus and the Grameen Bank. Announcing the winner, the chairman of the Norwegian Nobel Committee said Muhammad Yunus had shown himself to be a leader who had managed to give hope to millions of people. Mister Yunus is the founder of the concept of 'micro credit', which is the extension of small loans to entrepreneurs too poor to qualify for traditional bank loans.

The award came as a surprise to many here who had tipped someone involved in peace talks as winner this year. Mr Yunus himself told national Norwegian television he was delighted with the prize soon after the announcement was made. The winner is expected to receive the award and 1.4 million dollars in prize money during a ceremony here in December.

Lars Bevanger, BBC News, Oslo

(A/ COMPREHENSION/INTERPRETATION)

1. The text is about:

- a- Bank management in Bangladesh
- b- Nobel Prize for anti-poverty work

Tick the right answer.

2. Say whether the following statements are true or false, according to the text.

- a- The Nobel Prize was given to Pr Muhammad Yunus alone.
- b- The Nobel Peace Prize announcement was made in Norway
- c- 'Micro credit' consists in lending money to wealthy entrepreneurs to set up businesses

3. Answer the following questions according to the text

- a- What was the Nobel Peace Prize awarded for?
- b- Why did the award come as a surprise?
- c- What will happen in Oslo in December?

4. This text is:

- a- a newspaper article
- b- a radio news report

5. This text is:

- a- descriptive
- b- narrative

2

6. a- Find in the text a word which means : quantities (§1)

b- Find in the text a word whose definition is: money lent to someone (§2)

c- Find in the text an opposite to: unhappy

answer the following questions:

(1) infer the implied main idea.

(2) Identify the author's implicit purpose for writing the text.

(3) Infer the author's tone within the text.

(4) Draw a logical conclusion from the text.

Post-test:

Read the text carefully then do the activities

Climate has a big effect on the food we eat, the energy we use, homes we live in, work we do (and how we travel to work), our culture and heritage and the way we spend our spare time. **It** can even affect our health, from sunburn to allergies to respiratory illnesses.

In Scotland, The bright, warm and sunny summer months can encourage people to take more exercise and eat more healthily. However, in winter many vulnerable and elderly people in Scotland often spend much of the winter indoors to avoid the cold, snow and ice. Céilidh music and dancing were traditionally practised indoors during the winter months. Many thousands of people jet off for holidays each year in search of sun and warmth in order to escape the changeable and wet climate of Scotland.

In Portugal, the hot midday sun can make it difficult to work. People tend to start work earlier in the morning while it is still cool then have a big lunch and a siesta in the afternoon. The tropical climate in Cambodia encourages tremendous biodiversity. This has many benefits, but there are also drawbacks such as poisonous snakes and insects. People living in

remote forest areas build **their** houses on stilts to avoid uninvited guests. Diseases such as malaria and yellow fever are prevalent in warmer climates.

A/ COMPREHENSION / INTERPRETATION.

1. The text is : a. narrative b. expository c . descriptive

2. Choose the best title for the text:

- a. How climate affects our lives
- b. The Climate and Making Peace .
- c. The Pollution of the Air

3. Say whether the following statements are true (T) or false (F).

- a. The climate has no effect on our food.
- b. Céilidh is a kind of Scottish music.
- c. The Portuguese people start work late in the morning.
- d. The climate in Cambodia is beautiful and has no negatives.

4. Answer the following questions according to the text.

- a. What do Scottish people do in winter?
- b. What are the dangers that face people in Cambodia?
- C. What are the different countries mentioned in the text?

5. What do the underlined words refer to according to the text?

it (§1) – their (§4)

answer the following questions:

- (1) infer the implied main idea.
- (2) Identify the author's implicit purpose for writing the text.
- (3) Infer the author's tone within the text.
- (4) Draw a logical conclusion from the text.

The Self-Assessment Checklist for Assessing Reading Strategies.

Directions:

The aim behind this assessment checklist is to help you as students identify the suitable reading strategy that work best for you. This checklist also aims to give you the opportunity to experiment new strategies that you have not use before in order to well comprehend the piece of writing that is in your hands.

This checklist contains three parts. Each part of them helps you to select the strategies that you will employ to assess pre-reading strategies.th second part also aims to help you identify the strategies that you will use while you are reading. The last part helps you to recognize and assess after reading strategies. Every single student should use the three parts during the reading process.

Part one:

Pre-reading strategies.

Students name:

The text title:

Date:

Directions: the main purpose of part is to help you identify which pre-reading strategy works best for use. You have to put a tick in the box to the left of each strategy .if you find that the selected strategies does not make you comprehend the given passage ,you will have the opportunity to select different strategies next time when dealing with another passage.

❖ Before reading:

- I read the title several times loudly to myself.
- I analyzed the structure and the wording of the title.
- I translated the title to my mother tongue.
- I had a look to the text length to estimate how much time a take to finish reading it.
- I predicted what the text talks about from the title.
- I skimmed the text quickly to get its gist.
- I read the introduction and the conclusion.
- I asked myself questions that might be answered by the text.

I think that the pre-reading strategies that I have employed helped me in understanding what I read

- To a very little extent.
- To a little extent.
- To a moderate extent.
- To a great extent.
- To a very great extent.

Part two:

While-reading strategies

❖ **While-reading,**

- I read the text word by word.
- I used context clues to help me understand unfamiliar words.
- I translated the unfamiliar word to Arabic.
- I guessed the meaning of the unfamiliar words from context.

