The Development of a Learning-oriented Reading Assessment Model to Improve English Reading Ability and Promote Learning Engagement on EFL Undergraduate Students

Miss Raveewan Viengsang

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in English as an International Language
Inter-Department of English as an International Language
GRADUATE SCHOOL
Chulalongkorn University
Academic Year 2020

การพัฒนารูปแบบการวัดประเมินผลการอ่านที่เน้นการเรียนรู้เพื่อพัฒนาความสามารถทางการอ่านภาษาอังกฤษและส่งเสริมความยึดมั่นผูกพันกับการเรียนของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศระดับปริญญาบัณฑิต

น.ส.ระวีวรรณ เวียงแสง

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ สหสาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ
บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2563

Thesis Title	The Development of a Learning-oriented Reading Assessment Model to Improve English Reading Ability and Promote Learning Engagement on EFL Undergraduate Students
By	Miss Raveewan Viengsang
Field of Study	English as an International Language
Thesis Advisor	Associate Professor PUNCHALEE WASANASOMSITHI, Ph.D.

Accepted by the GRADUATE SCHOOL, Chulalongkorn University in Partial Fulfillment of the Requirement for the Doctor of Philosophy

.....
Dean of the GRADUATE SCHOOL
(Associate Professor THUMNOON NHUJAK, Ph.D.)

DISSERTATION COMMITTEE

.....
Chairman
(Assistant Professor JIRADA WUDTHAYAGORN, Ph.D.)
.....
Thesis Advisor
(Associate Professor PUNCHALEE WASANASOMSITHI, Ph.D.)
.....
Examiner
(Assistant Professor APASARA CHINWONNO, Ph.D.)
.....
Examiner
(Assistant Professor CHATRAPORN PIAMSAI, Ph.D.)
.....
External Examiner
(Assistant Professor Natjiree Jaturapitakkul, Ph.D.)

ระวีวรรณ เวียงแสง : การพัฒนารูปแบบการวัดประเมินผลการอ่านที่เน้นการเรียนรู้เพื่อพัฒนาความสามารถทางการอ่านภาษาอังกฤษและส่งเสริมความยึดมั่นผูกพันกับการเรียนของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศระดับปริญญาบัณฑิต. (The Development of a Learning-oriented Reading Assessment Model to Improve English Reading Ability and Promote Learning Engagement on EFL Undergraduate Students) อ.ที่ปรึกษาหลัก : รศ. ดร. ปัญชลี วาสนสมสิทธิ์

งานวิจัยฉบับนี้จัดทำขึ้นเพื่อ 1) ศึกษาผลของรูปแบบการวัดประเมินผลการอ่านที่เน้นการเรียนรู้ต่อความสามารถทางการอ่านของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศระดับปริญญาบัณฑิต 2) ศึกษาผลของรูปแบบการวัดประเมินผลการอ่านที่เน้นการเรียนรู้ต่อกระบวนการอ่านของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศระดับปริญญาบัณฑิต และ 3) ศึกษาผลของรูปแบบการวัดประเมินผลการอ่านที่เน้นการเรียนรู้ต่อความยึดมั่นผูกพันกับการเรียนของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศระดับปริญญาบัณฑิต งานวิจัยใช้รูปแบบการวิจัยเชิงผสมผสาน ผู้เข้าร่วมวิจัยเป็นผู้เรียนระดับปริญญาบัณฑิตชั้นปีที่ 1 จำนวน 25 คน ที่กำลังศึกษารายวิชาภาษาอังกฤษพื้นฐานที่มหาวิทยาลัยของรัฐแห่งหนึ่ง ระยะเวลาเก็บข้อมูลในงานวิจัย คือ 16 สัปดาห์ มีเครื่องมือที่ใช้เก็บข้อมูลทั้งหมด 5 รายการ ได้แก่ แบบทดสอบสมิทธิภาพทางภาษาอังกฤษ (CU-TEP), แบบทดสอบท้ายบท, สมุดบันทึกของผู้เรียน, บันทึกการสังเกตของครู และแบบสัมภาษณ์กึ่งโครงสร้าง วิเคราะห์ข้อมูลเชิงปริมาณโดยใช้ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ร้อยละ และ การทดสอบความแตกต่างระหว่างค่าเฉลี่ยที่กลุ่มตัวอย่างสัมพันธ์กัน (t-test) และวิเคราะห์ข้อมูลเชิงคุณภาพโดยการวิเคราะห์เนื้อหา

ผลการวิจัยแสดงให้เห็นว่าการนำรูปแบบการวัดประเมินผลการอ่านที่เน้นการเรียนรู้มาใช้ในห้องเรียนการอ่านมีผลต่อการพัฒนาความสามารถทางการอ่าน ประสิทธิผลของกระบวนการอ่าน และการส่งเสริมความยึดมั่นผูกพันกับการเรียนของผู้เรียน นอกจากนี้ผลการวิจัยยังสนับสนุนการบูรณาการรูปแบบการวัดประเมินผลการอ่านที่เน้นการเรียนรู้ในชั้นเรียนที่สอนการอ่านภาษาอังกฤษเพื่อส่งเสริมทักษะทางภาษาของผู้เรียนเช่น ทักษะการอ่านและปัจจัยทางด้านอารมณ์อื่นๆ เช่น การยึดมั่นผูกพันกับการเรียนของผู้เรียน

สาขาวิชา	ภาษาอังกฤษเป็นภาษานานาชาติ	ลายมือชื่อนิสิต .....
ปีการศึกษา	2563	ลายมือชื่อ อ.ที่ปรึกษาหลัก .....

5787859220 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
KEYWORD: learning-oriented assessment, reading ability, learning engagement, EFL students

Raveewan Viengsang : The Development of a Learning-oriented Reading Assessment Model to Improve English Reading Ability and Promote Learning Engagement on EFL Undergraduate Students. Advisor: Assoc. Prof. PUNCHALEE WASANASOMSITHI, Ph.D.

The study was conducted 1) to examine the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading ability, 2) to investigate the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading processes, and 3) to explore the effects of the learning-oriented reading assessment model on EFL undergraduate students' learning engagement. A mixed-method research design was employed. The study participants were 25 first-year undergraduate students at a public university who were enrolled in a foundation English course. The period of the study was 16 weeks. There were five data collection instruments including the CU-TEP, the end-of-the-unit tests, the learners' journal, the teacher's observation notes, and the semi-structured interview protocol. Quantitative data were analyzed using means, standard deviations, percentages, and dependent t-tests, and qualitative data were analyzed by content analysis.

The study findings revealed that the learning-oriented reading assessment model had an effect on the development of students' reading ability, activated students' reading processes, and fostered students' learning engagement. The findings of the study supported the integration of the learning-oriented reading assessment model into an English reading classroom to promote not only language skills such as reading but also an affective factor such as learning engagement of learners.

Field of Study:	English as an International Language	Student's Signature .....
Academic Year:	2020	Advisor's Signature .....

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest appreciation to Associate Professor Punchalee Wasanasomsithi, Ph.D., my advisor. All support, encouragement, and patience throughout the duration of the dissertation from you was invaluable contribution. Apart from academic world, you have shared and taught me unparalleled knowledge of the world and reality. I would not have been me today without you. I would wish to thank for your profound belief in my work and ability.

I would also like to extend my gratitude to Professor MaryAnn Christison, Ph.D. It was always my honor being your student. I did appreciate your contribution spending your time with me every week for a semester. Your invaluable insight into my dissertation did shape it into the better version. Also, my special thanks go to Associate Professor Adrian S. Palmer, Ph.D., whose knowledge and guidance was always invaluable experience. Participating in your class and being your student was beyond my expectation. I did appreciate your kindness and generosity allowing me there.

Besides, I would like to extend my sincere thanks to my dissertation committee members, Assistant Professor Jirada Wudthayagorn, Ph.D., Assistant Professor Apasara Chinwonno, Ph.D., Assistant Professor Chatraporn Piamsai, Ph.D., and Assistant Professor Natjiree Jaturapitakkul, Ph.D. for their extensive guidance, constructive advices and insightful suggestions.

My gratitude will also go to my experts of instrument validation, Assistant Professor Sutthirak Sapsirin, Ph.D., Assistant Professor Tanyaporn Arya, Ph.D., Assistant Professor Prannapha Modehiran, Ph.D., Assistant Professor Korapin Poranapiti, Ph.D., Chayata Viriya, Ph.D., Sonporn Sirikhan, Ph.D., and Rin Cheep-Aranai, Ph.D. for all helpful and practical suggestions. I also had a pleasure working with Nattharath Leenakiti, Ph.D., who was willing to be the second rater and her contribution is always appreciate.

The completion of the dissertation, and the extensive knowledge and experience would not have been possible without the support from Thailand Research Fund – The Royal Golden Jubilee Ph.D. Program (PHD/0058/2559). Their scholarship had extended my opportunities to study with two distinguished professors at University of Utah, Salt Lake City, Utah, USA for a semester, develop great relationships with other scholars, and provide me chances to present my work abroad.

Last but not least, I must thank my mother, my grandmother, and my family, who always believe that I can do it and never let me down. I appreciate my partner, Natthaphol, who never wavered in his support no matter what happened in our lives. I would wish to thank my friends, who are always there when I need, especially Piyapa, Tanida, Varichmaes, Chatchai, Chanisara, Nattharath, and Narasak. I very much appreciate EIL officers including the late Sirinnuch, Kulyada, and Nongluk. My thanks should also go to EILers including seniors and juniors in all batches. You are wonderful supporters. My final and most important appreciation would go to my participants who were willing to participate in my study. This study would not have finished without your tremendous cooperation and valuable time.

Raveewan Viengsang

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER I

INTRODUCTION

1.1 Background of the study

Language assessment can be utilized for several intentions. According to Stoynoff and Chapelle (2005), there are three considerations for the tests to be used: how general or specific inferences are derived from the test, the degree of stakes (high- and low-stakes), and the consequences of the test (pp. 10-12). Language assessment has been used to serve its purpose on making inferences from the scores gained from the test and, eventually, making decisions (Grabowski & Dakin, 2013). There are two major settings where language assessment has been generally used (Brown, 2012). In general contexts, the standardized assessments are used to decide whether to accept learners into the classes with limited seats (aptitude), to admit them into the institutions (proficiency), or to place them into appropriate levels of proficiency (placement). In a classroom context, classroom assessments are used to decide whether to identify learners' strengths and weaknesses (diagnosis), to measure and monitor learners' progress (progress), or to evaluate what learners have learned regarding learning objectives after the course (achievement). Zooming in on the use of assessment in language classrooms, language assessment has conventionally been utilized to serve two major purposes: summative and formative. According to Leung (2013), the former, considered assessment *of* learning, aims to evaluate end-of-the-course knowledge of learners, while the latter, regarded as assessment *for* learning, aims to emphasize how learners learn the language and develop their learning strategies to pursue their learning goals using information gained from the assessing activities. Presently, there is a belief among EFL teachers that classroom pedagogy and assessment are separate concepts.

Summative assessment seems to play a major role in language assessment with an effort to report final evaluation of learners, while formative assessment highlights monitoring learners' learning process (Boud & Falchikov, 2006; Davison, 2019; Katz, 2012; Leung, 2013). In language classrooms, language teachers tend to use assessment mainly with an aim to make a judgment of learners' language achievement through tests and report their abilities through scores or letter grades after instruction has come to an end (Plakans & Gebril, 2015; Stiggins, 2005). Nevertheless, scores and grades may not be able to describe learners' actual performance sufficiently and comprehensively. Moreover, such a report may cause misunderstanding to both learners and their parents that the higher the score is, the more ability they have. This misunderstanding may discourage learners from further improving their abilities. Apart from the outcomes of learning, teachers should be able to monitor their learners on how they learn and develop language skills and make use of the information from classrooms to adjust teaching styles, lesson plans, and the curriculum. Therefore, the concept of classroom-based assessment becomes more important in the field of language instruction. There are several types of assessment tools, which could help teachers monitor and keep records of learners' language development throughout the course (Katz, 2012, 2014). Although a new concept of classroom-based assessment as a tool to monitor and assist learners' learning process has been introduced and implemented (Frank, 2012; Plakans & Gebril, 2015), many teachers still retain a traditional way of using assessments, which is to merely report on the final products of their instruction and rarely focus on how learners are learning and whether there is any assistance that teachers can more individually provide during their learning process.

There is an effort to promote classroom-based assessment and increase its use as a tool in order for teachers to gain more information on learners' learning process (Plakans & Gebril, 2015). It is believed that in order to maximize learners' potential in learning and opportunities to master the target language, data gained from the assessments should also focus on the process of learning and development. In other words, assessment should not only emphasize final judgment but also boost learners' learning process and encourage learners to discover their ways of learning (Keppell & Carless, 2006; Purpura, 2009), which would enable them to control their learning and foster their lifelong learning skills. According to Boud and Falchikov (2006), assessment has played an important role in the learning process because it is a powerful tool that affects learners, teachers, and the course; it is an indicator for learners of what important points are concerned in a course; and it is an influencer for learners to generate their lifelong learning skills. Therefore, embedding assessment into language classrooms is beneficial for language learners and teachers to promote self-monitoring and lifelong learning skills in addition to language skills of learners.

The concept of learning-oriented assessment (LOA) was firstly proposed in the educational field by Carless, Joughin and Mok (2006) and Keppell and Carless (2006) based on the premise that the use of assessment will promote learning. It claims that summative and formative assessment can be cooperatively implemented into a course in order to maximize learning and engaging self-regulation in learners, so they are aware of their own abilities and strive to find methods to improve themselves (Keppell & Carless, 2006). The concept of learning-oriented assessment (LOA) has been continuously promoted and developed into a practical framework in order to promote the use of feedback and classroom-based assessment in classrooms, as well as to

encourage learners to be self-assessing experts (Carless, 2005, 2015; Keppell & Carless, 2006). However, there is little movement in applying learning-oriented assessment in a language classroom until Purpura and Turner (2014) firstly introduced their framework representing the transference from teacher-centered to student-centered assessments so as to prove that assessment can assist language learning (Liu, 2015). This framework has shed light on relationships between language pedagogy and assessment, hence highlighting a more holistic picture of language learning and assessments that are taking place in the classroom (Purpura & Turner, 2014; Turner & Purpura, 2016). The concept of learning-oriented assessment was also introduced once again by Jones and Saville (2016). The subsequent framework allows both formative and summative assessments to be applied in a language classroom so that teachers could get both quantitative and qualitative information from learners. Besides this, it encourages learners to be able to assess their abilities, identify their own strengths and weaknesses, and consider how they could improve their weaknesses, and strengthen their potentiality from the feedback gained and interactions that occurring in a classroom. In brief, learning-oriented assessment seems to answer the question of how teachers could connect learning and assessment in their classrooms, which could be beneficial for both teachers and learners. For teachers, they can gain more information about learners' performances to be utilized to adjust lesson plans and develop the courses and the curriculum. For learners, when they become a part of the assessment, they are trained to self-assess, learn from immediate and delayed feedback, have better understanding of their ability, much better, and be better able to develop their language and learning performance autonomously. As such, the benefits of learning-oriented assessment are not only for higher scores or grades but also for the development of

learning skills, the discovery of ways to maximize learners' learning process, and an increase in their motivation to learn the language. Accordingly, learning-oriented assessment has represented the attempt to narrow the gap between the two extreme ends: formative and summative uses of language assessment.

Regarding the current situation of language assessment in Thailand, teachers generally use assessments only for final evaluation aiming to report on learners' achievement at the end of the semester (Phongsirikul, 2018; Todd, 2019). From learners' perspective, quizzes and examinations are more preferable because of the validity and reliability (Phongsirikul, 2018, p. 72). As such, learners have few opportunities to explore and enhance their language abilities. Likewise, teachers may have no idea how learners develop language ability as data obtained from learning activities and test tasks during the semester have not been utilized as a part of the learner progress report. Consequently, teachers might not be able to identify strong points, improve weak points, or track learners' development. In other words, learners are likely to miss the chance to learn from teachers' feedback and track their learning outcomes. By implementing the concepts of learning-oriented assessment in language classrooms, learners would have more opportunities to use elicited information from the assessment, be a part of the assessment process, and learn from feedback in order to understand their room of improvement (Carless, 2015; Carless, Joughin, Liu, et al., 2006; Jones & Saville, 2016; Keppell & Carless, 2006; Purpura & Turner, 2014).

Although there are several reading instructional models in the field of language teaching, there are very few, if any, research studies implementing learning-oriented assessment in the L2 reading classrooms. According to Anderson (2008) and Cohen (1990), reading still plays an important role in language learning as it broadens learners'

access to information, knowledge, and different perspectives. It also helps strengthen other language skills and encourages learners to be critical and argumentative. Learners with high reading ability are likely to have higher achievement on other language skills including writing, listening, and speaking (Anderson, 2012). Besides, reading skill is not only regarded as the foundation of learning a language, but it also has an impact on other aspects of life, both personally and professionally. However, it is worth noting that even though the importance of reading is acknowledged and there are different approaches to teaching reading, assessment of reading has continuously been done in pretty much the same way—reliance on a traditional summative test. According to Hubley (2012), the reading tests are commonly composed of either closed-ended or open-ended questions asking learners to identify the main idea and supporting details of a reading text. Lately, fortunately, there has been an attempt to utilize formative and summative reading assessments to support learners' reading ability (Afflerbach et al., 2018; Hubley, 2018).

At one of the public universities in Bangkok, undergraduate students are required to enroll in two English foundation courses and two English for specific purposes courses. The aims of the foundation courses are to develop efficient communication in four integrated language skills and the ability to utilize information in order to present important issues. In order to do so, learners should acquire more than language skills but may need to be equipped with an effective learning tool to help them engage in learning a language.

Based on the aforementioned discussion, the integration of the concept of learning-oriented assessment into reading instruction was seen as an innovation that could help learners develop their reading ability, activate their reading processes, and

promote their learning engagement in the class. For these reasons, this study aimed to investigate the effects of the implementation of a learning-oriented reading assessment model on learners' development of reading ability, reading processes, and learning engagement.

1.2 Research questions

1. What are the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading ability?
2. What are the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading processes?
3. What are the effects of the learning-oriented reading assessment model on EFL undergraduate students' learning engagement?

1.3 Objectives of the study

1. To examine the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading ability
2. To investigate the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading processes
3. To explore the effects of the learning-oriented reading assessment model on EFL undergraduate students' learning engagement

1.4 Scope of the study

The present study aimed to investigate the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading ability, reading

processes, and learning engagement. The participants of the study constituted an intact group of 25 EFL undergraduate students who were enrolled in a fundamental English course in the first semester of the academic year 2019. The participants' English proficiency was at B1 and B2 levels of the CEFR for Languages as determined by an in-house English proficiency test administered before the beginning of the semester. The independent variable of the study was the learning-oriented reading assessment model, and the three dependent variables were reading ability, reading processes, and learning engagement.

1.5 Definitions of terms

1.5.1 Learning-oriented assessment

Learning-oriented assessment refers to the utilization of formative and summative assessments in language classrooms in order to engage learners in the language-learning process in addition to assessing their language ability (Carless, 2015; Carless, Joughin, Liu, et al., 2006; Jones & Saville, 2016; Keppell & Carless, 2006; Purpura & Turner, 2014; Turner & Purpura, 2016). While the quantitative information may be used to determine learners' achievement, the qualitative information may be useful for the teacher to observe how learners are making progress so that necessary assistance can be offered if necessary.

In this study, the concept of learning-oriented assessment was divided into three components: learning tasks as assessing tasks, developing evaluating expertise in learners, and engagement with feedback. To begin with, learning tasks and assessing tasks shared similar characteristics and involved the degree of authenticity and interaction of tasks. Second, learners participated in assessing

activities or processes in order to develop their expertise in assessment. Lastly, learners were given opportunities to interact with the instructor, peers, and themselves while developing their ability to give and receive feedback.

1.5.2 A learning-oriented reading assessment model

The learning-oriented reading assessment model refers to an instructional model developed in the present study to encompass formative and summative assessments in an L2 reading classroom. The development of the model was based on the conceptualized framework of learning-oriented assessment (tasks, evaluating expertise, and feedback) and the reading instructional model (pre-, while-, and post-reading activities). After a few cycles of reading instructional procedures were implemented, the end-of-unit tests (teacher-made tests) were administered. The information gained from the tests was used by the instructor to decide whether to give additional lessons, adjust the next lessons, or continue with the original lesson plans.

1.5.3 Reading ability

Reading ability is defined as a complex combination of processing to make meaning from the texts (Alderson et al., 2015; Grabe, 2014, 2017; Koda, 2012). It is discussed in two main components: lower-level processes and higher-level processes.

Lower-level processes refer to the abilities to recognize words and their meanings, understand grammatical information, and use such knowledge to comprehend the basic clause-level units (Grabe, 2009a; Grabe & Stoller, 2013).

Higher-level processes refer to the ability to comprehend and interpret the reading text as well as the ability to integrate background knowledge to assist reading comprehension. It also includes the ability to self-monitor readers' reading problems and self-question to seek solutions to solve the problems (Grabe & Stoller, 2013).

To comprehend the text fluently, readers need to be able to manage these two processes effectively and automatically (Grabe, 2014; Grabe & Stoller, 2013; Nunan, 1999).

In this study, reading ability was assessed with the reading section of Chulalongkorn University Test of English Proficiency (CU-TEP), the end-of-unit tests (teacher-made reading tests), and self-rating performance scale of class performance. The first two tests aimed at assessing what learners had learned before and after the implementation of the learning-oriented reading assessment. The information gained from the tests was also used to help the instructor/researcher determine whether to adjust the lessons, provide additional lessons, or continue the lessons. A self-rating performance scale was used to determine how the participants perceived their performance in the reading classes. This was to reflect learners' confidence in their performance, which, in turn, was one of the factors that help them perform their reading better (Afflerbach et al., 2013).

1.5.4 Learning engagement

Learning engagement refers to processes and products occurring while learners are being involved in the language classroom. In this study, learning

engagement comprised three components: behavioral engagement, cognitive engagement, and affective engagement (Barkley, 2010; Fredricks, 2014; Fredricks et al., 2016; Gunuc, 2014; Trowler, 2010).

Behavioral engagement refers to positive conducts which are observable such as attendance, participation, and homework completion.

Cognitive engagement refers to psychological and cognitive components such as planning their learning, going beyond requirements, and enjoying challenges while participating in classroom activities.

Affective engagement involves responses of learners to the teacher, peers, and classrooms. It represents learners' emotions, attitudes, interests, and values towards the lesson or course.

In this study, learning engagement was assessed with three data collection instruments: teacher's observation notes, learners' journals, and a semi-structured interview protocol.

1.5.5 EFL undergraduate students

EFL undergraduate students are generally referred to as students at a tertiary level or college education. They are learning English as a foreign language. In this study, EFL undergraduate students referred to first-year Thai undergraduate students who were enrolled in a foundation English course at a public university. Their ages ranged from 17 to 19 years old, and their levels of English proficiency were mostly at B1 and B2 according to the Common European Framework of Reference (CEFR), which were equivalent to CU-TEP scores of 35-69 and 70-98 out of the total score of 120 (Wudthayagorn, 2018).

1.6 Significance of the study

This study was expected to yield both theoretical and pedagogical contributions to expand the existing body of knowledge on language assessment and pedagogy.

Theoretically, as mentioned above, although there are a lot of discussions on and interest in learning-oriented assessment, there has been little movement in the field of assessment in language classrooms (Plakans & Gebril, 2015). This study aimed to expand the application of learning-oriented assessment frameworks to prove that assessment can be applied effectively in language classrooms to improve students' reading ability and promote learning engagement. Moreover, the findings would narrow down the gap between language instruction and language assessment, introduce a new perspective to pedagogical implications, and strengthen the framework.

Pedagogically, this study introduced an innovative and alternative assessment approach, which is the learning-oriented reading assessment model in L2 reading classrooms. This model offers a solution concerning classroom situations when teachers have no or little idea on how learners develop their language skills, how learners develop their reading processes, and how they are engaged in reading. A learning-oriented reading assessment model also provides learners more opportunities to be a part of assessing activities, which are believed to be a useful learning tool that can help them to self-evaluate their performance, keep track of their learning and reading processes, and identify rooms for improvement. Furthermore, the model can be beneficial for L2 reading classes, where teachers may have to deal with learners with different levels of proficiency and with different reading problems within one class, which can make teaching preparation challenging for them. With such difficulty, the learning-oriented reading assessment model could be a promising option for teachers

because it enables them to adjust their lessons to better assist learners who are unable to perform as well as their peers, thus leaving no student behind in their classrooms.

CHAPTER II

LITERATURE REVIEW

This chapter outlines and elaborates on the literature and research related to the study. There are eight parts in this chapter: 1) past and current trends in language assessment and language learning, 2) language learning, 3) learning-oriented assessment, 4) reading ability, 5) reading instruction, 6) reading assessment, 7) learning engagement, and 8) learning-oriented reading assessment framework.

2.1 Past and current trends in language assessment and language learning

When language assessment is discussed, the focus was mostly on its validity and reliability. In the past, language assessment was considered a separate concept from language instruction in a classroom. Up to now, language tests have been generally used as a tool to mainly make a decision on learning achievement and to place learners/test-takers into the appropriate rank. Classroom pedagogy and assessment are believed to be separate concepts by EFL teachers. While pedagogy plays a major role in the classroom, assessment is used solely for evaluating learners' knowledge obtained from the course (Plakans & Gebril, 2015). At present, there are two types of assessments used in language classrooms: summative and formative assessments. According to Leung (2013), the former aims to evaluate end-of-the-course knowledge of learners, while the latter strives to monitor learners' learning progress towards their learning goals. There is nevertheless concern on how learners learn the language in a classroom and how teachers monitor such processes. Recently, formative assessment has been more highly recognized as a useful tool to help increase learners' language proficiency and facilitate the learning process, and assessment seems to gradually

become a part of teacher's responsibilities (Hamp-Lyons, 2017). Thus, to reap the benefits both types of assessment can offer, teachers are encouraged to exploit well-planned formative and summative assessments in language classrooms and use the information obtained from the assessment so as to prepare and adjust their instruction for further lessons (Seong, 2011). At this point, assessment has been highlighted as a new instrument to help learners learn a language better.

In the late 1960s, the British language teaching tradition shifted its instructional approach from Situational Language Teaching to Communicative Language Teaching (CLT) focusing on the development of communicative competencies of language learners (Richards & Rodgers, 2001). With the incoming of teaching for communicative purposes (Katz, 2014), language assessment has been changed accordingly. According to Brown (2004), alternative assessment requires learners to be able to perform integrated language tasks in classrooms as well as in real-world situations. Alternative assessment tends to make use of several test types and tasks with the aims of encouraging communicative skills, but at the same time, developing other skills such as problem-solving skills, social skills, and intercultural awareness. Even though test types and tasks of traditional and alternative assessments are the same such as true/false items, cloze tests, and short answer tests, Brown (2004) has pointed out that test tasks and types of traditional and alternative assessments are utilized differently following the purposes of the tests and the use of information gained from the tests. In traditional assessment, the tests are generally reported in terms of scores with little or no description of the performance, while in alternative assessment, learners' performances are more informative on how learners perform the tests. Moreover, it may offer opportunities for learners to reflect and evaluate their abilities to match with learning

objectives. That is, by applying the idea of alternative assessment into the language classroom, learners are offered chances to understand their learning outcomes more. Apart from different utilizations, as suggested by Heaton (1990, pp. 23-24), classroom testing should be embedded into a language classroom so that learners may not realize they are taking tests. As a result, their motivation may increase, while their anxiety may decrease. Thus, for language teachers, the design and use of test tasks and types should be carefully taken into consideration in order to effectively promote both the learning process and the learning outcome of learners.

2.2 Language learning

There are several language learning models according to their perspectives towards how language is learned (Littlewood, 1984). Language learning can be viewed as a creative construction, a form of skill learning, and a form of social learning. Firstly, language learning is believed to concern the construction of language. Learners acquire the use of language naturally and subconsciously and develop their cognitive structures gradually. However, there are some arguments that the idea lacks the motivation to learn, and learners might have few chances to be a part of communication situations. To meet the communicative purposes, language is then viewed as a form of skill learning, which emphasizes learning language as skills necessary to performing tasks. Language learning models have been reconsidered as they can be both conscious and subconscious learning. Finally, second language learning is considered a form of social learning. According to Littlewood (1984, pp. 78-79), from the perspective of the social learning theory, there are four components to be considered: motivation to learn, internal representation, practice, and feedback. To be motivated to learn a language,

learners should believe that a language is required for their communication; otherwise, they would not be able to communicate with other people. In addition, they should feel comfortable with the instructions in language classrooms in order to increase their motivation and decrease their anxiety. Next, it is believed that learners will be able to internalize the essential features of the language they have already had and newly acquired to perform the language more effectively. If they want to have better performance, they should practice the language they have learned. Finally, feedback plays an important role when learners receive feedback from teachers and peers. Consequently, the feedback will help improve learners' language performance. Therefore, learners process their learning when they are motivated to learn, able to internalize their knowledge, practice more, and receive and learn from feedback. While Littlewood (1984) focuses on components of learning, Schmeck (1988, pp. 3-5) defines learning from the perspective of social learning in three different perspectives: experiential, behavioral, and neurological. From an experiential perspective, learning is observable from experiences learners are exposed to. From a behavioral perspective, learning can be observed through the change of behaviors after learning. Lastly, from a neurological perspective, learning is detected when there is a process of nervous system transformation, which is observable from thoughts. Therefore, learning occurs from experiencing, behavior changing, and internal processing.

These two language learning models have represented major considerations and beliefs on how language should be taught in a language classroom. To summarize, to become successful in language learning, learners should be able to perform the tasks or practices effectively, not just to get a higher rank of scores. To initiate real-world language practice, assessments have been integrated into language instruction (Little &

Erickson, 2015). Recently, there is an idea that language learners should be exposed to performance-based assignments (Brown, 2014) which the focus of language learning, a clear shift from the language itself to learning how a language is performed. Then, the performances are described in terms of feedback to learners.

2.3 Learning-oriented assessment

The concept of learning-oriented Assessment (LOA) was first proposed in the educational field by Carless, Joughin, Liu, et al. (2006), Carless, Joughin and Mok (2006), and Keppell and Carless (2006) based on the premise that the use of assessment should primary promote learning instead of assessing it. Learning-oriented assessment claims that summative and formative assessment can be cooperatively integrated into a course in order to maximize learning and promoting autonomy in learners, so they are aware of their own abilities and strive to find other methods to improve themselves instead of following a traditional means of learning only (Keppell & Carless, 2006). With such assumption, learning-oriented assessment aims to put assessment at the center of the learning process and redesigns assessment in order to help learners learn a language better (Keppell, 2012; Keppell & Carless, 2006). There are three inter-related core aspects in the Learning-oriented Assessment (Carless, 2015; Carless, Joughin, Liu, et al., 2006; Keppell, 2012) as represented in Figure 1.

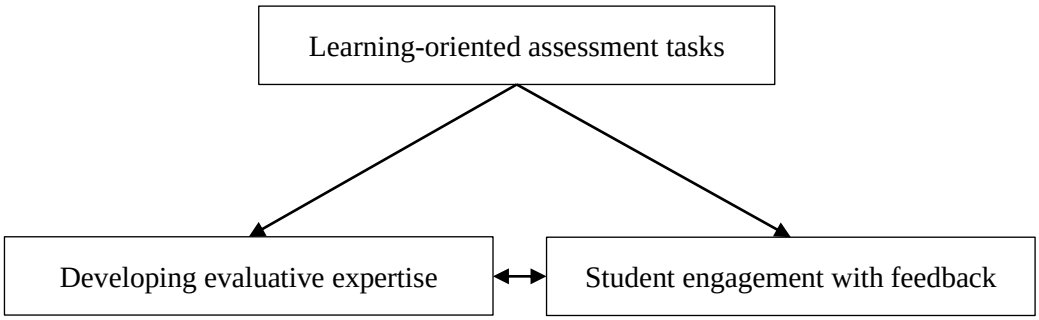


Figure 1: The Aspects of Learning-oriented Assessment (Carless, 2015)

First, learning-oriented assessment tasks provided in a classroom should relate to real-world tasks, while responding to learning outcomes, providing some choices in the tasks and focusing on task cooperation. In addition, the task requires the time and effort of learners to accomplish (Keppell, 2012; Keppell & Carless, 2006). Second, in order to detect their learning process, learners should be able to identify and make a judgment on how quality performance should be. This way, they will become experts on evaluating themselves (Carless, 2015). In order to do so, learners are encouraged to involve in the assessment process and activities during the class such as self-assessment, peer-assessment, and reflection on classroom activities (Carless, Joughin, Liu, et al., 2006; Keppell, 2012). Third, with the inter-relation with the second principle, learners as experts will be able to decode and learn feedback messages, which may be difficult for them (Carless, Joughin, Liu, et al., 2006).

In the field of language learning, the concept of learning-oriented assessment was firstly introduced by Turner and Purpura (2016) referring to *"a clear and unambiguous focus on assessment in the service of learning through evidence elicited in a variety of L2 context (Turner & Purpura, 2016, p. 260)."* It represents the

transference from teacher-centered assessment to student-centered assessment in order to prove that assessment is able to assist language learning (Liu, 2015).

As previously mentioned, learning-oriented assessment values the data obtained from both formative and summative assessments and focuses on the evidence of feedback or other assistance related to learning goals representing the development of learners' L2 learning. Their focuses are on the use of several types of assessments in language classrooms and the way to effectively make use of elicited information from both implicit (e.g. correct learners' response) and explicit modes (e.g. certify a level of ability) of classroom assessments (Bachman, 2013, pp. 1593-1594). Learning-oriented assessment has been generalized from formative assessment (FA) and classroom-based assessment (CBA). Its emphasis is on the triangulation of the learning processes and outcomes within cognitive and socio-cognitive contexts, known as *"community of practice"* (Wyner, 2015, p. 39) and the utilization of continuous feedback in order to develop autonomous learning.

Purpura and Turner (2014) and Turner and Purpura (2016) have proposed the learning-oriented assessment framework in order to deconstruct classroom assessment. Learning-oriented assessment involves seven interrelated dimensions: contextual, elicitation, proficiency, learning, instructional, interactional, and affective, as can be seen in Figure 2. The contextual dimension refers to influences and characteristics from the learning context such as the socio-political forces, teachers' choices and personalities, and learners' learning styles. The elicitation dimension represents how language is being used in a classroom by teachers and learners including the use of planned language elicitations, the occurrence of unplanned and spontaneous elicitation, and the achievement test. The L2 proficiency dimension focuses on the L2 knowledge,

skills, and abilities (KSAs) such as what learners are expected to learn, are instructed and should be assessed, and how the data from the assessment or feedback can be interpreted. The learning dimension reflects data-driven inferences relating to learning and cognitive processes, and the role of feedback and self-regulation on learning. The instructional dimension focuses on how teachers organize, implement, and make the most use of assessment in language classrooms. It also focuses on the talk-in-interaction when teachers provide a positive or negative evaluation to learners. Lastly, the affective dimension highlights the effects of motivation and engagement on learners' language performance.

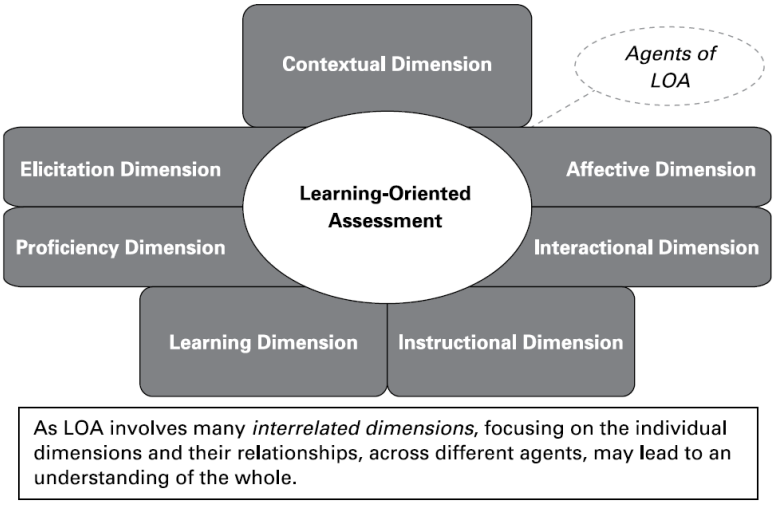


Figure 2: Working Framework of LOA (Turner & Purpura, 2016, p. 261)

More recently, Jones and Saville (2016) have proposed the integration of learning-oriented assessment into language classrooms aiming "*to promote learning and measure and interpret what has been learned"* (Jones & Saville, 2016, p. 1). These goals allow both formative and summative assessment to play equal roles in language

classrooms. In order to do so, the result of activities or tasks in the classrooms should provide both summative evidence (scores) and formative evidence (interpretation of scores) as Jones and Saville (2016) claim that learners who have shared the same level of proficiency may have different profiles of cognition, learning strategies, and background knowledge. With such profiles, learning and assessing are more meaningful for learners themselves as they are allowed to explore their room for improvement to fulfill the required level of proficiency and to further develop to reach the next level. It is to say that learners may have a clearer goal to accomplish when learning, which motivates them to engage more actively in language classrooms. Therefore, learning-oriented assessment should be able to elicit the learners' information underlying assessment tasks, which can link the 'four worlds of learning' together.

Jones and Saville (2016) explain that there are four worlds of learning for learners including the personal world, the social world, the world of education, and the world of assessment. The personal world refers to the cognitive development of learners. The social world refers to the society where learners acquire social, language, and professional skills from others. The world of education is where learning is organized in school following course objectives and curricula. The world of assessment links these three worlds together through evaluation providing meaningful interpretation, documenting the results, and collecting evidence of the effectiveness of teaching and learning (Jones & Saville, 2016). Jones and Saville (2016) have systematically linked the concept of 'four worlds' with the learning cycle (the performance of a task, observation, and feedback) within a classroom. In the language classroom, 'assessment' refers to "*a focus of activity in the classroom on meaningful*

interaction" (Jones & Saville, 2016, p. 81). The task is in the center of the model as a core of measurement. The content of tasks is related to the curriculum and course syllabus, which refer to the education world. When learners have to accomplish tasks, they are required to utilize their social, language, and professional skills by interacting with other learners. Such skills refer to the social world. Moreover, the tasks should relate closely to the real world so that learners are likely to be more encouraged to interact and work cooperatively (Jones & Saville, 2016, p. 99). Through observation, learners naturally learn from tasks given and develop their cognition, which refers to the personal world (see Figure 3 below). The world of assessment is able to connect these three worlds (education, personal, and social worlds) through the collections of learning progress with certified and valid learning outcomes because the tasks should rely on the standards, criteria, or learning objectives of the course.

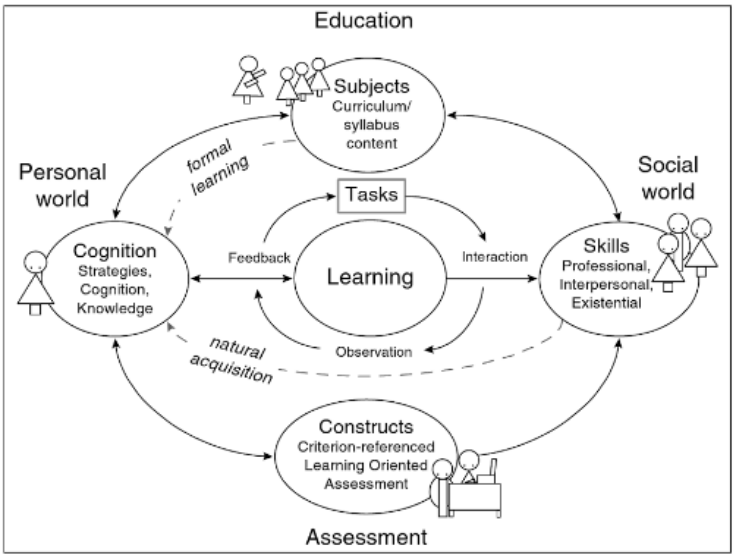


Figure 3: The Four Worlds Linked a Focus on Tasks (Jones & Saville, 2016, p. 5)

According to Jones and Saville (2016), there are several forms of evidence taken from the classroom such as giving instant feedback, reviewing outcomes, discussing learners' achievement, and motivating learners. Figure 4 represents the learning-oriented assessment cycle of classroom activities.

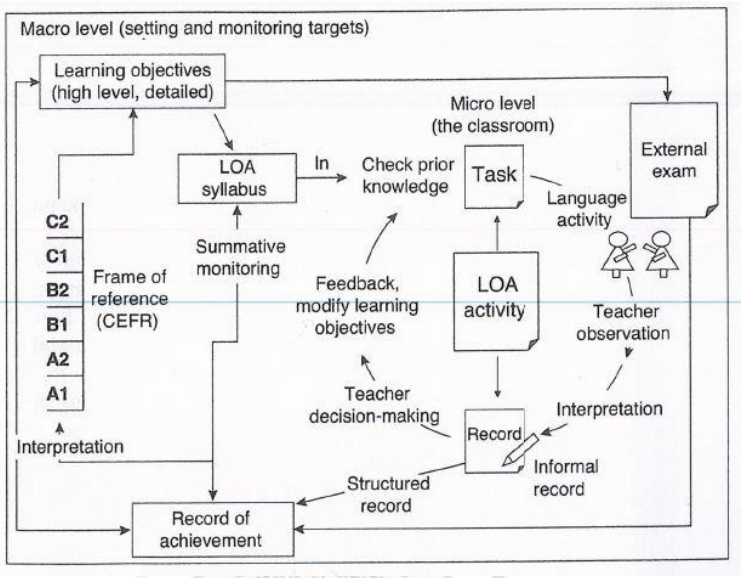


Figure 4: The Classroom within a Learning-oriented Assessment Model (Jones & Saville, 2016, p. 85)

There are three major components including task, evaluation and feedback, and modification or continuation of the lesson. To elaborate, for each activity, interactive tasks are designed in accordance with learning objectives. During the activity, the teacher will informally observe and interpret the interactions among learners and the teacher and record learners' observable behaviors and achievements. The record will be used to make judgement by the teacher on what kind of feedback to be given to learners and whether the lessons should be adjusted or not. At the same time, the record of achievement should be captured to monitor learners' progress aligning with the

standard of the course to get the most desirable outcomes at the end of the course. Otherwise, learners' performances would not match the objectives of the course.

The framework of Carless (2015) has shed light on the design of assessment tasks as learning tasks and the involvement of learners in assessment. This framework is not new to the educational field; however, it is new to language learning. The framework of Purpura and Turner (2014) has emerged in L2 learning aiming to help language teachers effectively use assessment in their classrooms. Another framework zooms in on considerations on different, but interrelated, dimensions and involved agents in language learning. Also, it focuses on interactions among stakeholders related to language classroom learning. The framework of Jones and Saville (2016) focuses more on tasks provided to learners and evidence of summative and formative assessments collected in the classrooms. It also put an emphasis on learners' interactions to develop social, language, and professional skills. The third and latest framework has proposed to the field of L2 learning and language teachers to make use of elicited information from both formative and summative assessment. These frameworks have shared the following similar features as represented in Table 1.

Table 1: The Synthesis of Learning-oriented Assessment Frameworks

Carless (2015)	Purpura and Turner (2014)	Jones and Saville (2016)
Learning oriented assessment tasks - Relating to real-world tasks - Relating to learning outcomes - Providing choices and tasks cooperation - Taking time and effort to complete	**Task-related dimensions** - Contextual dimension - Elicitation dimension - Proficiency dimension - Learning dimension - Instructional dimension	**Tasks** - Relating to curriculum and course syllabus - Providing interactive language activities - Gaining interactional authenticity

Carless (2015)	Purpura and Turner (2014)	Jones and Saville (2016)
Developing evaluative expertise - Involving in assessment processes/activities	**Activity-related dimensions** - Learning dimension - Instructional dimension - Elicitation dimension	**Interaction** - Observing and recording interaction as evidence
Student engagement with feedback - Decoding and learning from feedback	**Learner-related dimensions** - Elicitation dimension - Learning dimension - Affective dimension	**Feedback** - Given by teachers and peers - Adjusting the activities accordingly

As previously mentioned, there are three frameworks on learning-oriented assessment as shown in Table 1. All frameworks seem to pay much attention to assessments that activate learning and encourage learners' participation in assessment processes. Learners should be a part of the assessment process and be able to assess their own performances as experts. In doing so, learning, and assessing become more meaningful as learners realize the importance and benefits of assessment. Therefore, the framework of learning-oriented assessment as integration between language instruction and language assessment has paid attention to three major aspects: learning tasks as assessing tasks, developing evaluating expertise in learners, and student engagement with feedback as represented in Figure 5. First, learning tasks and assessing tasks have shared similar characteristics. They also include the degree of interactivity and authenticity. Second, learners should have the opportunities to be involved in assessment processes or activities including self- and peer-assessment, or the use of a rubric. By doing so, they are developing their assessing skill and become experts in evaluation. Resulting from the tasks and the involvement in assessment, learners will have the opportunities to interact with a teacher, peers, and even themselves. When required to give feedback, they are developing the ability to give and receive feedback as well.

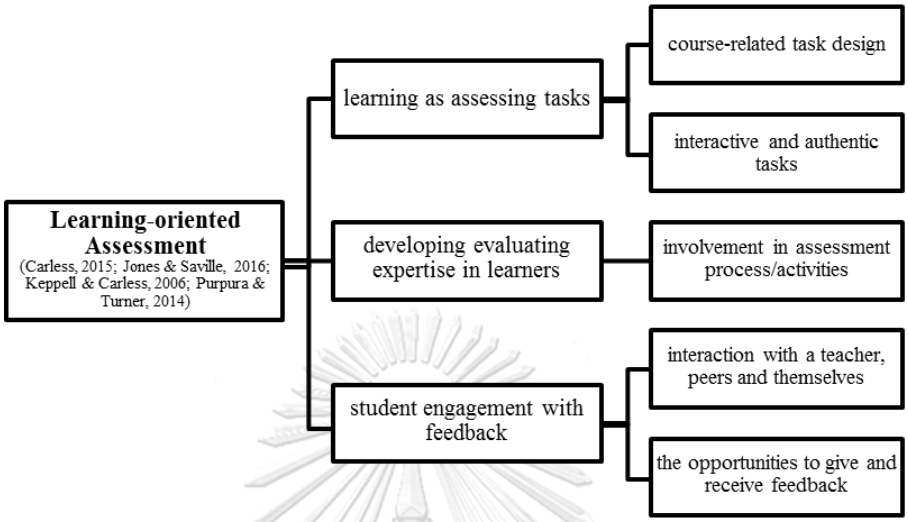


Figure 5: Learning-oriented Assessment Framework

2.3.1 Related research on learning-oriented assessment

As learning-oriented assessment is newly proposed in the field of education and language pedagogy. Some studies are implementing the framework of Keppell and Carless (2006), but few studies are applying the frameworks of Jones and Saville (2016) and Purpura and Turner (2014).

To prove the effectiveness of the learning-oriented assessment framework, Keppell and Carless (2006) designed five modules for the multimedia and authorizing course. The course was done in both face-to-face and online methods. Following the framework of Keppell and Carless (2006), online discussion, reflective journal, and a small-scale group project were considered as tasks. Student involvement in assessment was portrayed in the form of group collaboration and feedback from peers through discussion and a lecturer. Timely

suggestions and supports when needed were considered as feedback. The survey results of the study indicated positive responses of learners towards the tasks and their application. Learners seemed to recognize the usefulness of peer learning and project-based learning. The study also asked learners to evaluate the modules and the result showed that most learners recognize learners' comprehension on assessment requirements used in each module; however, the overloaded work was commented by learners. In brief, learning-oriented assessment is able to integrate both instruction and assessment in the classrooms and encourage learners to learn because they understand the importance of assessment. However, the amount of work should be taken into researchers' consideration.

Apart from the implementation of the multimedia course, the framework of learning-oriented assessment is implemented in the form of a module for pre-service teaching learners on the topics related to assessment. Carless (2007) applied learning-oriented assessment by assigning tasks together with a criterion and assessment information to learners. The major elements of the criteria and the expected outcome of the tasks were discussed by a researcher prior to the application. After learners submitted the tasks, they received oral or written feedback from a teacher and wrote responses to the feedback. The evaluation of the module represented positive responses from learners and matched the learning outcome, which was to develop an understanding of related assessment topics.

The study of Ashegh Navaie (2018) represented how learning-oriented assessment has an effect on how Iranian EFL learners learn pronunciation. The participants took the NELSON language proficiency test as their pre-test. The experimental group of participants then received instructions as guided by Jones

and Saville (2016). First, the objectives of the course were briefly informed. The interview was conducted to identify learners' needs, and the formative tests were administered. Learners were also trained on how to self- and peer-evaluate so that they could analyze the results of the tests. A teacher also used the information from the test and interview to design instructions. After 17 instructional sessions, post-tests were administered twice: an immediate post-test and a two-week-delayed post-test. The findings suggested that learning-oriented assessment has an effect on how the learners' pronunciation learning. Furthermore, it was worth noting that collaboration was more preferable to individual learning in learning-oriented assessment.

Therefore, from the abovementioned studies, learning-oriented assessment can be designed in the form of teaching modules.

There were few to no studies on language learning; however, the closest studies were conducted to surveyed language teachers' perceptions on the implementation of learning-oriented assessment in the field of language pedagogy.

The study of Holi Ali (2013) surveyed the views of EFL teachers regarding the framework of learning-oriented assessment of Keppell and Carless (2006), their supports of the framework, and the challenges of implementing the framework using an open-ended questionnaire. The qualitative result reported that teachers believe that learning-oriented assessment improved learning ability and developed learners' autonomy. Most teachers elaborated on the importance of involving learners in an assessment that could better help learners learn a language. The most suggested assessment was peer assessment because the EFL

teachers believed that peer assessment could activate learners' involvement and allow them to practice evaluating and giving feedback to others. From this study, it can be seen that teachers' beliefs have an influence on how instruction and assessment are integrated into language classrooms.

Different from the study of Holi Ali (2013), the study of Mak and Lee (2014) zoomed in on how teachers implement learning-oriented assessment into L2 writing elementary classrooms. This study observed the teachers' choices of instructional steps when they were required to apply the concept of learning-oriented assessment. The observation result indicated that there were three major steps in teaching writing: pre-, while-, and post-writing. These steps seemed to be useful for teachers because they were able to test learners what they had taught; at the same time, teach them what they planned to tested (Mak & Lee, 2014). This study portrayed the integration between the concept of learning-oriented assessment and lesson design.

In addition to the study of Mak and Lee (2014) on learning-oriented assessment and writing instruction, the study of Hamp-Lyons (2017) explored the opportunities that learning-oriented assessment could be embedded in standardized speaking tests by observing the behaviors of interlocutors/examiners towards the test-takers during the speaking tests. Interestingly, the learning-oriented assessment in this study was based on the model of Carless, Joughin, Liu, et al. (2006), which was later revised (Carless, 2015; Keppell, 2012; Keppell & Carless, 2006) and also utilized in this study. However, the study introduced two more key elements including teacher questioning and scaffolding of performance. To elaborate the terms, Hamp-Lyons and Green (2014) and Hamp-

Lyons (2017) explained that questioning in the study referred to a range of difficulty of items offered to test takers aiming to encourage them to show their full potential performance that might be beyond the test criteria. Scaffolding of performance was defined as the process that teachers/interlocutors/examiners gradually introduced new skills or contents to learners/test-takers. The qualitative findings suggested rarely observable conducts showing that LOLA could be added without disrupting the validity and reliability of the test. At the same time, the test takers were not involved in the assessing processes and were given feedback as assistance to help them develop their language abilities. The study suggested that the interlocutors/examiners should implement LOLA strategies when asking questions with the test takers because they were considered as a key element. Briefly, this study highlighted on how LOLA can be encouraged in large-scale speaking tests to expand its application from judgment solely to support learning progress of test takers.

Recently, two research studies on learning-oriented assessment and speaking ability have been conducted. The study of May et al. (2020) has put an effort into developing an interactional competence (IC) checklist to help learners prepare for a high-stake speaking examination. The concept learning-oriented assessment (Carless, 2007) and the verbal reports collected from the examiners on the features of the IC represented in the 12 pairs of the interactions of test-takers were used for the initial development of the checklist and was piloted by experienced teachers aiming to provide precise feedback to learners and provide a clearer understanding on the construct of the speaking tests they were preparing for. The study offered a detailed IC checklist with a detailed description and a

precise checklist for classroom application. The other study of Wu and Miller (2020) has tried to incorporate a mobile-assisted tool in order to provide opportunities for learners to receive instant feedback from peers so as to improve their speaking ability. Following the concept of learning-oriented assessment of Carless (2007), the study focused on learners' involvement in assessing activity, in this case, peer feedback, to explore the effectiveness in terms of the use of the mobile-assisted assessing tool and learners' affection towards its application. The researcher introduced and trained learners to use the application. The mixed-method research collected data from a questionnaire, a group discussion, and a teacher's journal. The findings have revealed that due to the involvement in class learners were able to receive feedback spontaneously and anonymously within class time. Learners' role has been shifted from receivers to evaluators, which allow them to fully participate in the class.

Interestingly, most studies have been conducted on teachers, pre-service teachers, undergraduates, and graduates as participants. The findings of these studies have positively pointed out that it is possible to implement learning-oriented assessment into language classrooms because it is beneficial for learners to make them familiar with the assessing criteria and the assessing processes being used in the classrooms. Besides, most studies have emphasized the involvement of learners in assessing activities. However, before it can be successfully implemented, teachers should be aware of workload and time constraints for both teachers and learners. Therefore, the washback of the implementation should be carefully considered.

Learning-oriented assessment represents the integration of language instruction and language assessment. With well-planned language instruction, teachers could effectively utilize assessment to enhance their instruction. They could design assessment tasks to match learning objectives and utilize them as learning activities. Thus, assessment could be more than the tools of measurement because it could reflect more qualitative information of learners' actual performances and it fits learning objectives. The test results can be used as baseline data for teachers to adjust lessons to better suit learners' needs and problems.

On the other hand, the assessment will not be only a tool for judging what learners' have learned from courses, but also tools for raising self-awareness, monitoring learning progresses and detecting the strengths and weaknesses of learners. Learning-oriented assessment seems to be beneficial for language instructors because its principles recognize the formative information from the test results. Consequently, teachers do know another alternative approach to manage collective information which is useful for all involved agents. Though the framework does not provide concrete instructional processes when combining with the content, teachers may adopt teaching steps and various assessment methods based on language skills (listening, speaking, reading, and writing), learning outcomes, and learners' proficiency levels to implement learning-oriented assessment in language classrooms.

According to Carless (2015), Jones and Saville (2016), and Purpura and Turner (2014), learning-oriented assessment refers to the use of several types of assessment including both formative and summative assessments in language classrooms. Learning-oriented assessment aims to promote the use of assessment at the center of language classrooms to engage and better support the learning processes of learners.

There are three components of learning-oriented assessment: learning tasks as assessing tasks, developing evaluating expertise in learners, and student engagement with feedback.

2.4 Reading ability

Reading ability is defined as the ability to make meaning from reading texts (Alderson et al., 2015; Anderson, 2008; Grabe, 2014, 2017; Grabe & Stoller, 2013; Koda, 2012; Liu, 2014; Nunan, 1999). To elaborate more, reading ability is composed of four interrelated components which are "*the reader*, *the text, reading strategies, and fluency"* (Anderson, 2003, p. 68; 2008, p. 2). Both the interrelated components and the working memory processes are related to the ability to comprehend a reading test (Grabe, 2014). According to Grabe (2009a, pp. 14-16), reading is explained as a complex combination of processes including a rapid process, an efficient process, a comprehending process, an interactive process, a strategic process, a flexible process, a purposeful process, an evaluative process, a learning process, and a linguistic process. A rapid process relates to reading speed, at which people can normally read about 250-300 words per minute. An efficient process refers to reading skills that work efficiently and smoothly. A comprehension process focuses on the understanding of the writers' intention and information in the texts. Reading is an interactive process, which involves an interaction between the writer and the readers. Besides, reading is a purposeful process because different purposes lead to different reading processes. Reading is an evaluative process as readers may make decisions on the way to respond to the passages and monitor their reading ability. Reading is described as a learning process as we learn something from reading passages. Lastly, reading is a linguistic process. Readers

should recognize words and structures to be able to comprehend the texts. In brief, reading is defined as a complex combination of processes aiming to make meaning from the texts, so to read, there are four interrelated components, which are readers, texts, reading strategies, and fluency.

As mentioned above, reading is composed of several complex processes that enable a person to comprehend a reading text. Grabe (2014), Grabe and Stoller (2013), and Sadeghi (2018) explain the approach in which reading ability can be activated and processed effectively for readers in two main parts: lower-level processes and higher-processes, as shown in Table 2.

Table 2: Working Memory Processes for Reading (Grabe, 2009a; Grabe & Stoller, 2013, p. 14)

Lower-level processes	Higher-level processes
• Lexical access • Syntactic parsing • Semantic proposition formation	• Text model of comprehension • Situation model of reader interpretation • Background knowledge use and inferencing • Executive control processes

For fluent reading comprehension, the lower-level processes focus on the recognition of words, grammatical information, and basic clause-level meaning units (Grabe, 2009a; Grabe & Stoller, 2013, pp. 15-19). The processes are the foundation of reading comprehension because of several reasons. First, readers need to recognize words rapidly while reading. According to Grabe and Stoller (2013), rapid word recognition, which is the ability to access their lexical database quickly and automatically occurs when readers spend the amount of time practicing reading.

Readers should be able to recognize words in the text rapidly and automatically because they would not be fluent in reading comprehension if they have difficulty with word recognition. Otherwise, they should be able to use context information to help support word recognition (Grabe, 2009a). Another focus is on syntactic parsing, which is the ability to extract basic grammatical information so that they understand how words are arranged grammatically and become meaningful to them. This helps readers identify the exact meaning of words in that context (Grabe, 2014). The last focus is the ability to integrate word meanings and structural information, so readers could be able to understand the reading texts. These processes work cooperatively and automatically within a few seconds for fluent readers and may take more time for other readers. According to Nassaji (2014), lower-level processes have played major roles in the success of reading, so teachers should pay attention to how learners decode words and acquire meaning from phrases they recognize, while at the same time introducing activities that help develop the effectiveness of reading skill to enable learners to read more fluently. It is to say that knowledge of vocabulary, structures, and the integration of vocabulary and structures are vital for lower-level processes of reading.

On the other hand, higher-level processes focus on comprehension, interpretation, background knowledge integration, and an attentional monitor (Grabe & Stoller, 2013, pp. 19-23). After passing through the lower-level processes, first and fundamentally, fluent readers tend to combine the recognized words and structures to form the comprehension of the text, known as the text model of comprehension (Grabe, 2009a, 2014). Then, moving to a situation model of reader interpretation, the readers start to interpret the text embedding their background knowledge, attitudes, emotions, motivations, goals, and task purposes in the interpretation (Alderson et al., 2015;

Anderson, 2003, 2008; Grabe, 2009a; Grabe & Stoller, 2013). The results of the two processes (a text model and a situation model) are that readers understand what messages the writer is portraying and, at the same time, interpreting the messages to serve their reading purposes (Grabe & Stoller, 2013). The final component of these processes is the ability to self-monitor and repair reading comprehension problems during all processes so that readers could reread and reconsider their thoughts over again. It is known as the executive control processes. Therefore, background knowledge and reading purposes (for a particular text) play important roles in higher-order processes.

For readers to comprehend the tests, Grabe (2009b) has suggested that the following skills and knowledge are required.