- I made up questions and looked for answers to them.
- I answered the questions I generated before reading the text.
- I related new information to visual concepts in my memory.
- I inferred the implicit idea based on my prior knowledge.
- I took notes on the margin.
- I summarized the text in my own words.
- I focused on the general meaning of the text.
- I underlined the key words.
- I anticipated that would come next.
- I made an inference about the authors' purpose.
- I made an inference about the authors' tone.
- I skipped the parts that I did not understand.
- I reread the parts that I did not understand.
- I made a connection between information in the text and my prior knowledge.

I think that the while reading strategies I employed helped me in understanding what I read

- To a very little extent.
- To a little extent.
- To a moderate extent.
- To a great extent.
- To a very great extent

Part three:

Post-reading strategies:

After-reading:

- I summarized the overall meaning of the text.
- I recited text information to myself in order to fix it in memory.
- I discussed the text information with my colleagues to confirm my comprehension.
- I thought about what else I need to know about the topic of the text.
- I expanded what I read in writing.
- I made a list of the key words in order not to forget them.

I think that the post-reading strategies I employed helped me in complementing my understanding of what I read

- To a very little extent.
- To a little extent.
- To a moderate extent.
- To a great extent.
- To a very great extent.

The questionnaire

Dear students,

The following questionnaire objective is to know the students' opinion about the application of transfer theory in the analysis of errors in third year students' writing production. We would be grateful if you take a minute of your time to answer these questions to help us in our research. Please use (×) to choose the right answer for you, and specify your answer if necessary. Thank you in advance.

- Gender: Male Female
- Age: 14-16 17-19
- What do you think about your English level?

Weak Average Excellent

Section One:

1. Do you read in English?

Yes
No

2. What motivates you to read?

The title is interesting
The author is very known
Someone recommended it for you

3. Why do you read in English?

To improve your English skills

For pleasure

To enrich your vocabulary

Others

.....

.....

.....

4. When do you read in English?

When I have an assignment

Whenever I have free time

5. Does your teacher encourage you to read?

Yes

No

If yes explain

.....

.....

.....

Section Two:

1. Do you like to be assessed by teacher?

Yes

No

2. How do you like to be assessed?

On your understanding

Based on memorization

Or combination of both

3. What do you think the weaknesses of traditional assessment?

No critical thinking

Students are passive

No creativity

You know when you are assessed

4. What do you think of performance assessment tasks?

Both teachers and students are active

Enhances students critical thinking

More interesting

5. Do you think performance assessment is affective?

It helps inside and outside classroom

Students become more expressive

Reduces anxiety

Teachers' Interview

Dear teacher,

You are kindly invited to answer the questions for this interview. Your contribution will help with this research, thank you very much in advance.

Section One: General Information (Facultative)

1. What degree do you have?
2. For How long have you been teaching English?

Section two: reading comprehension

3. How often do you assess their learners' reading comprehension?
4. How do you assess their reading comprehension?
5. What are the strategies that you recommend your student to use to improve their reading comprehension?

Section four: performance assessment task

6. What do you think about performance assessment task?
7. Do you use performance assessment task? Explain why?
8. Do you prefer to use performance assessment task? And why?

ملخص

الغرض من هذه الدراسة هو دراسة تأثير تقييم أداء على مهارات القراءة الأساسية والاستدلالية لدى طلاب اللغة الإنجليزية كلغة أجنبية. تم استخدام تصميم شبه تجريبي قبل الاختبار البعدي في الدراسة. وتألفت هذه الدراسة من 31 طالباً في السنة الثانية من التعليم الثانوي في ثانوية محمد العربي بعرير (طولقة) خلال العام الدراسي 2016/2017. تم تقسيم الطلبة إلى مجموعة تجريبية ومجموعة مراقبة. تم اختبار كلتا المجموعتين لقياس مهارات القراءة الأساسية والاستدلالية قبل إجراء التجربة. خلال فترة العلاج، استخدم الطلاب في المجموعة التجريبية قائمة التقييم الذاتي لتقييم استراتيجيات القراءة الخاصة بهم والفهم في كل دورة القراءة. وبعد ذلك تم تجميع قائمة التقييم الذاتي حافظتها لكل طالب. وقد قرأت هذه المحفظة من قبل المعلم كل أسبوع لتوفير 'ردود الفعل' لتحسين استراتيجيات القراءة والفهم لكل طالب. وقد اعتمد طلبة مجموعة المراقبة على التقييم التقليدي. هذا الاختبار التقليدي ركز بشكل رئيسي على العناصر الصوتية والنحوية لمهارات القراءة، وتم الحكم على الطلاب على أساس مدى تحقيقها بالمقارنة مع بعضها البعض. استمرت التجربة لمدة أربعة أشهر. بعد العلاج، تم إجراء الاختبارات اللاحقة على كلا المجموعتين. بينت النتائج أن هناك فروقا طفيفة في مهارات القراءة الأساسية والاستنتاجية بين المجموعة التجريبية والمجموعة المراقبة. ومع ذلك، أظهر تحليل بيانات ما بعد الاختبار وجود فروق ذات دلالة إحصائية بين مجموعتي الدراسة في مهارات القراءة الأساسية والاستدلالية لصالح المجموعة التجريبية. وتشير هذه النتائج إلى أن تقييم الأداء فعال في تحسين مهارات القراءة الأساسية لدى طلاب المرحلة الثانوية من اللغة الإنجليزية كلغة أجنبية وفعالية في تطوير مهاراتهم في القراءة الاستنتاجية مقارنة بطرق التقييم التقليدية.