1. The ability to decode graphic forms for efficient word recognition
2. The ability to access the meaning of a large number of words automatically
3. The ability to draw meaning from the phrase- and clause-level grammatical information
4. The ability to combine clause-level meanings to build a larger network of meaning relations (comprehend the text)
5. The ability to recognize discourse-level relationships and use this information to build and support comprehension
6. The ability to use reading strategies with more difficult text and for a range of academic reading tasks
7. The ability to set goals for reading and adjust them as needed

8. The ability to use inferences of various types and to monitor comprehension in line with reading goals
9. The ability to draw on prior knowledge, as appropriate
10. Abilities to evaluate, integrate, and synthesize information from a text to form a situation model of comprehension (essentially what the reader learns from the text)
11. The ability to maintain these processes fluently for an extended period of time
12. The motivation to persist in reading and to use the text information appropriately in line with reader goals (Grabe, 2009b, pp. 451-452)

According to Grabe and Stoller (2013), the degree of each process depends on the purposes of reading. In other words, if learners read simple information, word recognition and some background knowledge are emphasized. If they read for general understanding, they may need to acquire both lower- and higher-level processes to interpret the information they read. Additionally, both lower- and higher-level processes take place within a few seconds automatically for fluent readers, but it may not if the readers have difficulties with reading comprehension (Ahmed & Han, 2018; Grabe, 2009a; Grabe & Stoller, 2013). According to Grabe (2009a, p. 55), Sadeghi (2018), and Ahmed and Han (2018), to become efficient, readers should acquire both lower-level and higher-level processes, which can be referred to as bottom-up and top-down processes. In other words, such processes happen automatically in fluent readers. The reading difficulties occur when they do not recognize words and related structures or when they do not have background knowledge on the topic of a reading text (Grabe

& Stoller, 2013, p. 24). Liu (2014) also explain that four models represent the nature of reading. First, as a bottom-up model, reading comprehension arises from lower-level processes, meaning that readers will understand the reading texts from recognizing sounds, words, and meanings of vocabulary. Then they move up to higher-level processes. Second, as a top-down model, reading comprehension arises from the overall meaning they predict while reading. Then they focus on lower-level processes selectively. Third, both two-mentioned models worked parallelly. The shifts between the two depend on readers' knowledge about the reading. Finally, the two operated interchangeably while readers compensate for what they lack with either process (pp. 1085-1088).

In summary, reading ability is combined with two working memory processes: lower-level and higher-lever processes. The former suggests that for readers to comprehend texts, they should recognize words and structures and be able to combine them to make meaning, while the latter explains that readers will have a better understanding if they interpret reading texts with their background knowledge. Moreover, they are able to self-monitor their reading problems and repair them. Therefore, to become efficient, readers should be able to acquire both processes with a certain degree of fluency and accuracy.

There are two major groups of factors affecting L1/L2 reading ability. The first and common group focuses on text variables and the other group has paid attention to factors within a reader (Alderson, 2000). Generally, according to Alderson (2000, pp. 60-68), the texts may influence the reading processes in several cases. First, text topic and content affect reading ability in terms of its specialty (a non-specialist text-a scientific text), topics (concrete-abstract), and settings of the text (familiar-unfamiliar).

In addition, the text type and genre of the text play a role in the difficulty of the text because a reader may not be familiar with the text types and may encounter some specific terms that come with the text. The text difficulty is also related to the level of interpretation. If the text requires deep interpretation, then it is more difficult for a reader. Lastly, the organization of the text has an effect on the difficulty because it seems easier and faster for a reader to read a chronological-order text than the one without sequence organization. In brief, there are many text variables including text topic and content, text type and genre, the level of interpretation, and the organization of the test, which have effects on text difficulty. Likewise, these factors affect the reading processes of a reader. Seeing that, to comprehend the text, a reader is required to have a more complicated combination of reading processes. For an L2 reader, linguistic knowledge of both L1 and L2 has played roles in his/her reading ability. According to Grabe (2004) and Grabe and Jiang (2018), L1 and L2 reading abilities have shared similar features of cognitive processing skills; however, there are some differences in terms of language proficiency, fluency, orthographic systems, transference, and interference. To illustrate, a reader should recognize words and be familiar with sentence structures in the text so that he/she could comprehend the text. Therefore, vocabulary knowledge may cause problems for a reader on their both L1 and L2 texts as stated in the study of Netten et al. (2011) that an L2 reader should acquire a certain level of L1 vocabulary in order to utilize the knowledge to make sense of the L2 reading ability. According to Afflerbach et al. (2013), in order to develop reading ability, the development of reading strategies and reading skills are usually a major consideration because of the three following reasons. First, the institution and national policies have an influence on how teaching, learning, and assessing reading ability have

been planned and administered. Second, lesson planning is usually based on studies, which focus mainly on reporting reading test scores and measuring reading strategies and skills. Finally, the reading tests have been designed to assess reading strategies and skills primarily in order to describe reading achievement.

However, there is another group of factors affecting reading ability. According to Alderson (2000), there are seven factors including the readers' knowledge, motivation, reading purposes, reading strategies, reading skills, stable characteristics of readers, and physical characteristics. It seems that some factors are similar to the first group. Therefore, Afflerbach et al. (2013) conclude that four major factors could help develop reading skills for both L1 and L2 readers including metacognition, engagement and motivation, epistemic belief, and self-efficacy. First, metacognition refers to the reader's ability to monitor his/her own reading processes and controlling the act of reading (Afflerbach et al., 2013; Alderson, 2000). The lack of metacognition may have an effect on the ability to develop reading skills and monitor reading processes (Afflerbach et al., 2013). Second, engagement and motivation encourage a reader to read more. Both have an effect on reading achievement and help an L1 reader develop ongoing literacy (Afflerbach et al., 2013; Afflerbach & Harrison, 2017; Alderson, 2000). The lack of motivation and engagement may lead to discouragement and the lack of attention to reading (Afflerbach, 2008; Afflerbach et al., 2013). The third factor is epistemic beliefs, which refers to the beliefs relating to the nature of knowledge and the nature of knowing (Afflerbach et al., 2013; Learning Theory Project Team of HKU, n.d.). To illustrate, a reader equipped with epistemic beliefs tends to have inquiries on the source of knowledge, the certainty of knowledge, the simplicity of knowledge, and the judgment of knowledge (Learning Theory Project Team of HKU, n.d.), which,

according to Afflerbach et al. (2013), also relates to the ability to make judgments about the information from the text. Then a reader can evaluate the quality of the texts in terms of the credibility, accuracy, and quality of the text, so his/her critical reading has been enriched. Finally, self-efficacy has played an important role in relation to the awareness of the reader's own reading ability that he/she is able to perform at a certain level of reading achievement (Afflerbach et al., 2013). With a lower level of self-efficacy, a reader tends to evade reading challenges and pay attention to the lack of ability; on the other hand, accredit to other circumstances and supports when he/she accomplishes reading a text.

As the development of reading ability could not completely occur only on the cognitive knowledge, other related factors should also be observed and developed concurrently to maximize effective reading development. This study has highlighted the engagement factor because it is embedded in a learning-oriented assessment framework. The framework fosters learners to participate in assessment processes so that their encouragement to read and learn will increase. In brief, to enhance reading ability, the reading instruction and assessment should consider developing other related factors simultaneously. Not only do these factors help improve L2 reading ability, but they also strengthen L1 reading literacy.

2.5 Reading instruction

Teaching reading can be divided into three models according to the reading processes of learners: bottom-up, top-down, and interaction reading (Anderson, 2008, p. 5). For the bottom-up model, learners will start from the lower-lever of reading processes from sound and word recognition to comprehension as shown in Figure 6.

The top-down model tends to utilize readers' background knowledge by making a connection between what they have read and what they will read. Therefore, learners will start from comprehension to smaller elements as can be seen in Figure 7. The interactive model combines the bottom-up and the top-down models in order to comprehend the texts or complete reading tasks as shown in Figure 8 (Anderson, 2008).

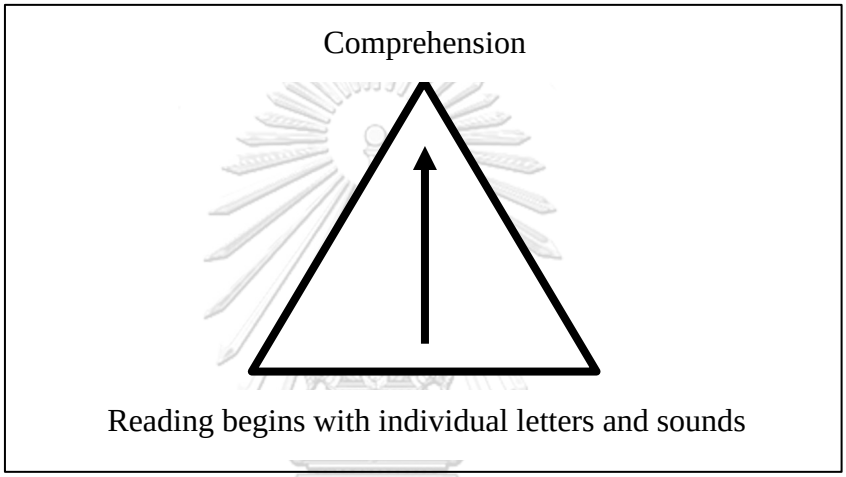


Figure 6: A Bottom-up Approach to Reading (Anderson, 2008)

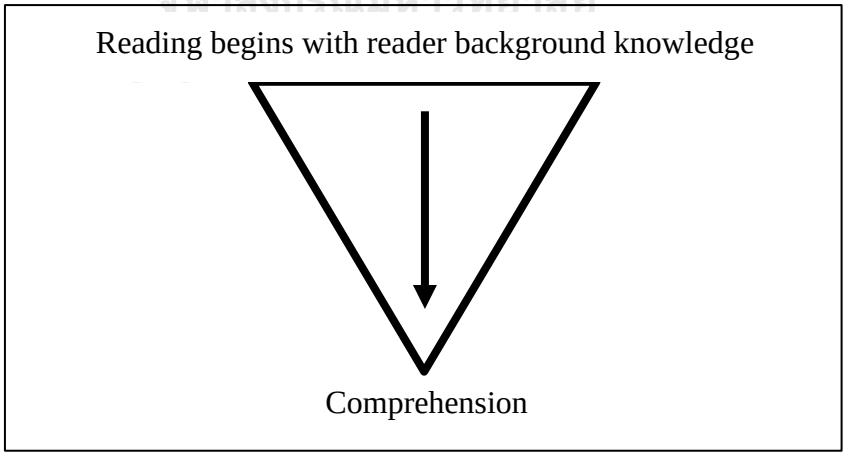


Figure 7: A Top-down Approach to Reading (Anderson, 2008)

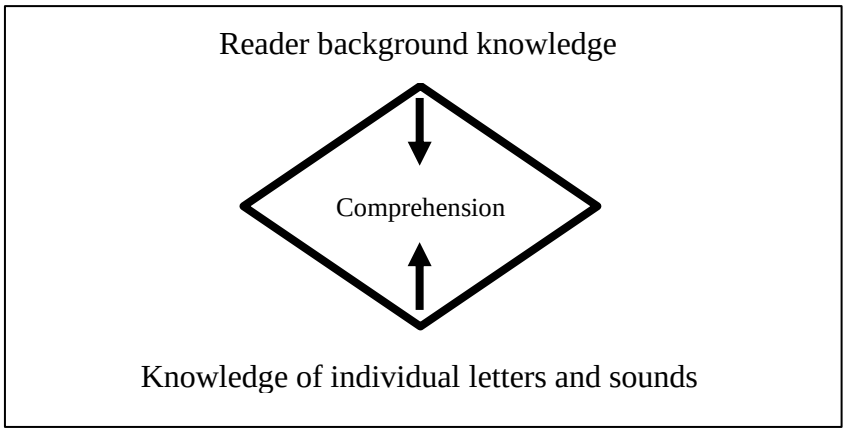


Figure 8: An Interactive Approach to Reading (Anderson, 2008)

In order to follow reading processes, several researchers (Anderson, 2003, 2008, 2012; Nunan, 1999; Richards, 2015) have suggested that there are three major reading instructional procedures, which are pre-reading, while-reading, and post-reading as summarized in Figure 9 below.

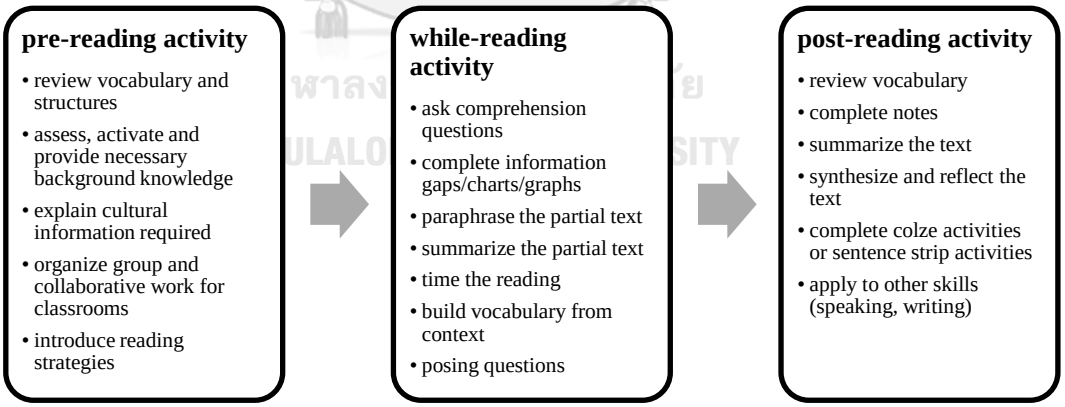


Figure 9: The Model of Reading Instruction Adapted from Anderson (2003, 2008, 2012); Nunan (1999); Richards (2015); and The National Capital Language Resource Center (n.d.)

Pre-reading activities plays an important role especially for learners who have lower levels of language proficiency as they help learners activate background knowledge and review key vocabulary and structures relating to the reading texts (Richards, 2015; The National Capital Language Resource Center, n.d.). This could also help learners predict what type of texts they are going to read (Richards, 2015). There are some suggestions for pre-reading activities. Teachers can assess, activate, and provide necessary background knowledge for comprehension of the text. If there is any cultural information required, they can explain it to learners prior to the reading. Moreover, teachers may organize group and collaborative work for classrooms. If needed, teachers could introduce reading strategies such as using titles to predict content, looking at visuals and organizations, skimming and scanning, and guessing meaning from the context (Richards, 2015; The National Capital Language Resource Center, n.d.). In while-reading activities, learners will read the text and complete the accompanying reading tasks. As suggested by The National Capital Language Resource Center (n.d.), the reading activities in this stage should match the purpose for reading. Consequently, the types and levels of comprehension will correlate with the purpose of reading. To elaborate, if learners read for specific information, they should be able to find the gist of the reading text. If they read for entertainment, they should understand the story and the story between the lines. If they read for thorough understanding, they should be able to identify the main idea of the reading, find pieces of information, recognize the organization of the text, classify content, identify ‘for’ and ‘against’ arguments from the text, interpret the author’s opinions/attitudes, etc. (Grellet, 1981) According to Richards (2015), there are many suggested activities during this stage. For example, learners may complete information in a table, a chart, a diagram, or a

graph. They could answer comprehension questions or create their own questions while reading. They may have to summarize or paraphrase the partial text and guess the meaning of new vocabulary from context. Moreover, teachers may limit their reading time to increase their reading speed. The last instructional step is called post-reading activities. In this step, teachers may review what learners' have done during the class such as reviewing vocabulary and structures by completing cloze activities or sentence strip activities. Learners many complete their summary or paraphrase of the text. Learners may be encouraged to reflect on or evaluate the reading text. Thus, this stage is considered as wrap-up activities for learners where they may have some time to ponder and reflect on what they have learned through the activities of the classroom, what they need to study more, and what they do not understand.

To enhance reading instructions and deviate from traditional reading instructional steps, Stoller et al. (2013) suggest several activities in five major categories by reading objectives for teachers to choose including "*extensive practice and exposure to print, commitment to building student motivation for reading, attention on reading fluency, vocabulary building, and comprehension skills practice and discussion"* (p. 4). The activities in each category are summarized in Table 3 below.

Table 3: Summary of Reading Activities (Stoller et al., 2013, pp. 5-9)

Reading Objectives		**Activities**
Extensive practice and exposure to print	Encourage learners to read a lot and arrange their surroundings to support their reading	Create displays with readings of interest wherever possible
		Make age-appropriate print materials available for learners to check out
Commitment to building student motivation	Encourage learners to read by themselves more often or engage learners to participate in reading processes more	Strive to make required reading passages interesting
		Give learners some degree of choice

Reading Objectives		Activities
		Promote cooperation among learners
		Set learners up for success
Attention to reading fluency	Practice and speed up learners' reading rate	Repeated oral reading
		Oral paired reading
		Repeated silent reading with a new purpose
		Echo reading
		Buddy reading
		Teacher read-aloud
		Radio reading
		One-minute reading
Vocabulary buildings	Help learners to build up their vocabulary bank	Encourage learners to become word collectors
		Ask learners to categorize words
		Guide learners in analyzing words
		Encourage learners to use newly learned words
Comprehension skills practice and discussion	Guide and provide several techniques to help learners comprehend reading texts	Ask learners to anticipate, predict, confirm, or modify their predictions, and summarize
		Ask how, when, and why questions about reading-strategy use
		Model strategy use
		Ask learners to follow up initial post-reading question responses with further elaboration
		Assign summary tasks
		Use graphic organizer
		Give learners a list of transition words and phrases that they have encountered and ask them to cluster into similar groups

In order to support L2 reading instruction, Grabe (2009b) also suggests a series of principle to be considering when designing a curriculum and instructional procedures as follows:

1. A curricular framework for conceptualizing L2 reading instruction that should integrate major skills instruction with extensive practice and exposure to print (building upon a needs analysis, goals and objectives for

teaching and testing, attractive and plentiful resources, appropriate curriculum framework, effective teacher support, effective teaching materials, and resources)

2. Reading materials and resources that need to be interesting, varied, good-looking, abundant, accessible, and well-used
3. Some degree of learner choice along the way in selecting major reading sources.
4. Reading skills to be introduced and taught by examining the primary texts used in the reading course – without a need for special materials to introduce reading skills (though additional activities for further practice may be necessary). If skills are meant to help comprehension, they should help with comprehension of the major texts being reading in a class. This link between skills and instructional texts also raises metalinguistic awareness of how texts are put together linguistically.
5. Lessons that are structured around pre-reading, during-reading, and post-reading activities and these activities that vary from one major reading to the next.
6. Instruction that is built on an integrated curriculum framework and can support the following developmental goals:
    a) Promote word-recognition skills
    b) Build a large recognition vocabulary
    c) Practice comprehension skills that combine awareness of grammar, main idea identification, and comprehension strategies: strategy instruction is not separate from text comprehension instruction

d) Build awareness of discourse structure (recognize main ideas, recognize major organizing patterns, recognize how the information is organized in parts of the text, recognize overt signals of text structure, recognize anaphoric relations in texts, recognize other cohesive markers in texts)

e) Promote strategic reading

f) Practice reading fluency (build reading rate, build text passage reading fluency, read and reread at home with parent or tape or self)

g) Develop extensive reading

h) Develop motivation

i) Combine language learning with content learning

7. Opportunities for learners to experience comprehension success while reading

8. Expectations that reading occurs in class every day and that many extended reading opportunities are provided on a regular basis. (Grabe, 2009b, pp. 453-454)

In conclusion, in order to develop the reading ability of learners, reading instructions should focus on teaching and enhancing both lower-level or bottom-up processing and higher-level or top-down processing altogether. Therefore, the interactive model is the most appropriate for reading instruction. Besides, the model of reading instruction (pre-, while-, and post-reading activities) seem to be suitable for

teaching reading as they embed the interactive approach into the model, so learners are able to develop reading ability from both processes.

2.6 Reading assessment

Generally, there are two main types of reading assessment: standardized reading assessment and classroom-based assessment (Grabe & Jiang, 2013; Richards, 2015). The former has paid attention to reading ability according to the purposes of the test such as academic and professional purposes. According to Afflerbach (2008) and Grabe and Jiang (2013), although the standardized English language tests have tried to capture major components of reading ability, they are still not able to measure the full-range components. Thus, they suggest the latter form of assessment as an alternative approach to fulfill what standardized tests may not be able to cover (Grabe & Jiang, 2013). In a language classroom, teachers can assess learners several times, so they are able to monitor their reading processes, use several types of assessment, provide instant feedback for further improvement, and report their performance qualitatively. Because the priority of teaching is to improve learners' learning ability, assessment should be ongoing, frequent, and consistent (Tileston, 2004). It is to say that assessment should not occur only at the end of the course but should collect information on learners' progress frequently in order for teachers to be able to keep track of learners' performance and adjust the lessons accordingly. Moreover, assessment should have consistency on the content so that learners will be able to set the ultimate learning goals of the course.

Many researchers have suggested several types of assessment that can be used in language classrooms. According to Katz (2014), the most common categorization of

assessment types is based on the degree of responses of the tasks including selected-response format and constructed-response format. This categorization helps test developers and teachers choose the types of assessment more appropriately (Tileston, 2004). As illustrated in Table 4, there are two main types of assessment format, which are selected-response format and constructed-response format. The former requires test-takers to respond to fixed choices. According to Katz (2014), the selected-response format is useful for evaluating the knowledge of language structures or texts and for assessing beginning learners who have such limited language skills to produce responses. The constructed-response format requires test takers to use the language to perform the tasks. With this format, learners will be able to perform their actual performance because the responses to the tasks are more flexible.

Table 4: Example of Assessment Types Adapted from Brown (2012); Katz (2014); Stoynoff and Chapelle (2005); and Tileston (2004)

Selected-response format	**Constructed-response format**			
	Brief constructed response	**Performance-based assessment**		
		Product-focused	**Performance-focused**	**Process-focused**
multiple choice	gap filling	essay	oral presentation	observation
true-false	short answer	story/play/poem	dramatic reading	reflection
matching	cloze	portfolio	role play	journal
same/different	label a visual	report	debate	learning log
grammatical/ ungrammatical	sentence completion	video/audiotape	interview	self-/peer-assessment
alternative-choice	error correction	poster session	online chats	
		project	conference	

It can be seen that there are several types of assessment teachers could choose to utilize. It depends on the purposes of the assessment and learning outcomes (Koda, 2012). O'Malley and Pierce (1996) suggest four considerations for implementing

reading assessment in a language classroom. First, teachers should identify the purposes of the reading assessment and then outline the learning goals of the course. As suggested by Brown (2012), assessment types should be aligned with classroom activities. Second, teachers choose instructional activities, which in this stage teachers may design instructional tasks as assessment tasks to serve the same learning outcomes. Then, teachers should identify the frequency of the collection of information. Lastly, teachers should give feedback to learners after every task, so they could learn from their works as soon as possible.

The goal of reading is to comprehend the text. To do so, a reader should be able to recognize words and interpret the meaning from the text (Snowling et al., 2009). According to Grabe (2014) and Grabe and Jiang (2018), L1 and L2 reading abilities have shared similar features in terms of underlying cognitive processes because they require reading skills and other higher-level thinking skills such as critical thinking and problem solving to understand the text. According to Snowling et al. (2009), a reader needs to decode words, access the meanings, link to his/her relevant background knowledge, and infer the information so as to comprehend the text. However, L1 and L2 reading abilities are different in terms of linguistic knowledge (Grabe, 2009a, 2017). To illustrate, readers seem to have smaller L2 linguistic knowledge including lexical, grammatical, and discourse knowledge than L1 does (Grabe, 2014; Grabe & Jiang, 2018; Grabe & Stoller, 2013). As a result of the difference, an L2 reader may experience reading L2 texts differently from reading L1 texts (Grabe, 2014) because they have to employ both language systems to comprehend the L2 texts. Although L1 and L2 reading abilities are different, it is believed that the reading abilities acquired in L1 will be available for L2 and other languages usage (Alderson, 2000; Grabe & Jiang, 2018).

Therefore, the assessment of L1 and L2 reading abilities are almost equal in terms of the reading processes and reading skills to be measured.

As suggested by Grabe (2009a), L1 and L2 reading assessments have shared the same assessment types. To explain, there are several options of assessment practices that both L1 and L2 can be assessed. The choice mainly depends on the purposes and designs of the reading assessment.

According to Grabe (2009a), reading assessment has been used for five purposes as follows:

1. reading-proficiency assessment (standardized test)
2. assessment of classroom learning
3. assessment for learning (supporting learning is the purpose)
4. assessment of curricular effectiveness
5. assessment for research purposes

First, reading-proficiency assessment mainly aims to measure the learners' overall reading ability. It is usually called a standardized test because the assessment is designed to measure whether the learners pass the standard and are prepared to move to another level or not. Second, *assessment of classroom learning* has shifted the focus to the use of assessment in the classroom to measure learners' progress. To describe, a teacher can design test tasks in response to teaching materials and measure several times in a semester to keep tracking learners' progress. Third, *assessment for learning* extends its purposes to support and promote learners' reading development. It is different from the assessment of classroom learning as it provides immediate feedback on tasks and aims to engage effective learning in learners. Next, the *assessment of curricular effectiveness* aims to assess the effectiveness of reading curricula and their

development. Finally, *assessment for research purposes* focuses on measuring learner outcomes or identifying learner level of proficiency. Therefore, this type of assessment is a part of the research, and it should acquire a certain degree of test quality including validity, reliability, and fairness as the assessment will have an effect on the reading development and experiences of learners.

According to Afflerbach (2008, 2016), there are three major components to assess reading ability. First, reading assessment required a detailed description of what learners should have to understand the texts. Second, to assess such abilities, the assessment materials and procedures need the confirmation of their validity and reliability in order to prove the quality of measurement. Therefore, the assessment information gained from the tools is valid and reliable. Third, the inference from the assessment information represents the interpretation of the results of measurement. This is limited to the types of assessment because each provides different types of test takers' information. To illustrate, the measurement aiming to assess cognitive skills can be used to infer the development of reading skills of test-takers. On the other hand, the measurement aiming to assess motivation to read can be used to infer the development of reading motivation of test-takers.

In a reading classroom, Afflerbach (2008, 2016) and Afflerbach et al. (2018) suggest that reading assessment should include both summative assessment and formative assessment. The former reports scores, which can be matched to the standard; the latter seeks to describe how learners have developed their reading ability to achieve this score. In summative assessment, Grabe (2009a) suggests major component abilities for reading comprehension constructed in standardized reading tests as listed in Table 5. Although there may be other components assessed indirectly such as vocabulary and

grammar knowledge, it subsidizes reading comprehension (Grabe, 2009a). Moreover, Grabe (2009a) suggests that the context reading assessment should also be authentic or at least close to the real-world context because realistic texts, tasks, and contexts are helpful for learners.

Table 5: Major Component Abilities for Reading Comprehension (Grabe, 2009a)

Major component abilities for reading comprehension
1. Fluency and reading speed
2. Automaticity and rapid word recognition
3. Search processes
4. Vocabulary knowledge
5. Morphological knowledge
6. Synthetic knowledge
7. Text-structure awareness and discourse organization
8. Main-ideas comprehension
9. Recall of relevant details
10. Inferences about text information
11. Strategic-processing abilities
12. Summarization abilities
13. Synthesis skills
14. Evaluation and critical reading

For both L1 and L2 contexts, Grabe and Jiang (2013) have pointed out that 12 factors have a significant impact on the reading ability of each learner. The factors are listed below.

1. efficient word recognition processes (phonological, orthographic, morphological, and semantic processing);
2. a large recognition vocabulary (vocabulary knowledge);

3. efficient grammatical parsing skills (grammar knowledge under time constraints);
4. the ability to formulate the main ideas of a text (formulate and combine appropriate semantic propositions);
5. the ability to engage in a range of strategic processes while reading more challenging texts (including goal setting, academic inferencing, monitoring);
6. the ability to recognize discourse structuring and genre patterns, and use this knowledge to support comprehension;
7. the ability to use background knowledge appropriately;
8. the ability to interpret text meaning critically in line with reading purposes;
9. the efficient use of working memory abilities;
10. the efficient use of reading fluency skills;
11. extensive amounts of exposure to L2 print (massive experience with L2 reading);
12. the ability to engage in reading, to expend effort, to persist in reading without distraction, and achieve some level of success with reading (reading motivation) (p. 188)

According to Grabe (2009a), there are many test formats used generally in standardized reading assessment as listed in Table 6.

Table 6: Standardized Reading Assessment Task Formats (Grabe, 2009a, p. 359)

Standardized reading assessment task formats
1. Cloze
2. Gap-filling formats (rational cloze formats)
3. C-tests (retain initial letters of words removed)
4. Cloze elide (remove extra word)
5. Text segment ordering
6. Text gap
7. Choosing from a “heading bank” for identified paragraphs
8. Multiple-choice
9. Sentence completion
10. Matching (and multiple matching) techniques
11. Classification into groups
12. Dichotomous items (T/F/not stated, Y/N)
13. Editing
14. Short answer
15. Free recall
16. Summary (1 sentence, 2 sentences, 5-6 sentences)
17. Information transfer (graph, tables, flow charts, outlines, maps)
18. Project performance
19. Skinning
20. Scanning

These test formats are widely used in standardized tests; however, all formats are required to pass validation processes to ensure their validity, reliability, and other related qualities (Bachman & Palmer, 1996; Grabe, 2009a; Hubley, 2018). The tests should be piloted and revised accordingly for their validity, fairness, and performance of test items.

Formative assessment seeks descriptive information on learners' reading performance, so it allows an extensive range of test tasks including task formats used in standardized assessment (summative assessment) mentioned in Table 6 (Grabe, 2009a) and observation. According to Afflerbach (2016) and Afflerbach et al. (2018), reading assessment should incorporate both summative and formative assessment in order to not only report learners' reading performances but also support reading ability and engage reading development. As suggested by Grabe (2009a, p. 361), there are six informal assessment types including observations, self-reporting measures, progress charts, performance inventories, participation and engagement records, and portfolio. The suggested activities within each type are listed in Table 7.

Table 7: Informal Assessment Formats (Grabe, 2009a, p. 302)

Types of Informal Assessment	**Suggested Reading Activities**
observations	1. Have learners read aloud in class and evaluate their reading 2. Keep a record of learners' responses to questions in class after a reading 3. Keep notes on student participation in class discussions on a reading 4. Observe what reading material is read during free reading or SSR 5. Observe how much time learners spend on tasks during free reading or SSR 6. Have Learners do paired readings and observe 7. Observe learners reading with an audiotape or listen to an audiotaped reading
self-reporting measures	8. Have learners list strategies they have used while reading 9. Have learners list words they want to know after reading and why 10. Have learners keep diaries or reading journals 11. Have learners write simple book reports 12. Have learners recommend books 13. Ask learners about their reasons for choosing certain answers in reading tasks and activities 14. Ask learners about their reading progress 15. Ask learners about their goals for reading with various texts and tasks.

Types of Informal Assessment	Suggested Reading Activities
progress charts	16. Keep charts of student readings 17. Keep charts of student reading-rate growth 18. Record how far a student reads on an extended reading task
performance inventories	19. Have a student read and then have a discussion on the test (one-on-one) 20. Have a student read aloud for a teacher/tester and make notes, or use a checklist or note miscues on the text (one-on-one). 21. Have learners do think-aloud while reading (one-on-one)
participation and engagement records	22. Have learners enact a scene/episode/event from a text. 23. Note the uses of texts in a multistep project and discuss 24. Have learners fill out simple questionnaires of interests and engagement levels in various tasks
portfolio	25. Create student portfolio or reading activities or progress indicators.

In a language classroom, summative and formative assessments should be applied to maximize the utilization of assessments to support learners' language learning. The information gained from the assessment is useful for teachers in terms of not only learners' scores reporting learners' language proficiency, but also the in-depth information on their performance (Afflerbach et al., 2018; Koda, 2012). Moreover, Grabe (2009a) and Jang (2014) suggests that teachers should provide feedback while using assessment in the classroom to activate learners' critical reading, thinking skill, and other learning skills, as well as encourage them to develop their reading skills.

Apart from reading comprehension, reading strategies used while learners are taking tests or completing the reading text in that classroom are also indicators for the development of reading processes. According to Anderson et al. (1991), there are 47 processing strategies categorized into five major groups as follows:

Table 8: Categorization of Processing Strategies (Reprinted from Anderson et al., 1991, p. 49)

I. Supervising strategies is a category which includes strategies in which the reader: 1. refers to the experimental task; 2. recognizes loss of concentration; 3. states failure to understand a portion of the text; 4. states success in understanding a portion of the text; 5. adjusts reading rate in order to increase comprehension; 6. formulates a question; 7. makes a prodiction about the meaning of a word or about text content; 8. refers to lexical itens that impede comprehension; 9. confirms/disconfirms an inference; 10. refers to the previous passage; or 11. responses affectively to text content.
II. Support strategies is a category which includes strategies in which the reader: 12. skips unknown words; 13. expresses a need for a dictionary; 14. skims reading material for a general understanding; 15. scans reading material for a specific word or phrase; or 16. visualizes.
III. Paraphrase strategies is a category which includes strategies in which the reader: 17. uses cognates between L1 and L2 to comprehend; 18. breaks lexical items into parts; 19. paraphrases; 20. translates a word or a phrase into the L1; 21. extrapolates from information presented in the text; or 22. speculates beyond the information presented in the text.
IV. Strategies for establishing coherence in text is a category which includes strategies in which the reader: 23. rereads; 24. uses context clues to interpret a word or phrase; 25. reacts to author's style or text's surface structure; 26. reads ahead; 27. uses background knowledge; 28. acknowledges lack of background knowledge; or 29. relates the stimulus sentence to personal experiences.

V. Test-taking strategies is a category that includes strategies in which the reader:

30. guesses without any particular considerations;
31. looks for the answers in chronological order in the passage;
32. selects an answer not because it was thought to be correct, but because the others did not seem reasonable, seemed similar, or were not understandable;
33. selects an alternative through deductive reasoning;
34. matches the stem and/or alternatives to a previous portion of the text;
35. selects a response because it is stated in the text;
36. selects a response based on understanding the material read;
37. makes reference to time allocation;
38. reads the questions and options after reading the passage;
39. reads the questions and options before reading the passage;
40. changes an answer after having marked one;
41. receives clues from answering one question that is helpful in answering another;
42. stops reading the options when they reach the answer;
43. expresses uncertainty at the correctness of an answer chosen;
44. skips questions and returns to it later;
45. skips questions that are not understood and leave the response blank;
46. marks answers without reading in order to fill space; or
47. recognizes during the think-aloud protocol that an answer marked is incorrect.

The recommendation of Grabe (2009b) has covered reading assessment practices as follow:

1. Learners should be tested on a range of relevant skills.
2. Learners should be encouraged to read longer texts (for advanced assessment, 700-1,200 words, assuming 120-150 wpm.)
3. Background knowledge influences all comprehension and needs to be accounted for in a positive way (multiple topics, multiple tasks, general topics, limited interdependence of items within some subset of tasks).

4. Group tasks might be used to engage discissions of reader interpretations of texts.
5. Extensive reading should not be discouraged by assessment procedures.
6. The importance of identification and fluency skills needs to be explored (reading word lists, oral reading for one minute, silent reading on a computer, timed reading, assessment of rereading).
7. Tests might explore ways to assess synthesis skills, evaluation skills, strategies, metacognitive knowledge, and skills monitoring (text monitoring while reading).
8. Reading might be tested within a content-focused battery (but items interdependency has to be a concern).
9. Tests might consider item types that take advantage of computer interferes (e.g., allow and combine information from multiple texts to complete a task).
10. Many skills might be measured usefully through informal assessment options in classroom contexts. What one loses in reliability and objective controls could be countered by the many formal and informal assessments that can be made in the classroom, but informal assessment is not a substitute for more formal testing. (Grabe, 2009b, pp. 454-455).

More importantly, to assess reading ability, Afflerbach (2016), Afflerbach et al. (2018), and Afflerbach et al. (2013) suggest that teachers should pay attention to

measure other related factors including metacognition, engagement and motivation, epistemic belief, and self-efficacy. These factors have contributed to the development of reading ability (Afflerbach et al., 2018; Afflerbach et al., 2013) because it helps develop their thinking processes, encourages their willingness to read more, activates their judgment of quality, and improves the awareness of their own reading ability.

Under the framework of learning-oriented assessment, it embraces both formative and summative assessment into the framework as it understands that a language classroom requires both summative and formative assessment to help develop learners' learning development and support their learning engagement.

2.6.1 The development of reading test

In order to ensure that the reading tests used in language classrooms provide sufficient, valid, and reliable information for teachers and learners to improve their teaching land learning, language teachers as test developers need a systematic approach to do so.

Bachman and Palmer (1996) have suggested the model of the test development process, which could be applied in both large-scale and classroom-based tests as shown in Figure 10.

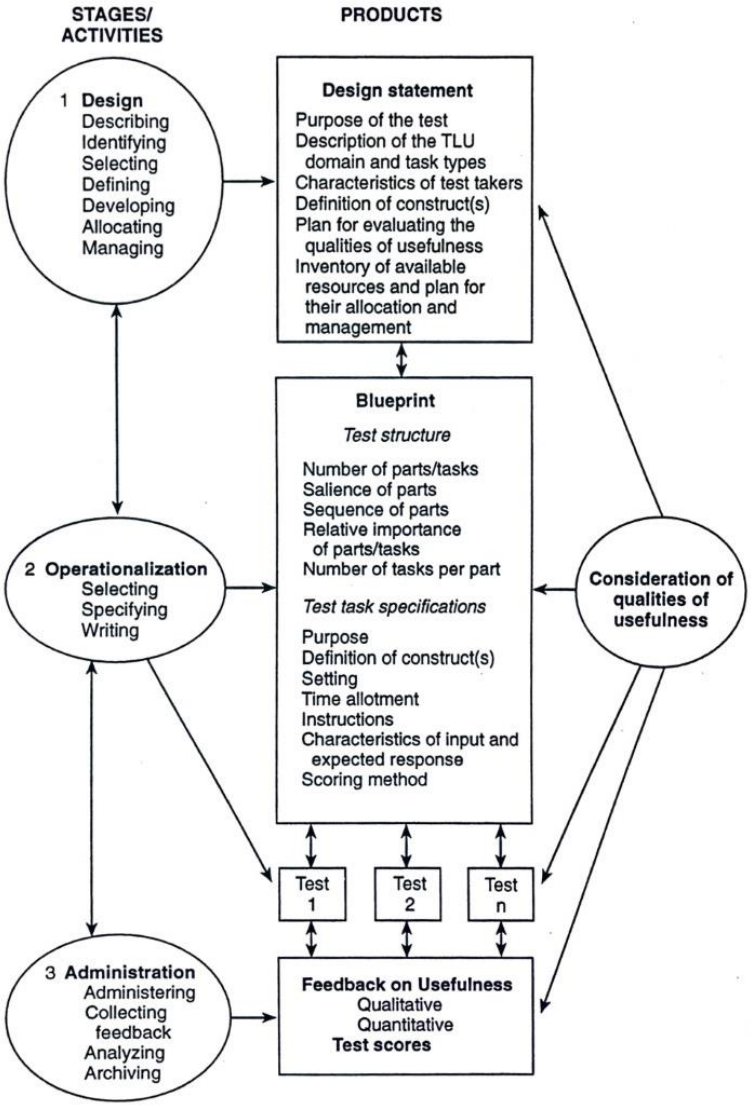


Figure 10: Test Development (Bachman & Palmer, 1996)

There are three major stages of test development: design, operationalization, and administration (Bachman & Palmer, 1996). The design phase requires the information of the general idea such as for purposes of the test, test content, and test-takers. The objectives of the test should also reflect the learning outcomes of the course as suggested by Richards (2015). The product of the design stage is seen as a design statement. To further explain, the design

statement describes the general ideas of the test, the purposes of the test, test takers' characteristics and background, and the involved stakeholders. This stage specifies language aspects and/or the objectives of the course to be measured in the test, and it describes plans for evaluating the qualities of the test in terms of usefulness (Bachman & Palmer, 1996, 2004). The operationalization stage includes the development of test specifications or the assessment blueprint, as well as the writing of actual tests and scoring methods. An assessment blueprint is composed of two main parts: assessment content and result report. The former has focused on the types of tasks, numbers of tasks, organization, and time allocation. The latter represents how to give points, report scores, and give feedback. Lastly, the product of this stage is a task and item specification, which contains the description of test items and their responses with samples. Moreover, if test-takers need special needs, the assistance should be indicated in the specification supplement part. The products of the design stage are shown in Figure 11.

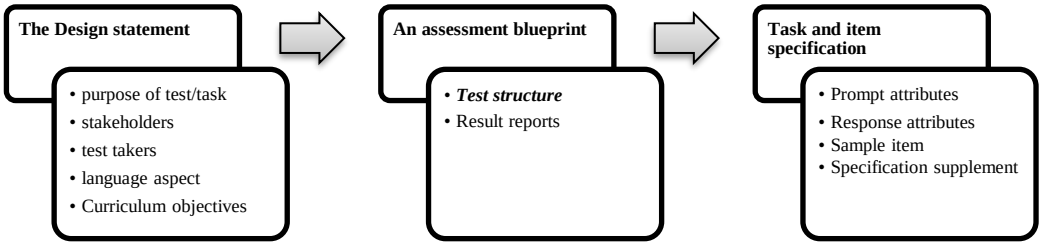


Figure 11: The Components of Test Specification

The final stage of test development is the administration of the tests. According to Bachman and Palmer (1996), there are two main steps in this stage,

which are try-out and operational test use. In the try-out stage, the tests will be administered to the test groups of samples. Then, the revision will be made according to feedback from several sources such as the test administrator and test-takers. After the revision, the test will be operated. The results of the test will be collected, analyzed, interpreted, and reported to the test-takers.

In recent years, Bachman and Palmer (2010) have reconceptualized the model of the test development process to figure the approach to justify language assessment use. There are four stages of justification: consequence, decision, interpretation, and record, which are called 'assessment use argument' (AUA). By following these stages, test developers are able to assure the connection between qualities of test usefulness (Bachman & Palmer, 2004) and the documentation of test development including designing statement, blueprint, assessments, and feedback and revision. To be more comprehensible and practical for language teachers in designing classroom-based assessments, Bachman and Damböck (2017) have adopted and revised AUA to make it more appropriate for language teachers' needs, stating "*Assessment Use Argument (AUA) consisted of a series of claims or statements that define the links from a students' performance on an assessment to the intended consequences of using the assessment*" (p. 30). There are four claims including the intended consequences of using the assessment, the intended decisions to be made, the intended interpretations, and the intended assessment records. Each claim is composed of its outcome and its qualities as shown in Figure 12.

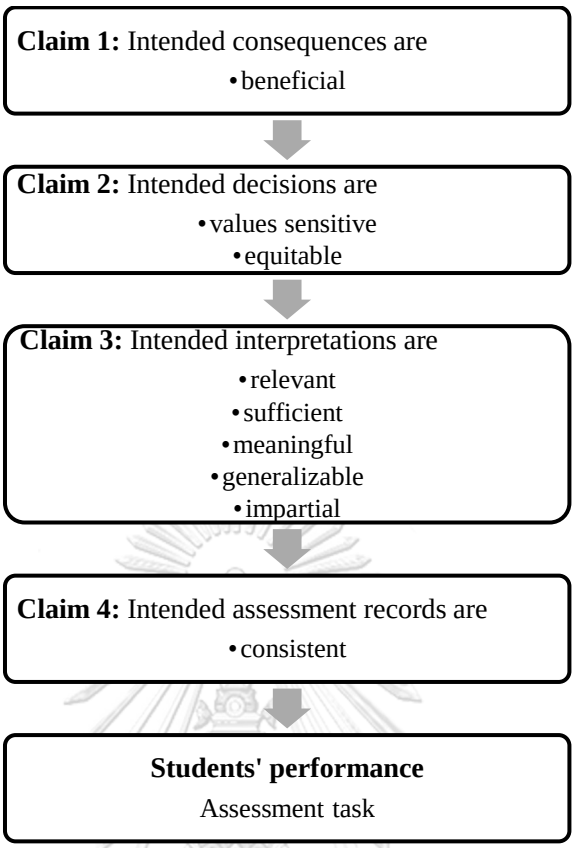


Figure 12: Claims, Outcomes, and Qualities in an AUA (adapted from Bachman and Palmer, Language Assessment in Practice, Oxford University Press, p. 104)

(Bachman & Damböck, 2017, p. 31)

The present study has incorporated both formative and summative assessments aiming to keep track of learners' reading processes. In so doing, the end-of-unit tests, which were considered as check points, needed to have validity and reliability in order to prevent the teacher/instructor from misinterpreting the scores. Therefore, the AUA proposed by Bachman and Damböck (2017) was used in order to develop the test in a systemic approach and provide suitable and sufficient backings to each claim resulting in the fulfillment of test usefulness.

2.7 Learning engagement

In order to achieve learning goals successfully, not only the learning process, teaching pedagogy, and assessment, but also student engagement in the classroom are keys to learners' successful academic performance (Appleton et al., 2008, p. 374; Gunuc, 2014; Lee, 2013). It is believed that learners will be engaged to learn more effectively when the information is meaningful and relates to their background and experiences (Watts, 2006) and when there are collaboratively interactions between motivation and active learning of learners (Barkley, 2010). There is an endeavor to define engagement and all agree that it is a multidimensional construct, which can be discussed in three different, but interrelated, dimensions (Fredricks, 2014; Fredricks et al., 2004; Fredricks et al., 2016; Great Schools Partnership, 2016; Lester, 2013). Recently, learning engagement has been defined by several scholars. First, Trowler (2010, p. 3) explains that learning engagement refers to interactions between teachers and learners in terms of time, effort, and related resources to develop learners' performance and learning outcomes. Barkley (2010) defines student engagement as *"a process and a product that is an experienced on a continuum and result from the synergistic interaction between motivation and active learning"* (p. 8). Also, Gunuc and Kuzu (2015) define student engagement as *"the quality and quantity of students' psychological, cognitive, emotional, and behavioral reactions to the learning process, as well as to in-class/out-of-class academic and social activities, to achieve successful learning outcomes"* (p. 588). It can be interpreted that for learners to be engaged in classrooms, they may show their willingness to participate in the classes, put an effort into making their learning meaningful to their lives, and have positive affections in the

classes. This definition highlights the interaction among each other, and the action should represent the effort of learners to accomplish the learning activities.

It can be seen that learning engagement is differently defined; however, scholars (Alicea et al., 2016; Appleton et al., 2008; Barkley, 2010; Bryson, 2014; Fredricks, 2014; Fredricks et al., 2004; Fredricks et al., 2016; Great Schools Partnership, 2016; Kahu, 2013; Trowler, 2010; Watts, 2006) have agreed that student engagement plays a significant role for learners to improve their performance and academic achievement. There are three common features mentioned in the definitions. First, there are interactions among each other (teacher-learner and learner-learner) and those interactions should represent positive behaviors. Second, learners may show signs of thinking and show a certain attempt to learn. Lastly, learners' motivation should be increased or at least activated. To provide a clearer definition of learning engagement, it is common to discuss learning engagement in three components: behavioral engagement, cognitive engagement, and emotional engagement (Alicea et al., 2016; Appleton et al., 2008; Fredricks, 2014; Fredricks et al., 2004; Fredricks et al., 2016; Gunuc, 2014; Gunuc & Kuzu, 2015; Pickford, 2016; Trowler, 2010).

The first component is behavioral engagement. It refers to the positive behaviors such as participation, and rules compliance; and the involvement in classroom activities such as concentration, attention, effort to complete tasks, and asking questions (Alicea et al., 2016; Appleton et al., 2008; Fredricks, 2014; Gunuc, 2014). According to Alicea et al. (2016), behavioral engagement is observable when learners show their attentiveness and curiosity in the classrooms such as taking notes, volunteering to answer questions, making comments, and asking questions. They may also show some

signs of involvement such as having a discussion within groups and participating in group works.

Second, cognitive engagement refers to how learners invest themselves in learning (Fredricks et al., 2004; Gunuc, 2014; Trowler, 2010). According to Lester (2013), there are two components: psychological and cognitive. The psychological component involves the desire to further task requisite, enjoy challenges, prefer hard-working, and positively deal with problems and failure (Fredricks et al., 2004). As suggested by Great Schools Partnership (2016), tasks should be difficult enough to challenge and appeal to learners' interests so that they have to put in much effort to achieve the desired outcome. Besides, giving problems or asking questions are suggested to spark learners' curiosity and increase cognitive engagement. The cognitive component refers to how learners use *metacognitive self-regulation* (Fredricks, 2014, p. 15), learning strategies, and how they handle to maintain their effort on tasks (Fredricks, 2014; Fredricks et al., 2004; Lester, 2013).

Finally, emotional engagement refers to learners' responses to peers, teachers, courses, and classes such as enjoyment, interest, boredom, anxiety, happiness, and sadness (Fredricks, 2014). Great Schools Partnership (2016) also explains that emotional engagement represents positive emotions and minimizes negative behaviors. To learn better, learners should feel optimistic, confident, and excited to learn. Emotional engagement also involves two more components which are a sense of belonging and value (Appleton et al., 2008; Fredricks et al., 2004; Gunuc, 2014; Trowler, 2010). To explain, the former refers to the feeling of being a part of a class, related to teacher and peers, and liked by others (Fredricks, 2014; Gunuc & Kuzu,

2015). The latter refers to the perception of learners towards the importance of the tasks for their future achievement (Fredricks, 2014).

In summary, learning engagement could be defined as processes and products occurring while learners are involved in the classroom in terms of behavioral, emotional/affective, and cognitive engagement. The summary of student engagement, components, and examples are shown in Table 9.

Table 9: Summary of Learning Engagement

Engagement components	**Sub-component**		**Examples**
Behavioral engagement	Positive conduct		Concentration Participation/attendance rules compliance
	Involvement in learning		Attention The effort to complete tasks Asking questions Contributing to the class discussion
Affective engagement	Affective reactions		Interest/boredom Happiness/sadness Anxiety Enjoyment
	Sense of belonging		Liked by others Feel included Feel respected
	Value		Perceive that tasks are useful and important for future
Cognitive engagement	Psychological component	Investment in learning	Go beyond requirements Prefers challenge
	Cognitive component	Self-regulated learning (using metacognitive strategies and learning strategies to control self-learning)	Planning Monitoring Evaluating thinking Rehearsing Summarizing Analyzing

Although there are three components of learning engagement, learners do not need to have all aspects to be successful because learners have their ways to be engaged

depending on their goals and motivation to learn (Pickford, 2016). Therefore, teachers should offer opportunities for them as the overall support, not individual support.

In this study, learning engagement can be referred to learners' processes and products arising or activating during the implementation of the learning-oriented reading assessment model in a language classroom. It involved how learners were engaged to develop their reading ability in three components: behavioral, affective, and cognitive engagements. Behavioral engagement included positive conducts and involvement in learning. Affective engagement embraced positive or negative emotions, senses of belonging, and values of learning. Cognitive engagement referred to the investment in learning and self-regulated learning, which contained the effort to go beyond tasks, challenge preference, and the use of learning strategies to accomplish a goal.

2.7.1 Related research on learning engagement

As mentioned by Alicea et al. (2016), learning engagement has been discussed mostly in secondary school levels or below, so there is little knowledge on how engagement has played a significant role in other perspectives such as in undergraduate learners. Nevertheless, there are some studies on a relationship between learning engagement and academic improvement (Alicea et al., 2016; Carini et al., 2006; Gunuc, 2014).

The study of Carini et al. (2006) indicated that there was a relationship between learning engagement and learning. The study collected data from learners' RAND tests, which were the essay prompt from the Graduate Record Examination (GRE) and learners' GPAs. The research showed that there was a

positive connection between the expected and desired outcome of the learners and learning engagement.

Later on, Gunuc (2014) investigated the relationships between learning engagement and academic achievement. A total of 304 participants responded to the Student Engagement Scale (SES), a five-point Likert's scale questionnaire. The data were prepared and analyzed using descriptive statistics, correlation analysis, two-step cluster analysis, independent sample t-test, and regression analysis. The results showed that both learning engagement and academic achievement were significantly related. To illustrate, learners with high engagement scores tended to have high academic achievement and, on the other hand, learners with low engagement scores tended to have low academic achievement. The study has investigated deeper into the relationships of each component of learning engagement (cognitive, behavioral, and emotional engagements) and the achievement of learners. The additional result showed that there were also strong relationships between each dimension of learning engagement and the achievement.

Alicea et al. (2016) have observed that classroom engagement has been discussed widely; however, data collection depends mainly on self-reports and qualitative data of teachers and learners. Therefore, their study aimed to develop a measurable tool-the Community College Classroom Observation (CCCO) protocol – to help measure "*observable behavioral and interactional indicators"* (Alicea et al., 2016, p. 766). The CCCO protocol was claimed to be useful for researchers and language teachers who sought evidence of learning engagement in their classrooms. Well-trained researchers conducted the observations using

the CCCO protocol in the regularly scheduled classrooms. There were two researchers per observation. Then, the study collected learners' self-report surveys after their classes were observed. The results showed that there was a relationship between learners' perception in their observed classrooms and the CCCO record on academic and cognitive engagement indicating the construct validity of the CCCO protocol. However, there was no relationship between learners' perception of peer relational engagement and the CCCO protocol. In brief, the protocol could be used to observe and predict classroom engagement in terms of academic and cognitive engagement in the classroom.

From the related research studies, the results seem to indicate the positive relations between learning engagement and learners' achievement that if learners are engaged in whichever ways, they are likely to learn a language more efficiently and get better learning outcomes. It is also observable that there are some approaches that learning engagement can be collected including self-report, classroom observation, and interview.

2.8 Learning-oriented reading assessment framework employed in the study

The study has proposed the learning-oriented reading assessment framework as a core principle of the model. There were three major concepts synthesized in the model including learning-oriented assessment, learning engagement, reading (ability, instruction, and assessment). Although learning-oriented assessment has played a major role in how assessment can enhance the reading ability and, at the same time, promote learning engagement, in this study, it was essential to integrate both reading instruction

and assessment into the framework. There were several reasons to explain the integration of each element and the development of the framework.

First, the learning-oriented assessment frameworks proposed by several scholars did not provide concrete or practical instructional procedures and how the assessment could be embedded in a language classroom. However, there were several instructional models and activities suggested for L2 reading instructions and assessment. Thus, in order to develop more a more concrete procedure for learning-oriented assessment, reading instructions and assessment were synthesized.

Second, L2 reading ability has played an important role in learners' language learning and provided learners extensive accessibility to the information worldwide. Teachers must provide reading instructions that helped equip learners with reading skills and strategies. However, there were few to no research studies that have contributed to the implementation of learning-oriented assessment in reading classrooms. Thus, it was interesting to fill out such a gap.

Third, the key principle of learning-oriented assessment focused not only on how language should be instructed or assessed but also on learning processes. With the involvement in assessing activities, the concept of learning-oriented assessment was believed to activate or maintain learners' engagement, so it was interesting to explore how learners were engaged in language classrooms, especially in L2 reading classrooms.

In doing so, three major concepts were summarized and synthesized, and the summary of key concepts is shown in Table 10 below.

Table 10: Summary of Key Concepts

Concepts		Key elements	Literature Review
Learning-oriented assessment		learning as assessing tasks developing evaluating expertise in learners student engagement with feedback	(Carless, 2015; Carless, Joughin, Liu, et al., 2006; Jones & Saville, 2016; Keppell & Carless, 2006; Purpura & Turner, 2014; Turner & Purpura, 2016)
Reading	***Ability***	reading processes for comprehension	(Anderson, 2003, 2008, 2012; Grabe, 2014, 2017; Grabe & Jiang, 2018; Grabe & Stoller, 2013; Richards, 2015)
	Instruction	Pre-, while-, post- reading teaching steps	
	Assessment	types of reading assessment	(Afflerbach, 2008, 2016; Afflerbach et al., 2018; Brown, 2012; Grabe & Jiang, 2013; Koda, 2012; Tileston, 2004)
Learning Engagement		behavioral engagement cognitive engagement affective engagement	(Alicea et al., 2016; Appleton et al., 2008; Fredricks, 2014; Fredricks et al., 2004; Fredricks et al., 2016; Gunuc, 2014; Gunuc & Kuzu, 2015; Pickford, 2016; Trowler, 2010)

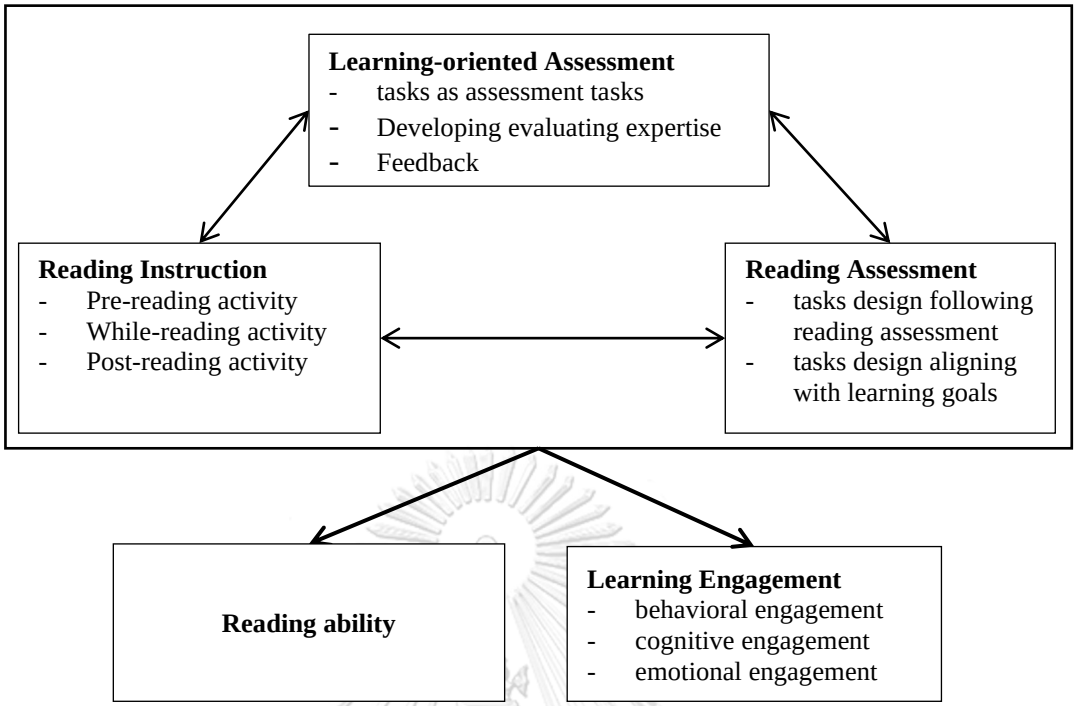


Figure 13: Learning-oriented Reading Assessment Framework Employed in This Study

Representing the interrelation among three major concepts of the study, as shown in Figure 13, the frameworks of learning-oriented assessment (Carless, 2015; Jones & Saville, 2016; Purpura & Turner, 2014; Turner & Purpura, 2016), instructional procedures for L2 reading classrooms (Anderson, 2003, 2008, 2012; Grabe, 2014; Richards, 2015), and recommended types of reading assessment (Brown, 2012; Grabe & Jiang, 2013; Tileston, 2004) were employed as the framework of the study aiming to see whether the framework could 1) develop learners' reading ability, 2) activate learners' reading processes, and 3) enhance learners' learning engagement.

2.9 Conclusion

In this study, learning-oriented assessment was the center of the framework used to design the learning-oriented reading assessment model combining three components of learning-oriented assessment. First, learning tasks as assessing tasks referred to the consideration while developing both tasks. Both should be related to course objectives. What learners learned and did in the class should also appear in the assessment. As learners had practiced such activities and gained their expertise on the use of criteria in the classroom, they could connect such familiarity with the assessing tasks. Subsequently, they realized what they were expected to perform in order to gain even better scores; on the other hand, they recognized room for improvement if they could not perform as well as expected. Besides, a certain level of interactiveness and authenticity of the tasks needed to be taken into account. According to Brown (2012), Grabe and Jiang (2013), and Tileston (2004), it was expected that the tasks would allow learners to activate other learning skills such as cooperative skills, problem-solving skills, planning skills, and other related skills to accomplish the tasks. Briefly, the learning tasks and assessing tasks will contain three characteristics, which are matching tasks with course objectives and designing close to real-world tasks. Second, the study aims to develop expertise in learners. It was to say that learners would be offered the opportunities to be involved in assessment activities. The criteria used to evaluate the tasks would be discussed prior to the application and learners would use the criteria they had agreed upon evaluate their own and peers' performances. Finally, apart from the criteria used, learners would be engaged with feedback given by an instructor and their classmates. Therefore, after the activities, learners would give feedback to their classmates, reflect on what they had learned, and comment on their own performance.

After the implementation of a learning-oriented reading assessment model, it was believed that learners would be able to perform better in terms of reading test scores. Furthermore, learners' reading processes would be observed or detected during the implementation, and their engagement behaviors were observable during and after the implementation and were expected to show positive directions in either component as a result of the effort on enhancing the involvement of learners on the assessment in a language classroom.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology used in the study. There are six parts in this chapter: 1) research design, 2) research participants, 3) data collection instruments, 4) stages of research including the development and validation of the learning-oriented reading assessment model, 5) data collection, and 6) data analysis.

3.1 Research design

The present study employed an embedded mixed-method research design to investigate the effects of the implementation of a learning-oriented reading assessment model. An embedded mixed-method design, a design in which one data set provides a supportive, secondary role in a study based primarily on the other data set was used. In this study, quantitative data were collected using the CU-TEP and end-of-unit tests, while qualitative data were gathered using a learners' journal, teacher observation notes, and in-depth interview. Both quantitative data and qualitative data would shed light on how the study participants developed their reading ability, reading processes, and learning engagement after the implementation of the learning-oriented reading assessment, based on a premise that the analysis of both quantitative and qualitative data would better lead to desired answers to different research questions (Creswell, 2012, p. 545; Creswell & Clark, 2007). The design of the present research is shown in Figure 14.

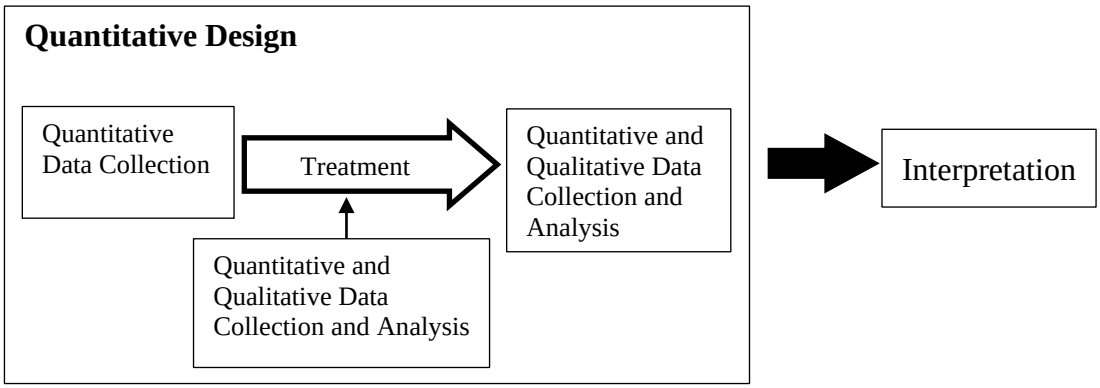


Figure 14: The Embedded Research Design of the Present Study (adapted from Creswell, 2012)

3.2 Research participants

The participants of the study were Thai undergraduate students who were enrolled in an integrated skill foundation English course. The course was designed to develop the four English language skills, namely listening, speaking, reading, and writing. The participants' age range was from 17 to 19 years old, and there were both male and female participants who took part in the study. As regards their level of English proficiency, there were considered at the B1 level of the CEFR, as determined by their CU-TEP scores, an in-house English proficiency test, ranging from 35 to 69 points score (Wudthayagorn, 2018), or the level they were supposed to be before they graduated from secondary schools (Office of The Basic Education Commission, 2015). All first-year Chulalongkorn University students were required to take the CU-TEP before they begin their program of study. The participants of the present study constituted an intact group of veterinary sciences students assigned to the researcher by the university, and there was a total of 29 participants, nine of whom were male and 20

were female. During the study, four participants dropped out of the university, so in the end, the total number of the study participants was 25.

3.3 Data collection instruments

A total of five instruments were used to collect data in the study as follows:

3.3.1 Reading English proficiency tests

The reading English proficiency test used in this study was a part of the Chulalongkorn University Test of English Proficiency (CU-TEP), the main goal of which is to measure the ability to use English for academic purposes at undergraduate and graduate levels. The total score of the test is 120 points divided into three sections: listening, reading, and writing. The total score of each section is 30, 60, and 30 points respectively. During the test administration, a total time of 130 minutes is allowed for the test-takers to complete the test, 30 minutes for the listening section, 70 minutes for the reading section, and another 30 minutes for the writing section, with two ten-minute breaks in between. The test scores are reported in separate sections and in total. Only the reading score of the CU-TEP was used in this study as the focus of the study was on the development of reading ability of the participants.

As regards the validation of the CU-TEP, the scores of the test were compared to levels of the Common European Framework of Reference (CEFR), so the researcher could identify which CEFR levels the study participants were at. The CU-TEP scores and the CEFR's levels are shown in Table 11.

Table 11: CU-TEP Scores Mapped to the Common European Framework of Reference for Languages (CEFR) Levels Adapted from Wudthayagorn (2018)

CU-TEP (max. 120 points)	**CEFR levels**
14-34	A2
35-69	B1
70-98	B2
99-120	C1

In this study, the participants took the reading CU-TEP test two times, prior to and after the implementation to determine if there was any change in their reading ability after the implementation of the learning-oriented reading assessment model.

3.3.2 End-of-unit tests

The two end-of-unit tests were developed to assess the reading ability of learners after two modules of the learning-oriented reading assessment model were taught. In each test, the participants were required to read one passage and respond to six short-answer reading comprehension questions to identify the main idea and supporting details and respond to one open-ended inferencing question selected from two provided questions. The total score was 14 points, and the participants had 40 minutes to complete the test.

The end-of-unit tests were developed based on the Assessment Use Argument (AUA) for Classroom Teachers (Bachman & Damböck, 2017) to justify the use of the tests using claims and backings.

There were two phases of test development: Assessment Use Argument (AUA) and Assessment Task Development (Bachman & Damböck, 2017). In

AUA, the researcher justified the use of the test basing on four claims and warrants and provided the backing as evidence to supports them. The second phase was composed of four steps. First, the researcher identified the Target Language Use (TLU) tasks, which were "*language use tasks that students may need to perform in one or more of their TLU domains (Bachman & Damböck, 2017, p. 65).*" Second, the researcher described the characteristics of TLU tasks and provided examples. Third, the researcher modified TLU tasks to develop assessment tasks and described their characteristics and recording method. Finally, the researcher provided a model of an assessment task, administration procedures, scoring record, and score report. The detail of the test development was shown in Appendix B. As a part of the development, both tests were validated by experts in the field of language pedagogy and language assessment to ensure their content validity. The summary of validation of instruments was shown in Appendix G. After their validation was completed, the tests were tried out with 35 participants whose demographic characteristics were similar to those of the participants in the main study. The purpose of the pilot study was to determine whether the tests were valid, reliable, and practical when they were used in the main study.

As regards the development of the end-of-unit test, one of the backings for test consistency was raters' consistency as suggested and recommended by Bachman and Damböck (2017) and Bachman and Palmer (2010). As for backing evidence for the consistency of the end-of-unit tests, Pearson product-moment correlation was conducted to estimate rater consistency.

Pearson product-moment correlation was conducted to confirm the agreement between the two raters, called inter-rater reliability. The two raters were the researcher and a course instructor who had more than four years of teaching experience. The scale of the correlation ranged from -1.0 to 1.0, indicating an absolute disagreement to an absolute agreement. The acceptable rate was between 0.7 and 0.8 for lower-stake tests (Van Moere, 2013), just like these two end-of-unit tests, which were considered lower-stake tests because they did not affect the participants' grades. Also, the purpose of the end-of-unit tests was for the participants to keep track of their reading ability and for the researcher/instructor to determine and monitor finally determine the participants' development of reading ability. Tables 12 and 13 illustrate the calculation of Pearson product-moment correlations of scores given to the end-of-unit tests 1 and 2 by the two raters.

Table 12: Pearson Product-moment Correlations of Scores Given to Test 1 by the Two Raters

		Rater 1 Test 1	**Rater 2 Test 1**
Rater 1 Test 1	Pearson Correlation	1	.945*
	Sig. (2-tailed)		.000
	N	25	25
Rater 2 Test 1	Pearson Correlation	.945*	1
	Sig. (2-tailed)	.000	
	N	25	25

* Correlation is significant at the 0.01 level (2-tailed).

Table 13: Pearson Product-moment Correlations of Scores Given to Test 2 by the Two Raters

		Rater 1 Test 2	**Rater 2 Test 2**
Rater 1 Test 2	Pearson Correlation	1	.979*
	Sig. (2-tailed)		.000
	N	25	25
Rater 2 Test 2	Pearson Correlation	.979*	1
	Sig. (2-tailed)	.000	
	N	25	25

* Correlation is significant at the 0.01 level (2-tailed).

As seen in Tables 12 and 13, the results suggested that two correlations were statistically significant at the 0.01 level, two-tailed. There was a positive correlation of scores between two raters of Test 1 (r = 0.945; n = 25; p = 0.000). There was also a positive correlation between two raters of Test 2 (r = 0.979; n = 25; p = 0.000). Thus, Thus, there was a high level of inter-rater reliability of the two raters for both tests.

3.3.3 The learners' journal

The learners' journal was designed to enable the participants to describe how they learned to achieve the task goals and to reflect on how they were engaged in the class during the implementation of the learning-oriented reading assessment model. According to Taylor and Sobel (2016), the purpose of diaries or journals is for respondents to reflect on their learning as well as to record their opinions or attitudes.

In this study, the learners' journal consisted of three parts. The first part was designed to for learners to rate the reading processes they underwent in the class. This part contained nine items arranged in a three-point rating scale to elicit

data regarding reading ability in terms of lower-level reading processes and higher-level reading processes, the concept proposed by Grabe (2014, 2017); and Grabe and Jiang (2013). The three choices were yes, not sure, and no. The second part of the learners' journal focused on how learners were engaged in the model. This part consisted of 19 items arranged in a three-point rating-scale, ranging from agree, not sure, to disagree. The items were adapted from the self-report questionnaires on student engagement developed by Fredricks (2014, p. 23) and Gunuc and Kuzu (2015, pp. 592-595). There were three sections within the second part: behavioral, cognitive, and affective engagements. A total of 19 items consisted of six items on behavioral engagement, four items on cognitive engagement, and nine items on affective engagement.

The third part of the learners' journal focused on the participants' self-reflection and self-evaluation. This part was composed of four open-ended questions and one five-point rating-scale item. The participants were required to review and reflect on what they have learned in the class, as well as evaluate their performance. The instructions and descriptors of the learners' journal were written in English. However, the participants were allowed to respond in Thai to overcome language barriers. Prior to the implementation of the learning-oriented reading assessment model, the participants were introduced to the concept of a learners' journal. The researcher explained each element of the journal and showed them how to respond to the questions in the journal. The participants were given the choices of keeping the journal on a booklet or an electronic version. The participants were told to submit their journals right after each class.

The content validity of the learners' journal was evaluated by three experts in the field of language teaching. The experts were asked to rate the instrument whether each item was congruent with the research objectives and whether it was suitable and practical for data collection. The Item-Objective Congruence (IOC) Index was calculated by assigning scores to the experts' responses. The items that received the scores lower than 0.5 were revised following the experts' comments and suggestions. The summary of the validation is in Appendix H.

3.3.4 Teacher's observation notes

The teacher's observation note was used as a tool for the researcher to record the participants' observable learning behaviors in the class. The note was adapted from the observation form of Fredricks (2014, p. 23), Gunuc and Kuzu (2015, pp. 592-595), Jones (2009), and McDonough et al. (2013). The note was used by the researcher after each class. There were two parts in the notes, the first part being a classroom reflection, which helped the researcher review her teaching performance and problems in the classroom in order to make changes or adjust the next module and the second being a record of observable behaviors during the class including two dimensions of learning engagement, which are behavioral engagement, and affective engagement. Cognitive engagement was not included in the notes because it was related to the participants' uses of metacognitive strategies, their investment in learning, and how they controlled their learning, which could not be observed.

The content validity of the teacher's observation notes was evaluated by three experts in the field of language teaching and language assessment. The experts were asked to consider the instrument whether each item was congruent with the research objectives and whether it was suitable and practical for data collection. The Item-Objective Congruence (IOC) Index was calculated, and the items that that had the score lower than 0.5 were revised following experts' comments and suggestions. The summary of validation is shown in Appendix I.

3.3.5 The semi-structured interview protocol

The researcher interviewed all participants to elicit in-depth data on how they processed the reading texts and how they were engaged in language classrooms. The design of the interview was semi-structured because it allowed the researcher to clarify the data provided by the participants and to probe further when interesting data emerged during the interviews. The interview protocol was divided into two main parts. The first part focused on how participants processed the reading texts (Grabe, 2014, 2017; Grabe & Jiang, 2013); the second concerned learning engagement (Fredricks, 2014; Gunuc & Kuzu, 2015). The interviews were conducted after the implementation of the learning-oriented reading assessment model for data triangulation with data from the learners' journal.

The content validity of the semi-structured interview protocol was evaluated by three experts in the field of language teaching and language assessment. The experts were asked to rate the instrument whether each item was congruent with the research objectives and whether the interview protocol was suitable and practical to collect data. The Item-Objective Congruence (IOC)

Index was calculated, and the items that had the scores lower than 0.5 were revised based on the comments and suggestions offered by the experts. See Appendix J.

The summary of the data collection instruments of the study is shown in Table 14.

Table 14: Summary of the Data Collection Instruments

Instrument(s)	Objective(s)	Research Question No.	Time of Data Collection
CU-TEP pre- and post-test	- to examine learners' reading ability	1	Before and after the implementation
End-of-unit tests	- to examine learners' reading ability	1	After every 2 modules
Learners' journal	- to record learners' o reading ability o learning engagement o reflection and self-evaluation	1, 2, 3	At the post-reading activity
Teacher's observation notes	- to record observable learning behaviors in the classroom - to record problems and comments for further class adjustment	3	After the implementation of each module
Semi-structured interview	- to record learners' o reading processes o learning engagement	2,3	After the implementation

3.4 Stages of research

The study was divided into two main phases: the development of the learning-oriented reading assessment model and the implementation of the model.

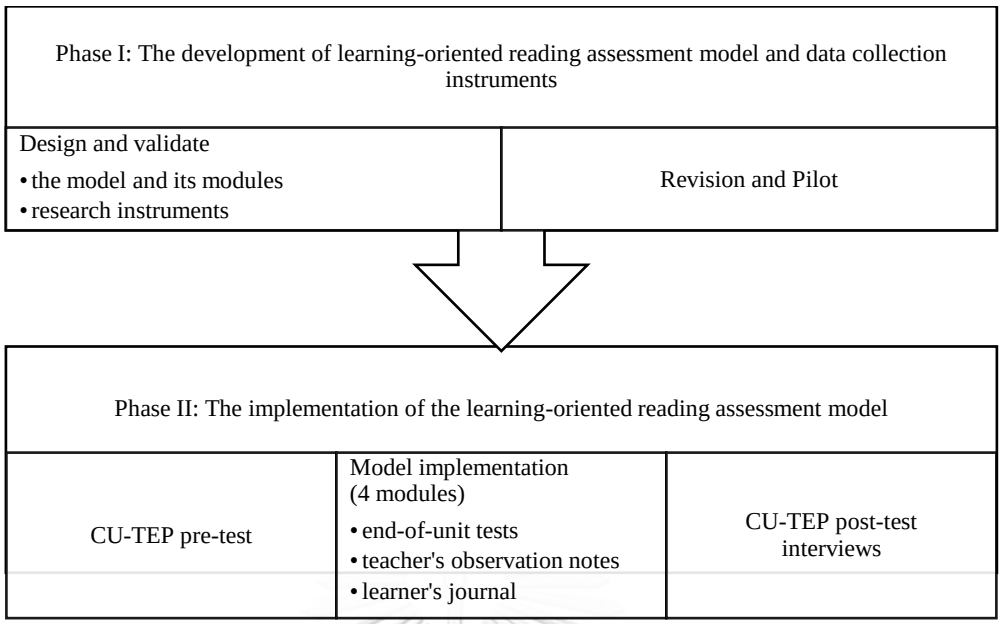


Figure 15: Stages of Research

3.4.1 Phase I: Development of the learning-oriented reading assessment model

In Phase I, the learning-oriented reading assessment model was developed. The model was designed following the conceptualized framework of learning-oriented assessment and the reading instructional model.

The learning-oriented reading assessment model was designed to develop learners' reading ability based on the conceptualized framework of learning-oriented assessment. The model followed reading instructional procedures suggested by several researchers (e.g. Anderson, 2003, 2008, 2012; Nunan, 1999; Richards, 2015) stating that in order to follow reading processes, there are three major teaching steps, namely pre-reading, while-reading, and post-reading, that need to be included in the model. In this study, the pre-reading activities aimed to activate background knowledge, build vocabulary, and introduce language structures. During the while-reading activities, the participants actually read the

text and completed the tasks. There were two tasks in this stage. The first task focused on reading comprehension, requiring the participants to respond to comprehension questions after explicit instruction on reading strategies was provided by the instructor to assist the participants when comprehending the reading texts. The second task was the learning-oriented assessment task which was divided into three components of learning-oriented assessment including TYPE 1 learning tasks as assessing tasks, TYPE 2 developing evaluating expertise in learners, and TYPE 3 learner engagement with feedback. To illustrate, the participants completed the task, evaluated others' tasks, and responded to the received feedback. The final stage was called post-reading activities during which the participants were offered the opportunities to review the reading comprehension task, self-evaluate their learning performance, and self-rate their learning engagement. After each unit of teaching was conducted, the participants took the end-of-unit test to examine their reading comprehension. If they passed the test, they started another reading module, but if they failed, they had to discuss their performance with the instructor and receive some additional lessons and took the test again until they were able to pass, which indicated that the objective of the lesson was finally accomplished by the participants.

The model was shown in Figure 16.

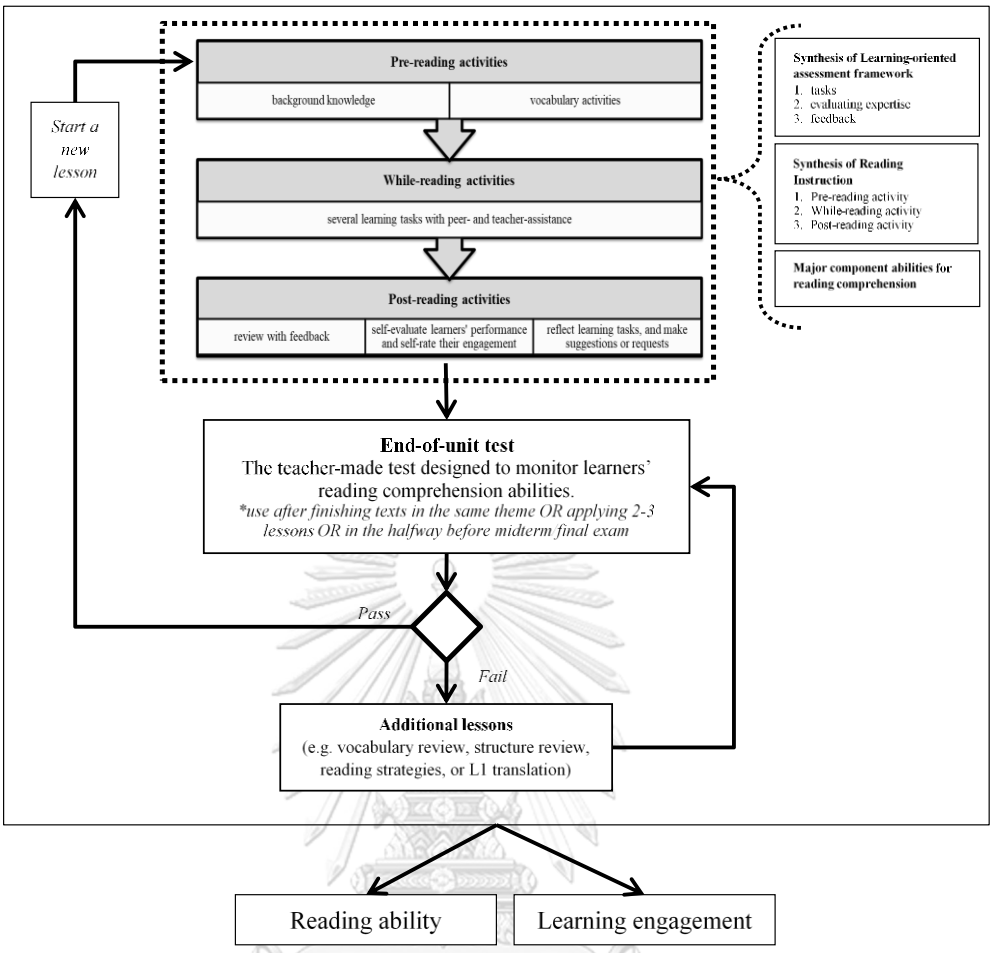


Figure 16: The learning-oriented Reading Assessment Model

To further explain, the learning-oriented reading assessment model consisted of four modules. The content of the modules was adopted from the required course book entitled *Unlock: Reading & Writing Skills 4* (Sowton, 2014). There were four units to be focused on in the semester, which were Unit 1-Globalization, Unit 2-Education, Unit 4-Risk, and Unit 5-Manufacturing. Each unit comprised two reading passages under the same topic. However, in this study, only two units (units 2 and 5) were used to design the learning-oriented assessment model due to time constraint as well as the necessity to teach other

language skills to the participants in compliance with the objectives of the integrated skill course. The development of the modules followed procedures suggested by Murray and Christison (2014). The details of the modules' development are shown in Appendix A. The scope is shown in Table 15 below.

Table 15: Scope of the Modules Used in the Learning-oriented Reading Assessment Model

Module	Unit	Content
1	2	Reading 1: Preparing you for success, whatever you want to do
2	2	Reading 2: Distance or face-to-face learning – what's the difference?
		The end-of-unit test 1
3	5	Reading 1: A Brief History of Silk
4	5	Reading 2: How is paper manufactured?
		The end-of-unit test 2

As regards the validation of the learning-oriented reading assessment model, the model was validated by the three experts in the field of language teaching and language assessment. The experts were asked to rate if the learning-oriented reading assessment model was congruent with the learning-oriented assessment framework, the concepts of reading processes, and the reading instructional procedures. Each procedure and each task were also rated by the experts if they were appropriate and relevant. The model was revised according to the experts' comments and suggestions. The summary of the validation of the model is in Appendix F.

After the validation and revision, the learning-oriented reading assessment model and the data collection instruments were tried out in pilot study to ensure their validity, reliability, and practicality. The pilot participants were 35

first-year undergraduate students who were enrolled in the foundation English course whose demographic characteristics were similar to those of the participants of the main study.

During the pilot study, which took place in the summer semester of the academic year 2018, the learning-oriented reading assessment model was implemented in the same sequence and manner as those of the implementation in the main study. After teaching each module, the end-of-unit test was administered. During the pilot implementation, the learners' journal and the teacher's observation notes were used to collect data, and the semi-structured interviews were conducted after program implementation. The findings of the pilot study yielded data regarding validity, reliability, and practicality of the learning-oriented reading assessment model.

3.4.2 Phase II: The implementation of the learning-oriented reading assessment model

In this phase, the learning-oriented reading assessment model was implemented in an actual language classroom aiming to identify the effects of the model on the participants' reading ability, reading processes and their learning engagement. The participants were informed of the study objectives and data collection procedures involved in the present study. The research information sheet and the informed consent form are shown on Appendix K.

Prior to the implementation of the four modules developed of the learning-oriented reading assessment model, the researcher collected the CU-TEP pre-test from the participants. At this stage, the students had informed their

current levels of English proficiency using the CU-TEP total scores. The result shows that most participants were at B1 and a few of them were at B2 of CEFR level.

During the implementation, the participants took the end-of-unit test after completing two modules. If the participants failed the test, they had to have additional lessons tailored to suit different needs and problems. The procedures involved in the implementation of the learning-oriented reading assessment model are illustrated in Figure 17 below.

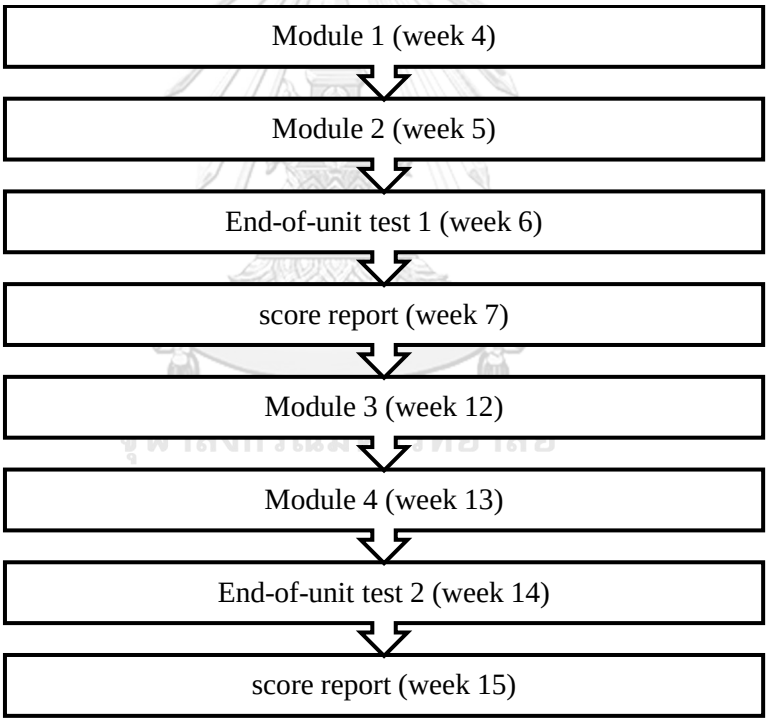


Figure 17: The Model Implementation Process

After the implementation was completed, the researcher administered the CU-TEP post-test and interviewed all study participants.

3.5 Data collection

1. Prior to the implementation of the learning-oriented reading assessment model, the participants took the CU-TEP test and reported their test scores to the researcher.
2. During the implementation, the researcher, as an instructor, collected data by completing the teacher's observation notes after each lesson. The participants were also asked to reflect on their reading processes, learning engagement, and their performance in the learners' journals after each lesson. After every two modules were implemented, the participants took the end-of-unit test, and the scores were reported to the participants, and feedback may have been provided to the participants based on the researcher's decision of whether feedback was necessary and what should be included in the feedback. After scoring the test, the researcher gave the oral feedback to the class. This was because the participants seemed to have difficulty answering inferencing questions regarding the reading texts.
3. After the end of the model implementation, all of the participants were included in the interview. They were also asked for permission to audio-record the interviews. Also, the researcher asked all participants to take the CU-TEP one more time as the post-test. The summary of the data collection process was shown in Figure 18.

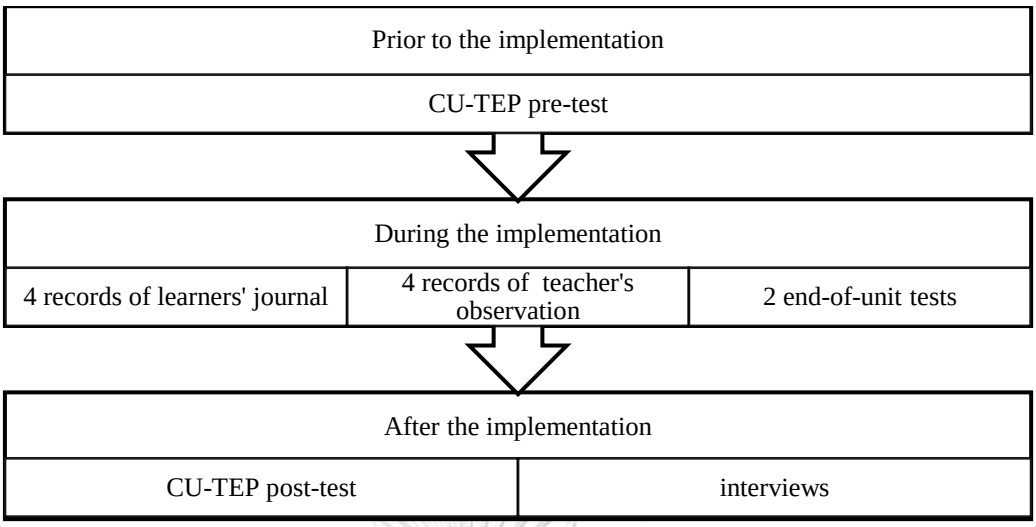


Figure 18: Summary of Data Collection

3.6 Data analysis

To answer the research questions, data were analyzed as follows.

1. The pre-and post-reading test scores of the CU-TEP were calculated and reported their means and standard deviation. Also, the tests were analyzed using paired sample t-test to see whether there were some differences between the pre- and post-reading test mean scores. The sample size was also calculated using Cohen's D (Berg, 2020).
2. In terms of the end-of-unit tests, the scores collected from tests 1 and 2 were calculated for their means and standard deviations. Also, the paired sample t-test was used to analyze the mean difference between the scores of test 1 and test 2. Cohen's D was used to determine the sample size as well.
3. Descriptive statistics including percentage and mean were utilized to analyze quantitative data collected using the learners' journal.

4. The qualitative data elicited using the learners' journal, the teacher's observation notes, and the semi-structured interviews were analyzed by means of content analysis.

To affirm the validity of data analysis, the study has verified the accuracy and credibility of the interpretation using both qualitative and quantitative information (Creswell, 2012; Johnson & Christensen, 2014; Wasanasomsithi, 2011). To explain, the researcher went through the data several times in order to confirm their interpretations, ruling out alternative explanations. The findings that supported and argued the research expectations were also reported in order to represent the researcher's unbiased perspectives towards the data, called negative-case sampling.

The summary of data analysis is shown in Table 16.

Table 16: Summary of Data Analysis

Research Questions	Instruments	Data Analysis
1. What is the effect of the Learning-oriented Reading Assessment model on EFL undergraduate learners' reading ability?	CU-TEP pre- and post-tests	Descriptive statistics (mean, standard deviation) Inferential statistics (independent t-test)
	End-of-unit tests	Descriptive statistics (mean, standard deviation) Inferential statistics (independent t-test)
	Learners' journal *(Part 3: Self-evaluation)*	Descriptive statistics (mean, percentage, standard deviation)
	Learners' journal *(Part 3: Reflection)*	Content analysis
2. How do EFL undergraduate learners develop reading ability from the implementation of the Learning-oriented Reading Assessment model?	Learners' journal *(Part 1: Reading ability)*	Descriptive statistics (mean, percentage, standard deviation)
	Semi-structured interviews *(Part 1: Reading ability)*	Content analysis
3. How does the Learning-oriented Reading Assessment model promote learner engagement of learners?	Learners' journal *(Part 2: learning engagement)*	Descriptive statistics (mean, percentage, standard deviation)
	Teacher's observation notes	Content analysis
	Semi-structured interview *(Part 2: learning engagement)*	Content analysis

CHAPTER IV

RESEARCH FINDINGS

This chapter present both quantitative and qualitative findings in accordance with the research questions.

4.1 Effect of the learning-oriented reading assessment model on EFL undergraduate students' reading ability

In response to the research question, "What are the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading ability?", the mean scores of the CU-TEP and end-of-unit test showed that after the implementation of the learning-oriented reading assessment model, the participants' reading ability increased with statistical significance.

To begin with, as displayed in Table 17 and Figure 19, the participants' reading test scores of the CU-TEP were reported. The finding showed that the post-test mean score (M = 35.24; *SD* = 8.00) was higher than the pre-reading-test mean score (*M* = 33.76; *SD* = 7.69) with statistical significance at p>.005.

Table 17: The Pre- and Post-test Scores

Reading Test	Total	n	M	SD
Pre-test	60	25	33.76	7.69
Post-test		25	35.24	8.00

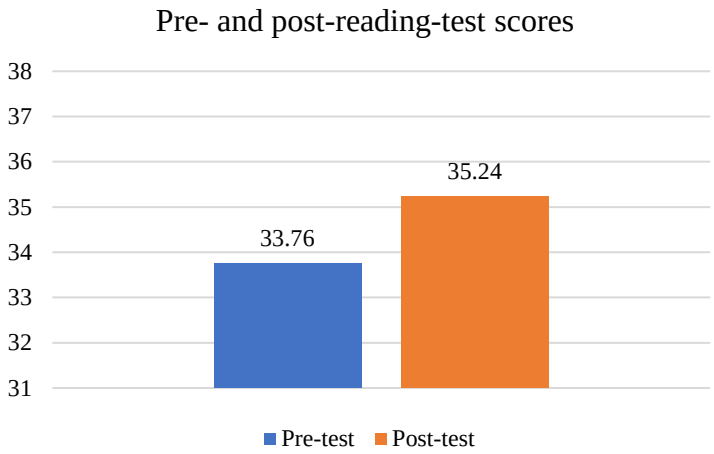


Figure 19: Pre- and Post-test Scores

A paired-samples t-test was conducted to compare the mean scores of the pre- and post-test scores, as shown in Table 18. Table 18 shows that there was no significant difference between the post-test mean score (M = 35.24; SD = 8.00) and pre-test mean score (M = 33.76; SD = 7.69; $t(24)$ = -1.442, p = .162). Cohen D test revealed that the effect size was very small (Cohen's d = 0.29).

Table 18: Paired Samples t-test Results of Pre- and Post-test Mean Scores

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	SD	SE	95% Confidence Interval of the Difference				
				Lower	Upper			
Reading Test	-1.48	5.13	1.03	-3.59862	.63862	-1.442	24	.162

**M = Mean, SD = Standard Deviation, SE = Standard Error of the Mean*

In addition, the analysis of the end-of-unit tests indicated that after the implementation of the learning-oriented reading assessment model, the participants reading ability increased with statistical significance, as shown in Table 19 below.

Table 19: End-of-unit Tests 1 and 2 Scores

		Total Score	n	M	SD
Part 1	*Test 1*	**8**	21	6.40	1.33
	Test 2		21	**6.83**	1.26
Part 2	*Test 1*	**6**	21	5.10	1.18
	Test 2		21	**5.14**	1.11
Total	*Test 1*	**14**	21	11.50	2.02
	Test 2		21	**11.98**	2.05

**M = Mean, SD = Standard Deviation*

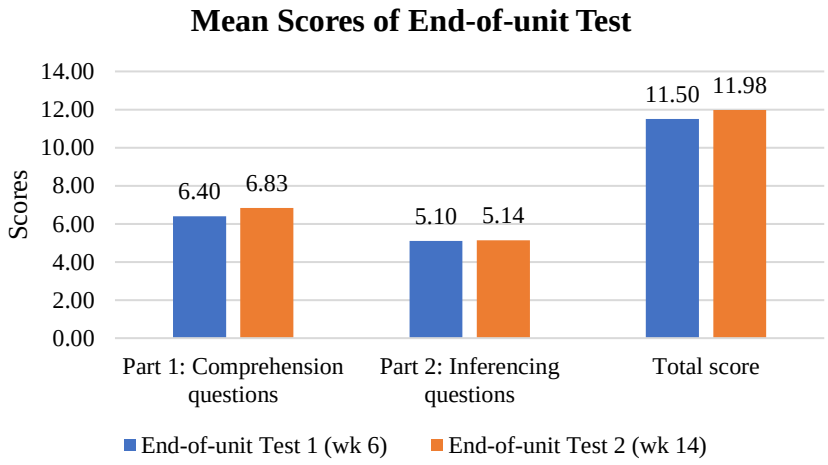


Figure 20: End-of-unit Test 1 and 2 Scores

As illustrated in Table 19 and Figure 20, the mean score of the end-of-unit Test 2 (M = 11.98; SD = 2.05) was higher than that of Test 1 (M = 11.50; SD = 2.02). As for part 1, which consisted of comprehension questions, the mean score of the end-of-unit test 2 (M = 6.83; SD = 1.26) was slightly higher than the mean score of the end-of-unit test 1 (M = 6.40; SD = 1.33). Likewise, as for part 2, which comprised inferencing questions, the mean score of the end-of-unit test 2 (M = 5.14; SD = 1.11) was slightly higher than the mean score of the end-of-unit test 1 (M = 5.10; SD = 1.18).

Table 20: Paired Samples t-test Results of the End-of-unit Test 1 and Test 2

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	M	SD	SE	95% Confidence Interval of the Difference				
				Lower	Upper			
Part 1	-.43	1.75	.38	-1.22446	.36732	-1.123	20	.275
Part 2	-.05	.86	.19	-.44120	.34596	-.252	20	.803
Total	-.48	2.25	.49	-1.50032	.54794	-.970	20	.344

**M = Mean, SD = Standard Deviation, SE = Standard Error of the Mean*

The paired samples t-test was also conducted to explore whether there were statistically significant differences between the mean scores of the overall and each part of the end-of-unit tests 1 and 2. As can be seen in Table 20, there was no statistically significant difference between the overall mean score of test 2 (M = 11.98; SD = 2.05) and the overall mean score of test 1 (M = 11.50; SD = 2.02; t(20) = -.970, p = .344). Moreover, no statistically significant differences were found between the mean score of part 1 of the end-of-unit test 2 (M = 6.83; SD = 1.26) and the mean score of the end-of-unit test 1 (M = 6.40; SD = 1.33); t(20) = -1.123, p =.275) and between the mean score of part 2 of the end-of-unit test 2 (M = 5.14; SD = 1.11) and the mean score of the end-of-unit test 1 (M = 5.10; SD = 1.18; t(20) = -.252, p = .803). In addition, Cohen D indicated that the effect size was very small (Cohen's d = 0.24).

When analyzing the self-rate performance, which was another data collection instrument, it was found that the participants gained high confidence in their reading and learning performance with participating in the learning-oriented reading assessment model. During the post-reading activities, the participants were asked to

rate their own performance and their responses are illustrated in Table 21 and Figure 21 below.

Table 21: Participants' Self-rate Performance (in Percentage)

Percentage	Module 1 (week 4)	Module 2 (week 5)	Module 3 (week 12)	Module 4 (week 13)
Excellent (5)	8.60	27.30	18.20	16.70
Good (4)	56.50	50.00	63.60	55.60
Neutral (3)	30.40	18.20	18.20	27.80
Poor (2)	4.30	4.50	0.00	0.00
Very Poor (1)	0.00	0.00	0.00	0.00
Means (Maximum: 5 points)	3.67	4.00	4.00	3.89

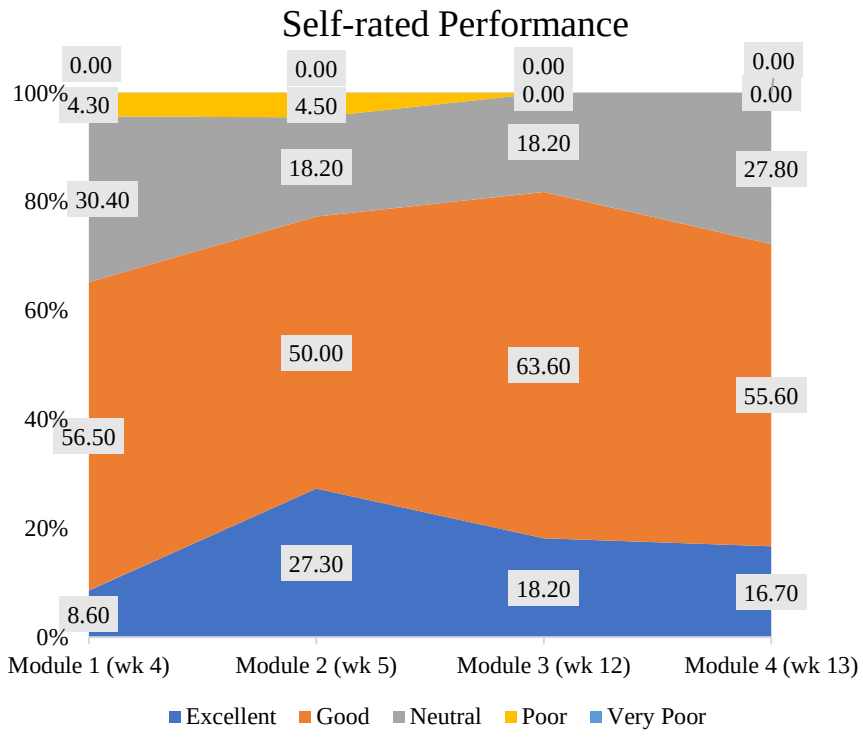


Figure 21: Participants' Self-rated Performance (in Percentage)

Percentage was used because numbers of the participants who attended each class were not equal. The overall finding suggested that the participants

reported their performances were mostly ‘excellent’ and ‘good’ in class. A further analysis showed that during week 4 when the first module of the learning-oriented reading assessment was implemented, 65.1% of the participants rated themselves as ‘good’ and ‘excellent,’ 30.4% ‘neutral,’ and 4.3% ‘poor.’ In the following week when the second module was implemented, 77.3% of the participants rated themselves as ‘good’ and ‘excellent,’ 18.2% ‘neutral,’ and 4.5% ‘poor.’ After that, in week 12 during the implementation of the third module, 81.8% of the participants rated themselves as ‘good’ and ‘excellent,’ 18.2% ‘neutral,’ and 0% ‘poor.’ Finally, in week 13 when the fourth module was implemented, 72.3% of the participants rated themselves as ‘good’ and ‘excellent,’ 27.8% ‘neutral,’ and 0% ‘poor.’ It is worth noting that there was no participant who rated themselves as ‘very poor’ in this study. The means of self-rated performance of the four modules were 3.67, 4.00, 4.00, and 3.89, respectively. The findings suggested that the participants had a high level of beliefs in their own performance, mostly at good and excellent levels.

In addition to the quantitative findings collected with the three aforementioned instruments, qualitative data were elicited by means of learners’ journals to see how the participants perceived the effects of the learning-oriented reading assessment model on their development of reading ability.

4.1.1 Benefits of the implementation of the learning-oriented reading assessment model

Based on the learner’s journal, where participants reflected on what they learned from each module, they have mentioned skills and content they had

learned from the implementation, which could be divided into three major parts, namely reading skills, other learning skills, and content of the reading texts.

4.1.1.1 Reading skills

The participants stated in the learners' journal that they practiced several reading skills from the learning tasks embedded in the learning-oriented reading assessment model. In the pre-reading activity stages, the participants mentioned that they gained new knowledge and had a chance to review their prior knowledge. The following excerpts exemplify how the participants perceived that their background knowledge, sentence structures, and vocabulary were enhanced with the implementation of the learning-oriented reading assessment module.

Student RAN: *"I learned how vocabulary and some grammar structures could be developed. I also concentrated on watching and listening to the video so that I got a chance to learn the British accent (which was quite difficult.)"* [Module 1, week 4]

Student NAS: *"I learned a lot of vocabulary about university course."* [Module 1, week 4]

Student KAA: *"I learned the structure sentences with noun clauses"* [Module 2, week 5]

Student ANP: *"I learned some structures that I already forgot as well as some new words"* [Module 2, week 5]

Student PHP: *"I learned a little bit of words and sentence structures."* [Module 3, week 12]

Student NOC: *"I learned new vocabulary today."* [Module 4, week 13]

The participants also mentioned the learning tasks used during the while-reading activity stage. The following excerpts highlight what the participants developed their reading ability particularly reading for main ideas and supporting details:

Student SUK: *"I learned how to find main idea."* [Module 1, week 4 and Module 2, week 5]

Student PAL: *"I know about how to read for comprehension."* [Module 2, week 5]

Student SUK: *"I learned how to find the main idea and use some reading strategies."* [Module 3, week 12]

Student ARN: *"I learned how to find main idea and supporting details of the context." [*Module 3, week 12]

4.1.1.2 Other necessary skills

The participants also mentioned that with the implementation of the learning-oriented reading assessment model, they had a good opportunity to learn other necessary skills including communication skills, collaborative skills, and assessing skills as follows:

Student ANP: *"I learned how to communicate with my new group members and how to give the opinions and rate other groups in my class."* [Module 1, week 4]

Student PAD: *"I learned how to listen to other's opinions."* [Module 1, week 4]

Student KAA: *"I learned how to share information with my friends and how to work with the team."* [Module 1, week 4]

Student SUK: *"I learned how to work as a group."* [Module 2, week 5]

Student WAV: *"I learned the reading text and practiced having a discussion."* [Module 2, week 5]

Student PAM: *"I learned how to work in the group."* [Module 3, week 12]

Student WAV: *"I learned the reading text, practiced evaluating my friends, and I learned how to have a discussion."* [Module 3, week 12]

4.1.1.3 Content of the reading texts

The participants also described in their learners' journal that they developed the understanding of the content of the reading texts provided in the class, as can be seen in the following sentiments:

Student BAC: *"I learned about the choices of courses and degrees provided in the university such as the types of courses and the ways of teaching."* [Module 1, week 4]

Student MOP: *"I learned Reading 1 of Unit 2 entitled welcome to Middletown University. I understood the information about Middletown University, courses, overview, and how to study in the university."* [Module 1, week 4]

Student RUM: *"I learned about courses in the university."* [Module 1, week 4]

Student WET: *"The reading text I learned was about distance learning."* [Module 2, week 5]

Student SAJ: *"I understood the differences between distance learning and face-to-face learning."* [Module 2, week 5]

Student NAR: *"The reading text I learned today was about the differences between distance learning and face-to-face learning. It also talked about the history and process of how distance learning was administered."* [Module 2, week 5]

Student BAC: *"I learned about the history of silk and the process of silk production."* [Module 3, week 12]

Student NAS*: "I learned about the history and how to make silk as well as some vocabulary about silk."* [Module 3, week 12]

Student CHC: *"A reading text I learned today was about paper-manufacturing processes."* [Module 4, week 13]

Student PHP: *"I learned about the process of making paper."* [Module 4, week 13]

Student NAR: *"I read about how to make paper."* [Module 4, week 13]

4.1.2 Favorite activities

When asked to suggest their favorite activities, the participants mentioned different activities they liked. Their responses varied, as can be seen below.

4.1.2.1 Pre-reading activity stage

The participants mentioned their favorite activities regarding background knowledge activation and vocabulary activities. The following excerpts revealed that they favored the videos regarding silk and how to make silk the most followed by the crossword puzzle:

Student NAS: *"The part that the teacher let us watch the video about silk before reading the text. It made the lesson get more interesting."* [Module 3, week 12]

Student SUK: *"The book that showed the Queen's dresses that the teacher brought was very interesting."* [Module 3, week 12]

Student NAR: *"I liked watching the video."* [Module 4, week 13]

Student BAC: *"I liked finding the vocabulary the most"* [Module 1, week 4]

Student WET: *"I liked the crossword puzzle."* [Module 3, week 12 and Module 4, week 13]

Student RAN: *"Crossword puzzle helped me understand the definition of each word and helped me review the vocabulary I learned today."* [Module 4, week 13]

4.1.2.2 While-reading activity stage

There were a few participants who mentioned that they liked the activities in the while-reading activity stage. The learning tasks that encouraged the participants to evaluate their peers' performance and practiced giving and receiving feedback were frequently mentioned as follows:

Student SAJ: *"I liked the inferencing questions."* [Module 3, week 12]

Student NOC: "I liked the reading activities, especially the tasks that let us identify the main idea of the reading text." [Module 4, week 13]

Student NAS: "I loved to have a discussion with friends about the answers." [Module 1, week 4]

Student ANK: *"I liked when I wrote comments to my classmate's discussion."* [Module 2, week 5]

4.1.2.3 Post-reading activity stage

The participants seemed to favor the activities in the post-reading activity stage the most as there were a lot of responses regarding vocabulary review and comprehension review as follows:

Student KAA: *"I liked Kahoot! and the vocabulary review activity."* [Module 1, week 4]

Student RAN: *"I liked Kahoot! because I could review the lesson. It helped me check whether I understood today's lesson or not."* [Module 2, week 5]

Student ANP: *"I liked Kahoot! even though I did not get good scores. I also liked a word-search activity."* [Module 4, week 13]

4.1.2.4 Learning environment

Apart from the activities, the participants revealed that they were fond of the learning environment of the class such as working in groups. The following excerpts reflect their sentiment:

Student SOP: *"I liked working in groups because I could communicate with other people."* [Module 1, week 4]

Student NAR: *"I liked working in groups."* [Module 2, week 5]

Student WIS: *"I liked group discussion."* [Module 2, week 5]

Student SUK: *"I liked the activities that I had a discussion with my friends and shared my ideas with the group."* [Module 2, week 5]

Student NOC: *"I liked to work with my group the most."* [Module 3, week 12]

In summary, the participants seemed to prefer entertaining and competitive activities like watching videos and playing games. On the other hand, they did not mention much about the activities requiring them to put a lot of effort into finishing them such as doing reading activities, having a discussion with peers, evaluating peers' performance, and doing crossword puzzle.

4.1.3 Improvements

The participants were also asked what activities or skills they wanted to change or improve. The findings revealed that the participants would like to improve their own language skills. They also gave suggestions and comments on the learning tasks.

4.1.3.1 Participants' language skills and learning skills

The participants mentioned that they wish to improve their own language skills, namely reading, speaking, and listening. They also mentioned sub-language skills such as structures and vocabulary. The followings excerpts of the participants' responses:

Student NAS: *"I wanted to improve my reading skill and vocabulary knowledge."* [Module 1, week 4]

Student NAS: *"Today I did not really understand what the man in the video said, so I think I wanted to improve my listening skill."* [Module 2, week 5]

Student NAS: *"I wanted to improve my reading skill. In some parts of the reading text, I did not understand what it meant, so I did not want to continue reading the text."* [Module 3, week 12]

Student NAS: *"I wanted to improve my writing skill."* [Module 4, week 13]

Student NOC: *"I wanted to improve my speaking skill in class."* [Module 1, week 4]

Student NOC: *"My knowledge about sentence structures needed to be developed."* [Module 2, week 5]

Student NOC: *"I think my listening skill should be improved."* [Module 3, week 12]

Student NOC: *"I wanted to learn more vocabulary."* [Module 4, week 13]

Student PAD: *"I wanted to improve my skills regarding group discussion."* [Module 1, week 4]

Student WAV: *"I needed to develop my discussion skills."* [Module 2, week 5]

4.1.3.2 Classroom Activities

The participants also gave suggestions on the learning tasks. The findings revealed that some tasks seemed to be a bit challenging for the participants, so they asked for adjustments such as increasing preparation time and providing fewer difficult crossword activities. Moreover, the participants were seen to be fond of the comprehension review activity, in

which the researcher put the questions into a game-based learning platform called Kahoot!. They wanted to have more questions or items in the game. The examples of the participants' response were given below:

Student SOP: *"I think the presentation should be adjusted because I think we should get more time to prepare."* [Module 1, week 4]

Student ANP: *"I think when there was a presentation, the presenters should be in front of the class."* [Module 1, week 4]

Student WAV: *"Vocabulary review should be conducted as a competitive game in groups"* [Module 1, week 4]

Student SAJ: *"I want an easier crossword."* [Module 2, week 5]

Student ARN: *"Word search was too difficult."* [Module 2, week 5]

Student CHC: *"I needed more questions in the Kahoot game."* [Module 2, week 5 and Module 4, week 13]

Although there were some suggestions and recommendations for the learning tasks to be adjusted, many of the participants seemed to agree that nothing should be adjusted as they were already good, as they described:

Student PHP: *"I'm okay with everything right now, so I think that nothing should be changed or improved."* [Module 1, week 4]

Student PHP: *"For me, nothing needed to be changed or improved. Everything in the class was just fine for me."* [Module 2, week 5]

Student PHP: *"I think it was perfect for me and I think there was no need to change."* [Module 3, week 12]

Student PHP: *"I think everything is perfect."* [Module 4, week 13].

Student BAC: *"I think all activities were good and it was not necessary to change anything."* [Module 1, week 4]

In brief, it can be seen that the participants wished to improve not only their reading skills but also other language skills including listening, speaking, and writing, as well as learning skills including giving a presentation and having a discussion with their group members. Besides, the participants would like to spend their time on competitive activity such as Kahoot!, but they did not quite prefer serious and challenging tasks.

In conclusion, through the implementation of learning-oriented reading assessment model, the participants' reading ability improved as evidenced by the pre- and post-test scores and the end-of-unit test scores. Moreover, the learning-oriented reading assessment model also offered the chances for the participants to self-evaluate their performance in the class, and it could be seen that they had a higher level of confidence to read and participate in the class activities. The participants were also required to identify their weaknesses which they needed to improve, and they provided suggestions and recommendations on the learning tasks, which were beneficial for the instructor to adjust the lessons to better suit the participants' needs.

4.2 Effects of the learning-oriented reading assessment model on EFL undergraduate students' reading process

Regarding the second question, "What are the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading process?," the data elicited by means of the learners' journal and the semi-structured interview were analyzed. Quantitative data retrieved from the three-point rating scale in the learners' journal were reported in terms of mean and standard deviation. Qualitative data from the interviews were transcribed, analyzed using content analysis, and reported.

To answer the research question, reading processes were observable from their self-responses and self-reflections when the participants did something to strive to understand what they did not in different dimensions including word recognition, structure recognition, comprehension, reading strategies application, and inferencing ability. The findings were divided into two main reading processes, namely lower-level reading processes and higher-level reading processes.

4.2.1 Lower-level reading processes

The development of reading ability was investigated quantitatively from the learners' journal, which required the participants to respond to a three-point rating scale (Yes, Not Sure, No). As the responses were considered a nominal scale and the numbers of responses in each week were not consistent, percentages and mean scores were reported for ease of comparison.

Table 22 and Figure 22 display the participants' self-responses which reflected lower-level reading processes when the participants were exposed to different modules of the learning-oriented reading assessment model. The mean scores of the responses are reported in Table 23.

Table 22: Percentage of Self-responses Reflecting Lower-level Reading Processes

		Module 1 (wk 4)			Module 2 (wk 5)			Module 3 (wk 12)			Module 4 (wk 13)		
		Percentage			Percentage			Percentage			Percentage		
		Yes	Not sure	No	Yes	Not sure	No	Yes	Not sure	No	Yes	Not sure	No
1.	I recognized most words in the passage very quickly.	**54.20**	37.50	8.30	**62.50**	33.30	4.20	**87.00**	8.70	4.30	**57.90**	42.10	0.00
2.	I understood the meanings of most words in the reading text.	**75.00**	20.80	4.20	**70.80**	29.20	0.00	**72.70**	27.30	0.00	**68.40**	31.60	0.00
3.	I guessed the meaning of some words from the context.	**87.50**	12.50	0.00	**83.30**	16.70	0.00	**90.90**	9.10	0.00	**89.50**	10.50	0.00
4.	I used my knowledge of sentence structures to help me understand the reading text.	**62.50**	33.30	4.20	**70.80**	29.20	0.00	**81.80**	13.60	4.50	**84.20**	15.80	0.00

Table 23: Mean Scores of Self-responses Reflecting Lower-level Reading Processes

		Module			
		1 (wk 4)	2 (wk 5)	3 (wk 12)	4 (wk 13)
1.	I recognized most words in the passage very quickly.	2.46	2.58	2.78	2.74
2.	I understood the meanings of most words in the reading text.	2.71	2.71	2.73	2.68
3.	I guessed the meaning of some words from the context.	2.88	2.83	2.91	2.89
4.	I used my knowledge of sentence structures to help me understand the reading text.	2.58	2.71	2.77	2.84

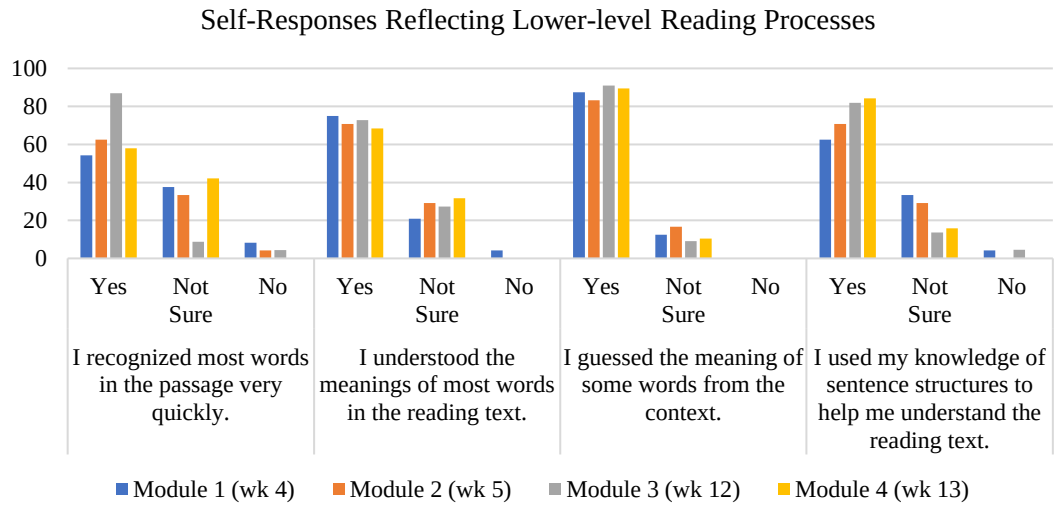


Figure 22: Percentage of Self-responses Reflecting Lower-level Reading Processes

The participants were asked whether they recognized most words in the passage very quickly, and the means were 2.46, 2.58, 2.78, and 2.74, respectively. The percentages of the responses showed an increase in agreement as the ‘yes’ responses kept rising in the first three weeks (54.20%, 62.50%, 87.00%), but dropped to 57.90% in Module 4 (week 13). It is noteworthy that the ‘no’ responses continuously decreased all through the implementation of the learning-oriented reading assessment model.

When the participants were asked whether they understood the meaning of most words in the reading text, the means were 2.17, 2.71, 2.73, and 2.68, respectively. The percentage of the ‘yes’ responses slightly fluctuated (75.00%, 70.80%, 72.70%, and 68.40%), but remained over 50%. Interestingly, the percentage of ‘no’ responses became 0.00% since Module 2 (week 5).

When the participants were asked whether they guessed the meaning of some words from the context or not, the means were 2.88, 2.83, 2.91, and 2.89, respectively. The percentages of the ‘yes’ responses were higher than 80% (87.50%, 83.30%, 90.90%, and 89.50%). In particular, in Module 3 (week 12), the percentage was highest at 90.90%.

The participants were asked if they used their knowledge of sentence structures to help them understand the reading text. The means were 2.58, 2.71, 2.77, and 2.84, respectively. Obviously, the percentage of ‘yes’ responses was gradually increasing (62.50%, 70.80%, 81.80%, and 84.20%). On the contrary, the number of ‘not sure’ responses kept decreasing.

Overall, it can be seen that most of the participants stated that they had learned, practiced, and developed reading ability with the lower-reading processes.

The qualitative findings from the semi-structured interviews supported the quantitative findings. Based on the categorization of Grabe (2009a) and Grabe and Stoller (2013), lower-level processes of reading in this study were divided into recognition of words and recognition of sentence structures.

4.2.1.1 Recognition of words

The participants were asked what they did when they did not recognize the words in the reading text and when they were not sure about the pronunciation or meaning of the words. During the interviews, they explained that there were several methods they used to help them understand the words they did not recognize, as well as the words they were familiar with, but they were uncertain about their meaning.

First, most participants sought consultation from a person they thought could help them. They mentioned that they asked their friends and the instructor. They also looked up the words in the dictionary and searched for the definition via online platforms such as Google. The following excerpts are the responses of the participants:

Student BAC: *"I search it in the dictionary."*

Student WAV: *"I usually ask my friend first."*

Student WIS: *"I just use the Google translation."*

Student NOC: *"I will ask my friend about this and if my friend doesn't understand, I will ask my teacher."*

Student BUV: *"I will ask my teacher how to pronounce it."*

Student CHI: *"I will find it in a dictionary that has a correct pronunciation."*

Student NAR: *"I usually look up an online dictionary which for the pronunciation."*

Mostly, their responses reflected a combination of methods they used. the participants used several strategies when trying to comprehend the meaning of the unknown words in the reading texts such as guessing from the context, requesting consultations from friends or the instructor, and using translation platforms. The examples of the responses are displayed as follows:

Student ARS: *"I will guess from the context in the paragraph, and if I really don't know it, I will try to ask my friends. And if my friends don't know it, I will ask my teacher again."*

Student ARN: *"Actually, I will guess the meaning from the context around the word. If I cannot really figure it out, I will just Google it and translate that inti Thai, but just that word, but not the entire paragraphs.*

Student PAD: *"I will try to guess the meaning of the word from the context around that word and then if I cannot figure out what it means, I will ask my friends and then my teacher. If I cannot get the answer, I will search on the Internet."*

Student RUM: *"I translate that word and if I'm not sure, I will ask my friend or ask my teacher."*

Student NUP: *"I try to pronounce the word in my mind first and then if I can't figure it out, I ask my teacher or friend or find it on the Internet."*

Overall, it can be assumed that the participants have activated and practiced the reading processes regarding the recognition of words through several strategies, and some made use of a combination of methods.

4.2.1.2 Recognition of sentence structures

The participants mentioned several solutions when they were asked what they did when they faced difficulties with the sentence structures that they did not recognize or were not familiar with and the sentence structures that they were not sure if they could interpret their meaning correctly.

The participants mentioned that they sought consultations from their friends and the instructor, as well as relied on online resources, as can be seen in the following excerpts:

Student ARS: *"I will ask the teacher for sure."*

Student NAR: *"I usually ask the teacher because she can give me deeper knowledge."*

Student NUP: *"I ask my friend or the teacher."*

Student PAD: *"I ask my friend to make sure that what I understand is correct or not."*

Student NOC: *"I will use a tool to find it on the Internet."*

Student PHP: *"I think I might just search for it online. I think it's the best way to do it."*

Student ARN: *"Actually I just try to figure out what it is. But if I am not really sure about that, I just Google it and find the article that matches with this one and try to figure it out first, but I do not translate it into Thai."*

Some participants mentioned that they applied reading strategies to help them understand the sentence structures. They tried to guess, interpret, or predict unknown sentence structures in order to better understand the reading text. They described what they did in the following excerpts:

Student WIS: *"I usually just look for the context clue."*

Student SUK: *"I skim around a whole passage to help. I try to think for common sense if it's right or wrong."*

Student WIS: *"I usually just look around the paragraph to find what each sentence should mean and try to understand it."*

Student CHI: *"I try to read a whole sentence or a whole paragraph to predict the meaning of it."*

Student NUP: *"I just read the whole passage and use the context and guess what that sentence means."*

Interestingly, one participant mentioned that he deconstructed the sentence into smaller parts to make it easier to understand.

Student SUK: *"I will separate it into simple sentences (with subject and verb) and eliminate any modifiers like an adjective."*

The participants also mentioned that they used more than one strategy to make sure that they understood the unknown sentence structures. The following excerpts reflect the combination of methods mentioned by the participants:

Student PAD: *"I try to read it again, and if I cannot understand it, I will ask my friends. And if no one can understand it, I will ask my teacher."*

Student PHP: *"I usually search for the information about sentence structures. I might find the answer. If I don't understand it, I try asking my teacher."*

Student ARS: *"I will read the content and see what it mentions and try to guess what the sentence means, but if I am not sure, I will try to ask my teacher."*

Student NAS: *"Sometimes I will guess the meaning of the sentence first and if I don't understand the sentence, I will ask someone."*

A few of the participants stated that the recognition of sentence structures seemed unnecessary, so they did not pay much attention to them as exemplified below:

Student ANK: *"I do nothing."*

Student NAS: *"Sometimes I skip that sentence."*

Student RAN: *"I guess the meaning of it first because I think if I understand the meaning of the word, I will know what the sentence means."*

Overall, the strategies that the participants used could be interpreted that the participants had strived for more understanding of the unknown sentence structures.

4.2.2 Higher-level reading processes

Table 24 and Figure 23 represent the participants' self-responses which reflected higher-level reading processes when the participants were exposed to in different modules of the learning-oriented reading assessment model. The mean scores of the responses are reported in Table 25.

Table 24: Percentage of Self-responses Reflecting Higher-level Reading Processes

		Module 1 (wk 4) Percentage			Module 2 (wk 5) Percentage			Module 3 (wk 12) Percentage			Module 4 (wk 13) Percentage		
		Yes	Not sure	No	Yes	Not sure	No	Yes	Not sure	No	Yes	Not sure	No
1.	I identified the main idea(s) of a reading text.	54.20	41.70	4.20	58.30	41.70	0.00	90.90	9.10	0.00	88.90	11.10	0.00
2.	If I did not understand the written text, I used some strategies to help me comprehend the reading text.	54.20	45.80	0.00	62.50	33.30	4.20	59.10	40.90	0.00	84.20	10.50	5.30
3.	I used my background knowledge to support text comprehension.	91.70	8.30	0.00	95.80	4.20	0.00	77.30	22.70	0.00	73.70	26.30	0.00
4.	I stated the discussion issues/questions and elaborate when necessary.	45.80	50.00	4.20	50.00	50.00	0.00	77.30	18.20	4.50	68.40	26.30	5.30
5.	I gave supporting evidence based on the reading text so that I could argue for my position.	62.50	37.50	0.00	54.20	41.70	4.20	63.60	36.40	0.00	63.20	36.80	0.00

Table 25: Means of Self-responses Reflecting Higher-level Reading Processes

		Module			
		1 (wk 4)	**2 (wk 5)**	**3 (wk 12)**	**4 (wk 13)**
1.	I identified the main idea(s) of a reading text.	2.50	2.58	2.91	2.89
2.	If I did not understand the written text, I used some strategies to help me comprehend the reading text.	2.54	2.58	2.59	2.79
3.	I used my background knowledge to support text comprehension.	2.92	2.96	2.77	2.74
4.	I stated the discussion issues/questions and elaborate when necessary.	2.42	2.50	2.77	2.63
5.	I gave supporting evidence based on the reading text so that I could argue for my position.	2.63	2.50	2.64	2.63

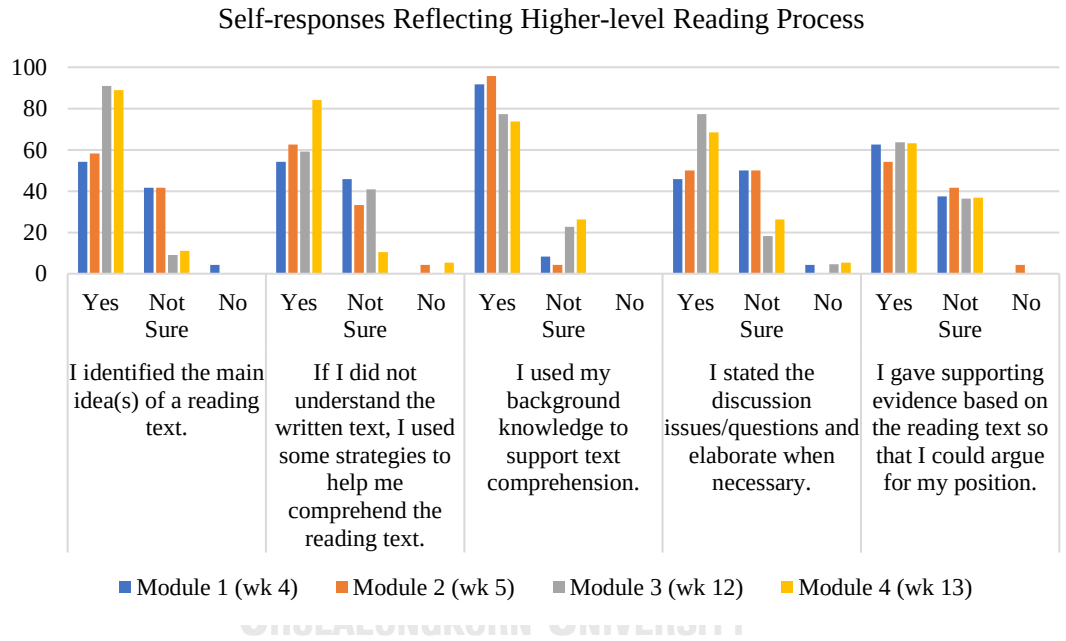


Figure 23: Percentage of Self-responses Reflecting Higher-level Reading Processes

The participants were asked whether they tried to identify the main idea of a reading text, and the means were 2.50, 2.58, 2.91, and 2.89, respectively. The percentage of 'yes' responses increased and reached its peak at 90.90% in Module 4.

The participants were also asked if they used some strategies to help them comprehend the reading texts when they did not understand the text. The means

were 2.54, 2.58, 2.59, and 2.79, respectively. The percentage of the participants who checked ‘yes’ remained at around 54% - 63% in the first three implementations and rose sharply to 84.20% in the last implementation.

When the participants were asked whether they used background knowledge to support their text comprehension, the means were 2.92, 2.96, 2.77. and 2.74, respectively. The percentages of ‘yes’ responses suggested that most participants used background knowledge to help them comprehend the text during the first two implementations (91.70% and 95.80%) and the percentage dropped to 77.30% and 73.70%, respectively. Again, there was a ‘no’ response.

When the participants were asked whether they stated the discussion issues/questions and elaborated their answers, when necessary, the means were 2.42, 2.50, 2.77, and 2.63, respectively. The percentages of ‘yes’ responses gradually increased during the first-three implementations (45.80%, 50.00%, and 77.30%) and slightly dropped at the final implementation (68.44%).

Lastly, the participants were asked whether they gave supporting evidence based on the reading text so that they could argue for their position. The means were 2.63, 2.50. 2.64, and 2.63 respectively. The percentage of ‘yes’ responses did not change much throughout the implementation (62.50%, 54.20%, 63.40%, and 63.20%, respectively). It can be seen that the percentage of ‘yes’ during the last two weeks of the implementation were slightly higher than those in the first two weeks.

Overall, it can be seen that most of the participants stated that they learned, practiced, or developed reading ability regarding higher-reading processes.

The qualitative findings from the semi-structured interviews also supported the quantitative findings. Based on the categorization of Grabe (2009a) and Grabe and Stoller (2013), higher-level processes of reading in this study were divided into comprehension, the use of strategies used for interpretation, background knowledge integration, and making inference.

4.2.2.1 Comprehension

The participants' comprehension was based on how they identified the main idea and supporting details of the reading texts. In the interview, the participants were asked what they did when they tried to identify the main idea and supporting details while reading a text. There were several methods that the participants described they used to help them comprehend the reading text and identify the main idea and supporting details of the text.

First, the participants read the whole passage, or scanned and skimmed through the passage first. Then they applied other strategies to identify the main idea. Some of them explained what they did to identify the main idea of a text as mentioned in the following excerpts:

Student BAC: *"I read all of the reading text and try to understand it."*

Student CHC: *"I read the whole text first and sometimes I find the main idea while I am read. But after I read the whole text, I'll go back and find the main idea."*

Student SUK: *"I skim the whole passage first and then look carefully into the passage, sentence by sentence, to help me find the main idea."*

Student ANK: *"I find the main idea by reading the whole text and the main idea is like the thing that the text is mainly about."*

Another strategy that the participants chose was to locate the main idea. This was because the participants believed that the main idea was always at the beginning or last paragraph of the reading passage, which is wrong, and the instructor should have taught them that main ideas can be in the middle or not stated at all. They explained:

Student ARS: *"I will read the first paragraph and the last paragraph because the first paragraph will tell me about the general idea about that text and the last paragraph will conclude the ideas again."*

Student ARN: *"At first I search for the main idea in the first paragraph. Actually, it's the first sentence, right? And I try to read it quickly."*

Finding keywords or words that frequently showed up in the reading texts was one of the strategies the participants used to identify the main idea. The participants' excerpts are shown as follows:

Student NUP: *"First of all, I skim the whole passage and if it's the main idea, it's going to be repetitive and usually is in the beginning of the passage."*

Student NAS: *"I read that the whole passage. Sometimes the main idea will be clearly shown in the first sentence."*

Student NOC: *"I will scan the content in the text, and I will look for keywords in the paragraphs."*

Student WET: *"I read the whole passage and the word that repeatedly shows up."*

Overall, the participants used several strategies in order to understand the reading texts and identify the main idea and supporting details. Their activation of reading processes was portrayed through the application of reading strategies such as skimming, scanning, and identifying keywords. Also, they tended to apply more than one strategy in order to achieve their goals, which was for comprehension.

4.2.2.2 The use of strategies for interpretation

In order to detect and confirm the development of reading processes, the application of strategies portrayed the effort of the participants when seeking to understand and complete the learning tasks. Apart from the strategies used for identifying the main idea and supporting details, the participants were asked what strategies they used to help them better understand the reading texts. The participants mentioned several strategies which could be reported according to the categorization of processing strategies proposed by Anderson et al. (1991), namely supervising strategies, support strategies, paraphrase strategies, strategies for establishing coherence in text, and test-taking strategies.

Regarding supervising strategies, there were a few participants stating that they adjusted their reading speed and tried to concentrate when they were reading. A few also mentioned that they predicted the reading

text when they were reading in order to better understand the reading text. The excerpts of their explanation are presented as follows:

Student BAC: *"I concentrate, keep calm, and read it step by step."*

Student CHC: *"I imagine along with the text what the text is saying."*

Referring to support strategies, the participants revealed that they skimmed and scanned the reading text for comprehension. They also visualized the reading text and eased their understanding in the form of a mind mapping. They also looked up a word in a dictionary to help them, as exemplified below:

Student NAS: *"I scan the text first and then go into details."*

Student NAR: *"I will find the main idea and identify the supporting details and then read the summary and do a mind mapping."*

Student SUK: *"I skim the reading text. Most of the time I skim because the time you use to read the whole passage is too long, so you usually skim just to know the main idea or the main point of the whole passage."*

Student RAN: *"I use a dictionary."*

In terms of paraphrasing strategies, the participants mentioned the importance of vocabulary knowledge, and translation and searching meanings were selected as helpful strategies:

Student BUV: *"I think at first we should know all the words in the paragraph, including the meaning and the sentence structure. I will search the Internet about the specific terms that I don't know."*

Student RUM: *"I will translate the word that I don't know."*

With regard to the strategies for establishing coherence in the text, most participants mentioned the use of background knowledge and the number of times they read as follows:

Student NOC: *"I will use my background knowledge, and I will try to understand the reading text."*

Student CHI: *"I will read the whole text and the conclusion the first time and read it one more time to make sure that I am right."*

Student NAP: *"When I take an exam, I usually skim it first and then I will read it in detail."*

4.2.2.3 Background knowledge integration

The lack of background knowledge of the readers may obstruct understanding. The participants were asked to describe the solutions to the problems that arose when they did not have enough background knowledge to comprehend the reading text. There were several methods that they participants used while they were reading.

First, they sought support from the persons they thought were experts in particular topics such as the instructor and their friends. Otherwise, the participants mentioned that they did research from several resources. Some examples of what they did are shown below:

Student CHI: *"I will ask my teacher about the story or background of this text. Otherwise, I'll find someone who I think have the background, or I'll search the Internet."*

Student NUP: *"I just read those whole passages and figure them out. If I can't interpret the reading texts, I'll ask my friends or my teacher."*

Student ARS: *"I will search the story, and I will try to guess it after I search the Internet for its meaning*

Student NAR: *"I will find related sources about that story to help me understand the reading text more clearly."*

Some participants mentioned that it was more important for them to be able to identify the main idea and conclusion or know the meaning of the vocabulary than having the background knowledge.

Student ANK: *"I try to understand the reading text, and if I find the word that I don't understand, I will search for it for the meaning of it."*

Student NAS: *"I will look up the words I don't know in the dictionary if I cannot understand the passage without knowing the meaning of the words"*

Student PAP: *"I may find some words that I know, so I kind of get the idea of the text."*

Student RUM: *"I will translate the words first and guess the meanings."*

Thus, for some participants, background knowledge was not essential and might not affect their understanding of the texts they were reading, as they described:

Student RAN: *"I don't think it's a problem for me because I don't need to understand everything, I read such as a newspaper. If I still don't understand it, I'll just read the whole text."*

However, some participants sought other strategies to understand the reading text although they did not have any prior knowledge about the reading text. They tended to apply other strategies to help them understand the reading texts including rereading, identifying the main idea, and using a dictionary. Sometimes they just skipped the part they could not understand all together, as can be seen below:

Student ARN: *"I read the first paragraph first. If I don't understand the reading text, I'll just read it again and try to figure out what it is and then read the text slowly to get the information."*

Student BAC: *"I just read and if I don't understand, I will just skip it."*

Student CHC: *"I read the reading text as many times as I can and try to understand the reading text."*

Overall, it could be observed that the participants used several strategies when they did not have enough background knowledge necessary to comprehend the texts they were reading. The reading processes were activated when they used several strategies to get some knowledge about the reading texts and when they tried to understand the reading texts by themselves regardless of a lack of background knowledge.

4.2.2.4 Making an inference

The participants were asked what action they took when they had to respond to inferencing questions of the reading text. There were several strategies revealed by the participants.

When the participants attempted to make an inference about the reading texts, they mentioned that they read the text several times before they could understand the underlying message. The following excerpts reflected such a sentiment:

Student ANK: *"I try to understand the whole reading text and think of what the text can imply."*

Student BAC: *"I will read the text and use my own opinion to answer the question."*

Student PHP: *"I just read the text first to understand the main idea and try to think about what the answer is about. I try to use the information that is not explicitly stated to answer the questions."*

Student WET: *"I use the background knowledge or have a discussion on the background of the reading text with my friends."*

Seeking advice from the instructor, consulting a dictionary, or other online resources, and trying to make connections between the text and the resources was another strategy that the participants chose, as displayed below:

Student RUM: *"I will try to make inference and discuss my answers with my friend."*

Student SUP: *"I read the reading text many times and ask my teacher if my answer is correct or not."*

Student CHI: *"I will read all of it so I can make inference from the reading text, or I will search the Internet to help me know what's going on or what the question is."*

Student NAR: *"I find it on Google and then try to find the related information online and if that information fits the question and is related to the paragraph that would be my answer."*

Student NUP: *"I try to figure it out because the text can provide the answer. It's going to be somewhere in the text, and I use my background knowledge to figure it out as well."*

Student SAJ: *"I try to find the point or word that can link two things together and lead to the answer."*

Student WIS: *"I figure out where I should get the answer from the reading text and then maybe I can find some clues to answer the inferencing questions."*

Overall, it can be seen that the higher-level reading processes of the participants were activated and promoted seeing that they used several ways while they were reading to gain more understanding of the reading text they were working on and to complete the learning tasks provided in the learning-oriented reading assessment.

Both quantitative and qualitative findings were seen to complement each other. The participants were encouraged to use and develop their reading processes in both levels: lower-level and higher-level reading processes.

4.3 The effects of the learning-oriented reading assessment model on EFL undergraduate students' learning engagement

The third research question stated, "What are the effects of the learning-oriented reading assessment model on EFL undergraduate students' learning engagement?" The data regarding learning engagement collected from the learners' journal, teacher's observation notes, and the semi-structured interviews were analyzed. Quantitative data from the three-point rating scale retrieved from the learners' journal were reported in terms of percentage, mean, and standard deviation, while qualitative data elicited with the teacher's observation notes and the semi-structured interviews were transcribed, analyzed, and reported. In this study, learning engagement was divided into three categories: behavioral engagement, cognitive engagement, and affective engagement.

The development of learning engagement was investigated quantitatively from the learners' journal, which required the participants to respond to a three-point rating scale (Agree, Not Sure, Disagree). As the responses were considered a nominal scale and the numbers of responses in each week were not consistent, percentages and mean scores were reported for ease of comparison.

4.3.1 Behavioral engagement

The statements about behavioral engagement focused on what participants actually did in the class. There are three data sources: a self-response

in the learners' journal, records from teacher's observation notes, and the semi-structured interview.

The percentages and means were reported to display the participants' self-responses regarding behavioral engagement during the implementation of the learning-oriented reading assessment model as presented in Tables 26 and 27. There were two major aspects regarding behavioral engagement, namely positive conducts and involvement in the classroom.

Table 26: Percentage of Self-responses Regarding Behavioral Engagement

			Module 1 (wk 4) Percentage			Module 2 (wk 5) Percentage			Module 3 (wk 12) Percentage			Module 4 (wk 13) Percentage		
			Agree	Not Sure	Disagree	Agree	Not Sure	Disagree	Agree	Not Sure	Disagree	Agree	Not Sure	Disagree
Positive conducts	1.	I paid attention in class	83.30	16.70	0.00	87.50	12.50	0.00	77.30	22.70	0.00	73.70	26.30	0.00
	2.	I attended classes willingly	79.20	20.80	0.00	79.20	20.80	0.00	90.90	9.10	0.00	78.90	21.10	0.00
	3.	When I was in class, I listened very carefully.	66.70	33.30	0.00	62.50	37.50	0.00	77.30	22.70	0.00	73.70	26.30	0.00
Involvement in classroom	4.	I tried to do my best regarding my responsibilities in group work.	91.70	8.30	0.00	75.00	25.00	0.00	86.40	13.60	0.00	84.20	15.80	0.00
	5.	When I was in class, I just acted like I was working. *	25.00	37.50	37.50	25.00	29.20	45.80	9.10	22.70	68.20	16.71	22.20	61.10
	6.	I shared information with my classmate.	87.50	12.50	0.00	75.00	25.00	0.00	63.60	36.40	0.00	72.20	27.80	0.00

**Negative statement*

Table 27: Means of Self-responses Regarding Behavioral Engagement

			Module			
			1	2	3	4
Positive Conducts	1.	I paid attention in class	2.83	2.88	2.77	2.74
	2.	I attended classes willingly	2.79	2.79	2.91	2.79
	3.	When I was in class, I listened very carefully.	2.67	2.63	2.77	2.74
Involvement in classroom	4.	I tried to do my best regarding my responsibilities in group work.	2.92	2.75	2.86	2.84
	5.	When I was in class, I just acted like I was working. *	1.88	1.79	1.41	1.56
	6.	I shared information with my classmate.	2.88	2.75	2.64	2.72

**Negative statement*

4.3.1.1 Positive conducts

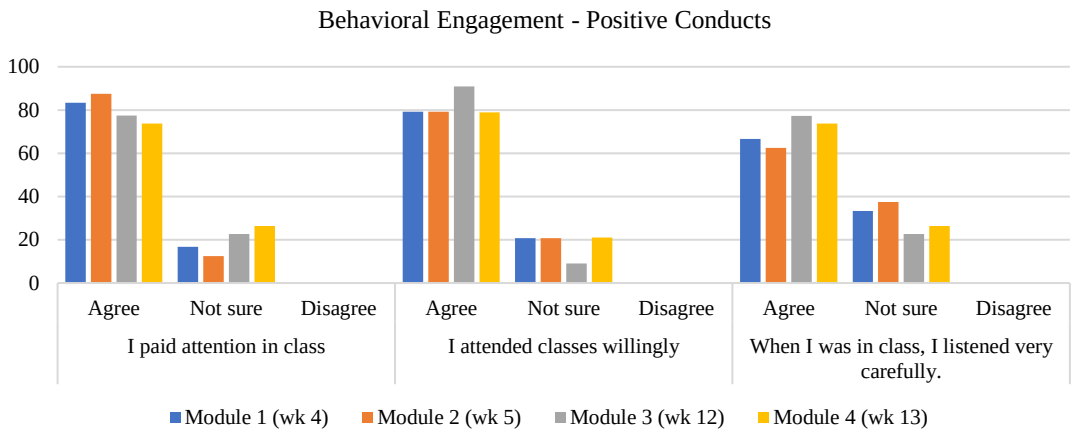


Figure 24: Percentage of Participants' Responses Regarding Positive Conducts

Most of the participants seemed to agree that they paid attention in class all through the implementation of the four modules of the learning-oriented reading assessment model (83.30%, 87.50%, 77.30%, and 73.70%, respectively). The means were 2.83, 2.88, 2.77, and 2.74, respectively. There was no one participant who responded 'disagree' to any of the statements. However, the percentage slightly dropped during the last two implementations.

Likewise, the willingness to attend the class was at a high level of percentage (79.20%, 79.20%, 90.90%, and 78.90%, respectively). The means were 2.79, 2.79, 2.91, and 2.79, respectively.

When asked whether they listened very carefully in class, the majority of the participants agreed, at 66.20%, 62.50%, 77.30%, and

73.70%, respectively, and the means were 2.67, 2.63, 2.77, and 2.74, respectively. Interestingly, the percentages increased during the last two implementations.

4.3.1.2 Involvement in classroom

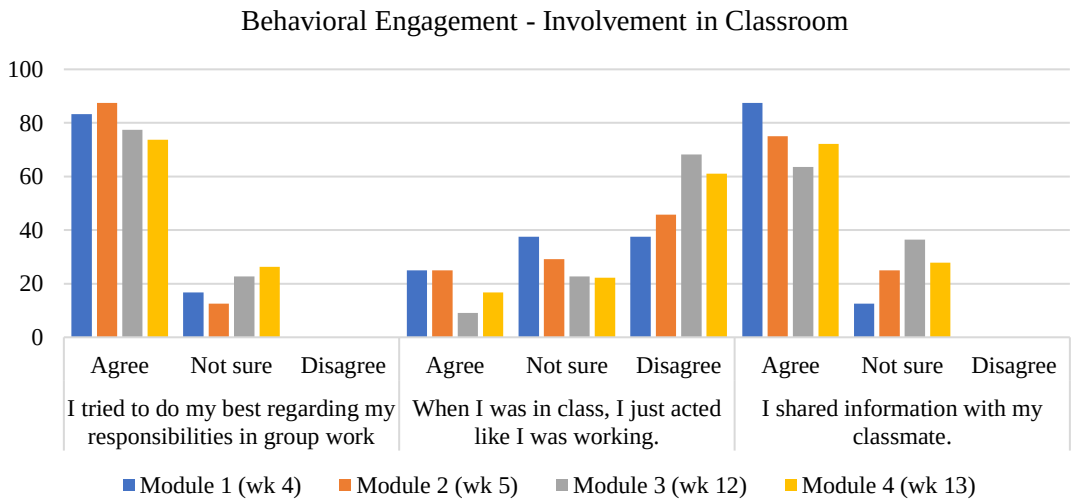


Figure 25: Percentage of Participants' Responses Regarding Involvement in Classroom

When the participants were asked whether they tried to do their best when group work was assigned, most of them agreed with the statement at 91.70%, 75.00%, 86.40%, and 84.20%, respectively, and means were 2.92, 2.75, 2.86, and 2.84, respectively. There was no participant who disagreed with the statement.

When asked whether they pretended to be working in class, the participants disagreed, with the percentages increasing from the first to the

third implementations (37.50%, 45.80%, and 68.20%, respectively), but it slightly dropped in the final week (61.10%). The means were also on the same direction equaling 1.88, 1.79, 1.41, 1.56, respectively.

When it came to sharing information with classmates, at the beginning of the study, the participants agreed with the statement at 87.0%, and the percentage kept decreasing in the following weeks (75.00% and 63.60%) before slightly going up to 72.20% during the implementation of the final module. Likewise, the means were 2.88, 2.75, 2.64, and 2.72, respectively.

Overall, the findings from the learners' journal suggested that the participants' behavioral engagement was stimulated throughout the implementation of the learning-oriented reading assessment model.

4.3.1.3 Qualitative findings

In addition to the quantitative findings, the qualitative data were elicited by means of the teacher's observation notes and semi-structured interviews to explain how the participants perceived their learning engagement.

The teacher's observation notes reflected observable behaviors of the participants that occurred in class during the implementation of the learning-oriented reading assessment model. As seen in Table 28, there were two major aspects regarding behavioral engagement, namely positive conducts and involvement in the classroom. Items 1-3 in the note focused on the former, while items 4-5 dealt with the latter.

Table 28: Teacher's Record of Observable Behaviors of Behavioral Engagement

Behavioral Engagement		Module			
		1	2	3	4
1.	When working on classwork, students appear involved.	agree	not sure	agree	agree
2.	In my class, students do more than required.	not sure	agree	not sure	agree
3.	When my student doesn't do well, he/she works harder.	agree	agree	agree	disagree
4.	When faced with a difficult assignment, the students don't even try.	disagree	disagree	disagree	disagree
5.	In my class, the students do just enough to get by.	disagree	not sure	disagree	disagree

From the observation, the participants seemed to cooperate with the activities the researcher/instructor gave them. In the first week, they seemed to be excited about having a new teaching method to explore. In the second week, the researcher, as the instructor, observed that the participants seemed not to be as interested in the class as expected. However, in the last two weeks of the model implementation their involvement was observable again. The second item focused on the participants' investment in learning. From Table 28, it could be seen that the participants did more than they were required to do in the second and the fourth weeks which was the first week was the first introduction of the model and the third week was right after the end-of-unit test 1. As regards item 3 regarding how hard they tried when facing difficulty, the participants seemed to work hard when they had difficult tasks to complete since the first week. However, the effort was not observed in the fourth week.

Item 4 showed that throughout the four weeks of model implementation, the participants showed certain attempts to accomplish the

tasks while they were in class. Item 5 indicated that the participants did not do the tasks just to get it over with.

Based on the observation, the classes gradually improved. In the first week, the participants cooperated with their peers while doing group work. The instructor "*heard that the students fulfilled each other's answers/opinions and tried to compose the best version of their answer."* In Module 2 (week 5), there were some participants who seemed not to care about class activities. They also distracted others in their group. However, other participants focused on the assigned activities as the instructor *"suggested them to give the answers in two parts"* or in more detail. Module 3 (week 12) represented a more-than-expected sign of attention. The participants worked with full attention from the beginning. The instructor noted that *"the discussion encouraged the students to think and try to figure out the answer."* With the support from the instructor, the participants started looking for the answer. *"They asked for more clarification with more confidence and kept asking questions until they got the answer."* Finally, in the final week, the participants continued to work harder in groups. The instructor observed that "*they assigned each item (in the task) to their friends. Then they came together to share กรรม and fulfill each other's answers to get the best version."*

In conclusion, the report from the teacher's observation notes reflected how the participants were involved in the classroom activities. The first week was the exploration week. Although the participants were assigned to work in groups, they tended to work on their own most of the

time. There was little discussion going on in class. The participants started talking and sharing information in the 12th week. They also asked the instructor a few questions concerning how to do the learning tasks, especially reading comprehension tasks, and inferencing tasks. It is interesting that they mentioned with the instructor that they had to read more than two times to complete the task. In the implementation of the second module, there were many tasks to be done in class, so when some participants came to class late, they had trouble. There were few participants who ignored the activities; however, the others gave full cooperation. The instructor received more questions when walking around to assist the participants while they were working in class. It appeared that the participants gradually got used to the tasks and understood how they could answer the questions more clearly by identifying the evidence from the text to support the answer. In the third week, there were some signs of attention when the instructor used books and videos to activate their background knowledge about silk, how to make it, and silk in Thailand. During the activities, the instructor observed that the participants took notes when asking the instructor. While working in groups, they appeared to be happier as the instructor heard them laughing when having a discussion. The instructor also observed when the participants helped explain difficult vocabulary to their friends in group and assigned works to everyone in the group. In the fourth and final week, the participants seemed to be familiar with the teaching procedures. They remembered the steps to follow and were able to move from one activity to another. They exchanged opinions

and discussed a lot of things to achieve the tasks successfully. They took it seriously during the tasks and they put a lot of effort into the competition when doing the reading review task, which is a reading comprehension game.

The qualitative findings from the semi-structured interviews supported the quantitative findings.

The findings from the interviews revealed that the participants paid attention in class and fully participated in the activities. Also, when they faced difficulties in the class or with their learning, many of them consulted their friends or their instructor. Apparently, most of the time they chose to ask their friends first, then ask their instructor later. The examples of what they did are given below:

Student NAS: *"I ask my friends first."*

Student ARN: *"I ask my friends and my classmate first and if I don't really understand the reading text, I go to ask my teacher later."*

Student SAJ: *"I like to ask someone who can give me the answers as soon as possible because I don't like to keep my curiosity a long time."*

Student NAR: *"I will ask my friends first because they are here near to me and then if they also don't understand the reading text, I will ask my teacher so that she can clarify the confusing points in the reading text for both me and my friends."*

One strategy was to do research via online platforms such as Google. Another was to review the reading text and the lessons by themselves before asking others for clarification, as mentioned below:

Student ARS: *"I will ask my friend and search the Internet, and if I don't get the answer, I will ask my teacher."*

Student CHC: *"I mark it and I will review it later. If I can't find the answer, I'll ask my friend later."*

When the participants were asked if there attended the class regularly, the findings revealed that they attended the class on a regular basis and never skipped the classes, as they explained:

Student NUP: *"I've never skipped the classes."*

Student PHP: *"Yes, I have. I attend the classes regularly."*

Student WIS: *"Yes. I always attend the classes."*

Most of the participants mentioned that they contributed to group work and class discussion. They also mentioned several ways such as offering helps and being the leader of the groups in order to lessen the amount of work in the class. The excerpts are displayed below:

Student WIS: *"I try to ask my friend if there is anything they don't understand, and I will try to explain it to them."*

Student SUK: *"I try my best to help the group like allocating the work or trying to help friends when they don't understand the lesson. I will try my best to help them understand the part."*

Student SOP: *"I will share my idea with the group and discuss the answer, the topic, or something like that."*

Student PHP: *"When we have a lot of work to do, I try asking them first which part they what me to do to get the job done faster."*

Student NAR: *"I would really like to help them understand some words that I know but they don't and then try to give my opinion. I would try to help them when they have problems."*

Student CHI: *"There is a very talented guy in my group who can solve all questions and do all the work very fast. I'm too slow to help him. But if I get the answer first, I will share my answer with him."*

Overall, the findings from the interviews also support the findings from other instruments that the participants' behavioral engagement was stimulated throughout the implementation of the learning-oriented reading assessment model.

4.3.2 Cognitive engagement

The findings regarding cognitive engagement focused on how the participants invested in and self-regulated their learning. The findings reflected how active the participants acknowledged and controlled their learning.

The percentages and means were reported to display the participants' self-responses regarding cognitive engagement during the implementation of the learning-oriented reading assessment model in Tables 29 and 30. In this study,

cognitive engagement was divided into two aspects, namely psychological component and cognitive component.

Table 29: Percentage of Self-responses Regarding Cognitive Engagement

			Module 1 (wk 4) Percentage			Module 2 (wk 5) Percentage			Module 3 (wk 12) Percentage			Module 4 (wk 13) Percentage		
			Agree	Not Sure	Disagree	Agree	Not Sure	Disagree	Agree	Not Sure	Disagree	Agree	Not Sure	Disagree
Cognitive component	1.	I planned to discuss what I have learned in this class with my friends out of class.	33.30	41.70	25.00	25.00	58.30	16.70	22.70	59.10	18.20	31.56	47.40	21.10
	2.	I attended classes by getting prepared in advance.	20.80	50.00	29.20	25.00	41.70	33.30	13.60	45.50	40.90	15.80	57.90	26.30
Psychological component	3.	I enjoyed the challenges I encountered while learning.	70.80	29.20	0.00	45.80	54.20	0.00	77.30	22.70	0.00	68.40	31.60	0.00
	4.	When I read a book, I asked myself questions to make sure I understand.	54.20	33.30	12.50	54.20	29.20	16.70	45.50	45.50	9.10	42.10	52.60	5.30

Table 30: Means of Self-responses Regarding Cognitive Engagement

			Module			
			1	2	3	4
Cognitive component	1.	I planned to discuss what I have learned in this class with my friends out of class.	2.08	2.08	2.05	2.11
	2.	I attended classes by getting prepared in advance.	1.92	1.92	1.73	1.89
Psychological component	3.	I enjoyed the challenges I encountered while learning.	2.71	2.38	2.77	2.68
	4.	When I read a book, I asked myself questions to make sure I understand.	2.42	2.38	2.36	2.37

4.3.2.1 Cognitive component

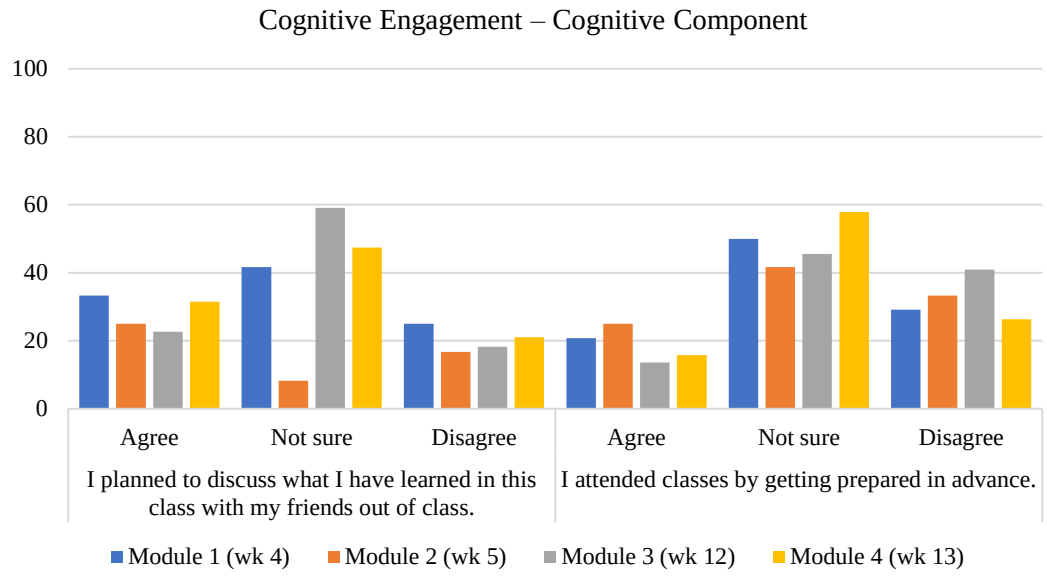


Figure 26: Percentage of Participants' Responses Regarding Cognitive Component

The participants were asked whether they planned to discuss what they had learned in this class with their friends out of class. Only a small percentage indicated that they would, at 33.30%, 25.00%, 22.70%, and 31.56%, respectively, with means of 2.08, 2.08, 2.05, and 2.11, respectively. The percentage of the 'agree' response dropped gradually but slightly increased in the final week. The participants were still not sure it they would like to talk about what they had learned with their friends out of class.

The participants were asked if they prepared for the class in advance. Most of them did not do so as can be seen from the percentage of the 'agree' responses, which was 20.80%, 25.00%, 13.60%, and 15.80%, respectively, with means of 1.92, 1.92, 1.73, and 1.89, respectively. Half of

the participants were not sure and were not likely to prepare for the class in advance, as reflected in their 'disagree' responses, which gradually increased during the first-three implementation and slightly dropped in the last implementation (29.20%, 33.30%, 40.90%, and 26.30%, respectively).

4.3.2.2 Psychological component

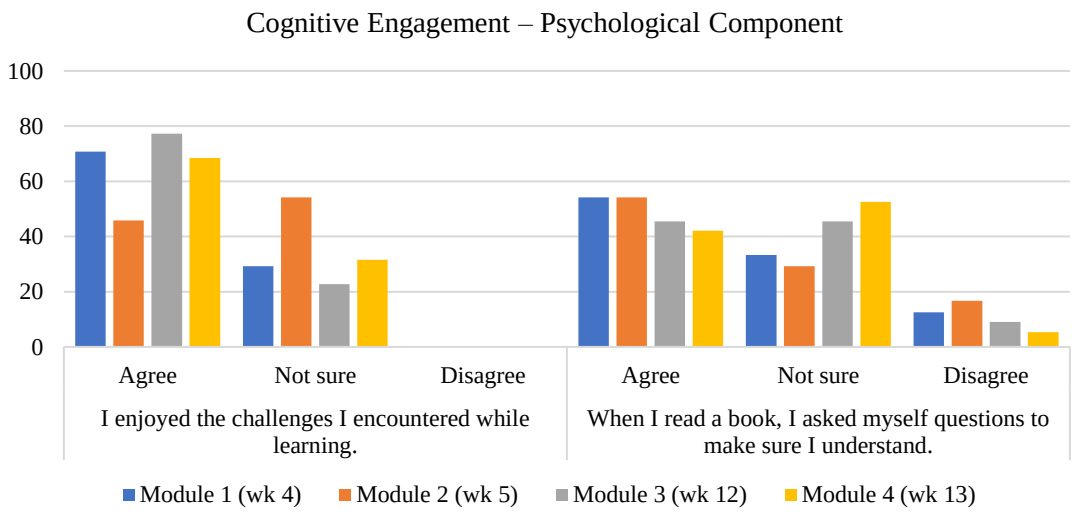


Figure 27: Percentage of Participants' Responses Regarding Psychological Component

The participants were asked whether they enjoyed the challenges they encountered while learning in class. The participants seemed to agree with the statement at 70.80%, 45.80%, 77.30%, and 68.40%, respectively, with means of 2.7, 2.38, 2.77, and 2.68, respectively. The percentage of the 'not sure' responses was 29.20%, 54.20%, 22.70%, and 21.60%, respectively, and the percentage of the 'disagree' responses was at 0% from

the beginning to the end. This showed that the participants enjoyed the difficulties they encountered throughout the implementation of the learning-oriented reading assessment model even though there was a slight drop in their agreement during the second implementation.

When asked whether they asked themselves questions to clarify their understanding when they read or not, about half of the participants agreed with the statement (54.20%, 54.20%, 45.50%, and 42.10%) with means 2.42, 2.38, 2.36, and 2.37, respectively, while smaller percentages were still not sure (33.30%, 29.20%, 45.50%, and 52.60%, respectively). An even smaller percentage of the participants mentioned that they did not ask themselves questions, equaling 12.50%, 16.70%, 9.10%, and 5.30%, respectively, gradually decreasing throughout the model implementation.

Overall, the findings from the learners' journal suggested that the participants' cognitive engagement was stimulated throughout the implementation of the learning-oriented reading assessment model.

4.3.2.3 Qualitative findings

Data were elicited by means of a semi-structured interview so as to find further evidence to support the findings derived from the learners' journal.

the study focused on how the participants planned and prepared for their study before attending the class. The participants mentioned several strategies they used to prepare for the class. Many of them looked at the

course schedule and reviewed what they had learned in the previous class, as they described:

Student SOP: *"Before taking the class, I usually read the text first."*

Student RUM: *"I read a book stated in the course syllabus"*

Student PHP: *"I skim all information in the book. I look for the vocabulary that might be taught by my teacher first. It can make me better understand what we are going to learn and read about the texts today."*

Student ARN: *"I just actually study first and then I come back home and review all of what my teacher taught. It helps me not to forget what the teacher gives us. I think when we study without reviewing the lesson, we will easily forget what we have learned. Therefore, I review what the teacher taught. I don't do prepare much for the class but focus only on revision."*

Student ARS: *"I will read the syllabus rapidly to get the overview picture of it because normally I may lose concentration. If I know what I am going to study today is about or I have read it before, I can regain my concentration easily."*

Student PAD: *"I read the syllabus about what's going to happen in class today and try to figure out what information I have on this topic. I can concentrate and focus on it if I know what's I am about to learn."*

Some participants stated that they did not prepare much, but they did other things such as paying attention in class instead as shown below:

Student BAC: *"I read before the class, and I do the homework before class. I pay attention to class."*

Student SAJ: *"I don't prepare much, but I try to focus on every single class."*

Student SUK: *"Not really much. If I have time, I usually read novels or something like that. It helps me practice at least a little bit day by day, but now I don't have much time to read the whole novel."*

A few participants also stated that class preparation only occurred when there were tests or quizzes, as stated below.

Student NAS: *"I only prepare for the class when there is a quiz or test."*

Student ANK: *"I didn't prepare anything."*

The findings regarding the psychological component of the cognitive learning engagement reflected how much the participants put their effort into the tasks they were assigned to do. A few participants mentioned that they knew that they did their best because of the results of their study. Others mentioned that they had tried their best because they paid attention and they had learned something new. The followings are the responses of the participants:

Student NUP: *"I tried my best because the results say it all."*

Student ANK: *"I always pay attention in the class and try to understand everything."*

Student ARN: *"When we have a reading task, I just do my best because I spend time coming to class and I have to do things the best I can not to waste my time."*

It was not possible for the participants to stay focused all the time, so the participants sometimes hoped to have more time to learn English and to get familiar with more vocabulary and structures. The excerpts showed below illustrate the participants' best effort in learning English:

Student BAC: *"90% of the time I concentrated on the lessons in class. Sometimes I am just bored and don't concentrate at all."*

Student SUK: *"Not yet. But if I have more time, I think I can prepare or read novels or watch TV shows in English. It will help me learn English faster and spend less time on reading because I might be familiar with structures and vocabulary."*

Student PAD: *"Yes, but sometimes I have lost my concentration. I think I try my best. When I work alone, I will think of something that was not about the class sometimes. When I work in a group, I will be attentive with my friends. It is better."*

Student ARN: *"In this course, like when we have writing tasks or reading tasks, I just do my best because I think that it takes time coming to class, so I have to do my best so as not to waste my time."*

A few participants mentioned that they did not think that they did their best because they did not come to class on time, and they thought that

the contents of the lessons in class were too easy for them, as they explained:

Student WIS: *"I'm not sure. I think my attention is good. The class is fun but not the contents. I already understand most of them, so sometimes I get bored."*

Overall, the findings from the interview also yielded support to the aforementioned findings that cognitive engagement was stimulated throughout the implementation of the learning-oriented reading assessment model.

4.3.3 Affective engagement

The findings regarding affective engagement emphasized the participants' positive and negative emotions, senses of belonging, and values of learning and reading development.

Affective engagement was divided into three aspects, namely affective reactions, sense of belonging, and value. Tables 31 and 32 show the percentages and means of the participants' self-response in terms of affective engagement during the implementation of the learning-oriented reading assessment model.

Table 31: Percentage of Self-responses Regarding Affective Engagement

			Module 1 (wk 4)			**Module 2 (wk 5)**			**Module 3 (wk 12)**			**Module 4 (wk 13)**		
			Percentage			Percentage			Percentage			Percentage		
			Agree	Not Sure	Disagree	Agree	Not Sure	Disagree	Agree	Not Sure	Disagree	Agree	Not Sure	Disagree
Affective reactions	1.	My class was enjoyable.	83.30	16.70	0.00	66.70	33.33	0.00	81.80	18.20	0.00	78.90	21.10	0.00
	2.	When we worked on something in class, I felt discouraged. *	4.20	41.70	54.20	8.30	33.30	58.30	13.60	22.70	63.60	15.80	15.80	68.40
	3.	I was bored in class. *	8.30	29.20	62.50	8.30	33.30	58.30	4.50	27.30	68.20	0.00	31.60	68.40
	4.	Sometimes I got so interested in a class that I didn't want to stop.	16.70	70.80	12.50	16.70	83.30	0.00	36.40	54.50	9.10	21.10	68.40	10.50
Sense of belonging	5.	My teacher respected me as a person who thinks and behaves in my own way.	87.00	8.70	4.30	87.50	8.30	4.20	90.90	9.10	0.00	78.90	21.10	0.00
	6.	My classmates respected my thoughts.	87.50	8.30	4.20	79.20	16.70	4.20	95.50	4.50	0.00	94.70	5.30	0.00
	7.	I felt myself as a part/member of a student group	100.00	0.00	0.00	83.30	16.70	0.00	90.90	9.10	0.00	78.90	21.10	0.00
Value	8.	I gave importance to studying together with my classmates (in a group)	87.50	12.50	0.00	79.20	20.80	0.00	77.30	22.70	0.00	84.20	15.80	0.00
	9.	Most of the things we learned in class were useless. *	0.00	8.30	91.70	8.30	8.30	83.30	0.00	13.60	86.40	5.30	5.30	89.50

**Negative statement*

Table 32: Means of Self-responses Regarding Affective Engagement

			Module			
			1	**2**	**3**	**4**
Affective reactions	1.	My class was enjoyable.	2.83	2.67	2.82	2.79
	2.	When we worked on something in class, I felt discouraged. *	1.50	1.50	1.50	1.47
	3.	I was bored in class. *	1.46	1.50	1.36	1.32
	4.	Sometimes I got so interested in a class that I didn't want to stop.	2.04	2.17	2.27	2.11
Sense of belonging	5.	My teacher respected me as a person who thinks and behaves in my own way.	2.83	2.83	2.91	2.79
	6.	My classmates respected my thoughts.	2.83	2.75	2.95	2.95
	7.	I felt myself as a part/member of a student group	3.00	2.83	2.91	2.79
Value	8.	I gave importance to studying together with my classmates (in a group)	2.88	2.79	2.77	2.84
	9.	Most of the things we learned in class were useless. *	1.08	1.25	1.14	1.16

**Negative statement*

4.3.3.1 Affective reactions

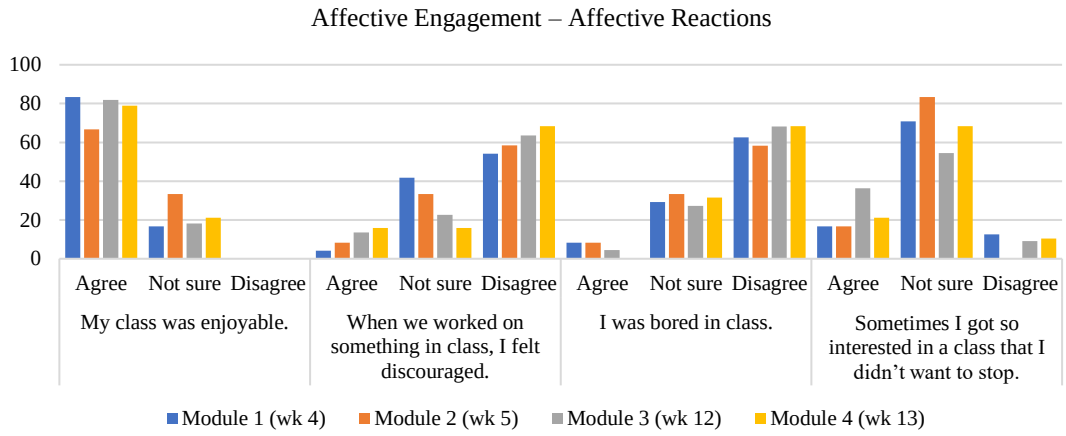


Figure 28: Percentage of Participants' Responses Regarding Affective Reactions

When the participants were asked whether the class was enjoyable, they agreed that it was (83.30%, 66.70%, 81.80%, and 79.90%, respectively) with means of 2.83, 2.67, 2.82, and 2.79, respectively. There was no participant disagreed with the statement (0.00%) throughout the implementation. The results showed that overall, the class was enjoyable. There might be sometimes when the participants were not sure; however, they never felt unenjoyable.

When as asked if they felt discouraged when working on something, the participants did not to agree with this (4.20%, 8.30%, 13.60%, and 15.80%, respectively) with means of 1.50, 1.50, 1.50, and 1.47, respectively. The percentage of 'not sure' responses was at 41.70%, 33.30%, 22.70%, and 15.80%, respectively, and the percentage of 'disagree' was at 54.20%, 58.30%, 63.60%, and 68.40%, respectively.

When the participants were asked if they had ever felt bored in class, they did not to (8.30%, 8.30%, 4.50%, and 0.00%) with means of 1.46, 1.50, 1.36, and 1.32, respectively.

When the participants were asked if they found the class interesting, about one-third of the participants agreed (16.70%, 16.70%, 36.40%, and 21.10%, respectively) with means of 2.04, 2.17, 2.27, and 2.11, respectively. The results show that overall, the participants felt that the lessons were not interesting enough for them to continue studying or invest their time and effort more in learning.

The results show that overall, the participants felt that the lessons were not interested enough for them to continue or invest more in learning in several weeks, and there were a lot of them who hesitated.

4.3.3.2 Sense of belonging

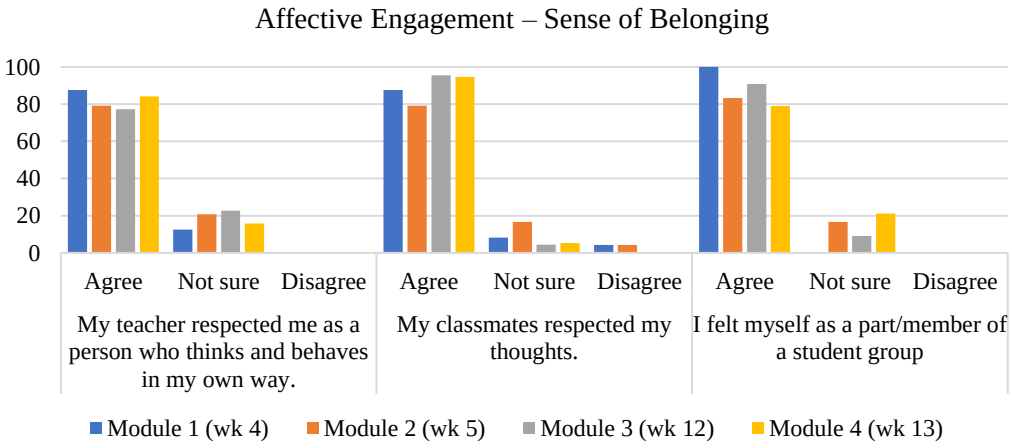


Figure 29: Percentage of Participants' Responses Regarding Sense of Belonging

When the participants were asked if the instructor respected them as a person who thought and behaved in their own way, the participants agreed (87.00%, 87.50%, 90.90%, and 78.90%, respectively) with means of 2.83, 2.83, 2.91, and 2.79, respectively. The percentage of 'not sure' responses was at 8.70%, 8.30%, 9.10%, and 21.10%, respectively and the percentage of 'disagree' was at 4.30%, 4.20%, 0.00%, and 0.00%, respectively. All in all, the participants felt that their instructor respected their identity and thoughts.

When asking the participants whether their classmates respected their thoughts, it was found that they agreed that they were respected by their classmates (87.50%, 79.20%, 95.50%, and 94.70%, respectively) with means of 2.83, 2.75, 2.95, and 2.95, respectively. The percentage of 'not sure' responses was at 8.30%, 16.70%, 4.50%, and 5.30%, respectively, and the percentage of 'disagree' was at 4.20%, 4.20%, 0.00%, and 0.00%, respectively.

The participants also agreed that they felt that they were a part of the group, a percentage of 'agree' responses (100.00%, 83.30%, 90.90%, and 78.90%, respectively) with means of 3.00, 2.83, 2.91, and 2.79, respectively. The percentage of 'not sure' responses was at 0.00%, 16.70%, 9.10%, and 21.10%, and the percentage of 'disagree' was 0.00% throughout the implementation. The results show that the participants never felt that they were not a part of the group even though there might have been times when they were not sure.

4.3.3.3 Value

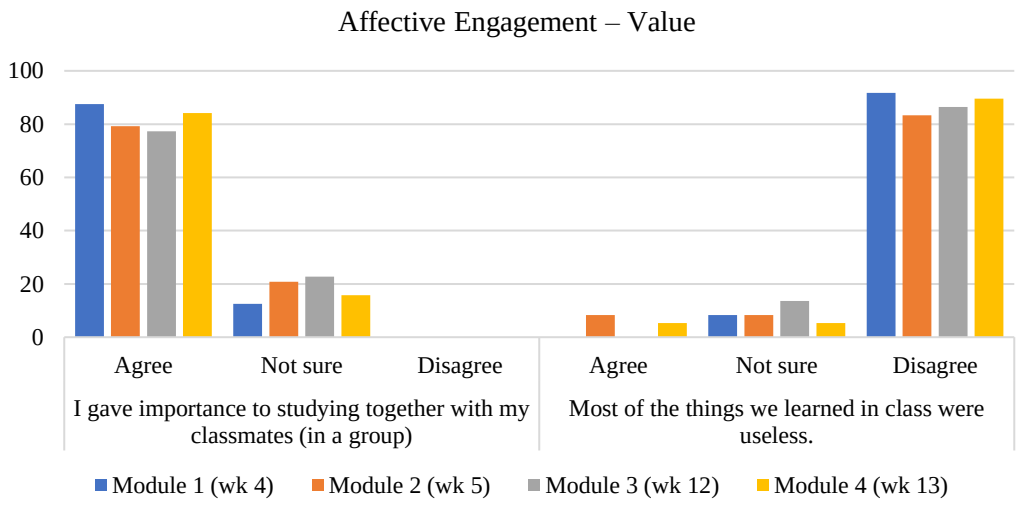


Figure 30: Percentage of Participants' Responses Regarding Value

When the participants were asked whether they recognized the importance of studying with their classmates in a group, the participants agreed (87.50%, 79.20%, 77.30%, and 84.20%, respectively) with means of 2.88, 2.79, 2.77, and 2.84, respectively. The percentage of the 'not sure' responses was at 12.50%, 20.80%, 22.70%, and 15.80%, respectively, and the percentage of 'disagree' was 0.00% throughout the implementation. Most participants paid attention to group work at a high level.

The participants were asked whether they felt that most of the things they learned in class were useless, A percentage of 'agree' responses was at 0.00%, 8.30%, 0.00%, and 5.30%, respectively with means of 1.08, 1.25, 1.14, and 1.16, respectively. The percentage of 'not sure' responses was 8.30%, 8.30%, 13.60%, and 5.30%, and the percentage of 'disagree'

was 91.70%, 83.30%, 86.40%, and 89.50%, respectively. The results showed that the participants sometimes felt that the lessons were useless; however, over 80% felt did not think like that.

Overall, the findings from the learners' journal suggested that the participants' affective engagement was stimulated throughout the implementation of the learning-oriented reading assessment model.

4.3.3.4 Qualitative findings

The qualitative findings from the teacher's observation notes and semi-structured interviews supported the quantitative findings.

Table 33: Teacher's Record of Observable Behaviors of Affective Engagement

	Affective Engagement	Module			
		1	2	3	4
1.	In my class, the students are enthusiastic.	agree	agree	agree	agree
2.	In my class, the students appear interested.	agree	agree	agree	agree
3.	When working on classwork, they seem to enjoy it.	not sure	agree	agree	agree
4.	When I explain new material, the students don't seem to care.	disagree	disagree	disagree	not sure
5.	When working on classwork in my class, the students seem uninterested.	disagree	not sure	disagree	disagree

From Table 33, it was observable that overall, the participants were enthusiastic and appeared interested throughout the implementation of the learning-oriented reading assessment model. In the first week, the researcher, as the instructor, observed that there was something that made lack enjoyment in class. However, after the first week the situation improved. The participants seemed to pay attention when the instructor introduced new materials, and this went on until the final week.

The first week seemed to suggest them that *"if they do not work together, they might not complete the task in time."*. Also, it could be observed that in the first week *"students tend not to share their ideas and discuss with their group members to get the answer"* although they sat together in groups. It appeared that *"they still did not know each other."* The following week was better. *"The groups worked cooperatively, and they asked for some clarification from me more."* In the third week, the questions, and interactions of the participants noticeably increased, *"As I walked around, the students asked me if they needed help or more explanation. They asked me for more clarification with more confidence and continued asking me if they still did not get the point." "They assigned each part to each member of the group systematically. They also helped each other when they got stuck."* The final week was similar. *"Students seemed to have more confidence to ask me to clarify the instructions and explain what they did not understand from the reading text. There were many times when they raised their hands signaling that they needed help. They sometimes stopped me from walking around to ask me questions."* These examples showed that the participants felt more confident to ask questions and interact with their instructor. They did not have trouble working in groups. From the instructors' perspective, the participants became more familiar with their group members and felt more comfortable working with them, thus the sense of belonging could be observed.

The findings from the semi-structured interviews shed more light on the participants' affective engagement during the implementation of the learning-oriented reading assessment model.

The participants were asked about their favorite in English classes, and many of them stated that they preferred discussion, group work, brainstorming in groups, and sharing opinions with their peers, all of which reflected their positive affection as can be seen below:

Student ANK: *"I like classes with activities and group work."*

Student NOC: *"I like to discuss the tasks and the answers in a group and share my opinions with my friends."*

Student WIS: *"I do enjoy group discussion even though I am not a talkative person. I think I enjoy the class that group student to study together."*

Student PAD: *"I like to work in group from the beginning because I can share the opinion. If there is something that I misunderstand, I can ask my friends when I work in a group. It will be better."*

Apart from group work, some participants also preferred reading the text and work with the reading text one their own; others preferred reading alone but working with their peers, as exemplified below:

Student NUP: *"I prefer reading on my own first and then share the ideas with my friends."*

Student BAC: *"I may read with my friends and discuss what they think about the text."*

Student RAN: *"I love the individual work. Before this, I think I like group work, but this class makes me realize I prefer working individually. I think we cannot read together because I don't know how to read with my friends. I just know how to explain my understanding from the reading text and how to exchange ideas with them."*

Most participants seemed to suggest that the review activities were fun and challenging for them, as they shared their sentiment:

Student NOC: *"I enjoy playing Kahoot!"*

Student RUM: *"I like playing Kahoot!"*

Student SUK: *"The Kahoot is fun. It's like we are challenging each other."*

A few participants mentioned that they loved other activities provided in the class such as vocabulary activities (finding the unknown words and looking for the meaning) and reading activities for comprehension (drawing a mind map, diagram, and organization chart), as well as the learning environment and the instructor's support and assistance. Their sentiments are shown in the following excerpts:

Student ARS: *"I like it when the teacher let us read the reading text and find the words that we don't know and search for the meanings of the words first only."*

Student SAJ: *"I like the activity that encourage me to find the main idea and interpret the reading text."*

Student SUK: *"I like simplifying things, making things easier like changing the text into pictures."*

Student BAC: *"I like the class that students can actively participate in such as talking to the teacher and talking together."*

During the interview, one participant indicated that he felt that working in group increased his sense of belonging, as he described:

Student PAD: *"When I work alone, sometimes I think that I do not belong to the class. When I work in a group, I can concentrate on the lessons and activities with my friends. I feel better."*

The findings revealed that the participants realized that learning English was important for their future. As a result, when they did not understand the lessons, they would not give up. Instead, they tried different strategies to understand the lessons such as asking for assistance from peers or the instructor and doing research on their own to make sure that they would be able to move on to the next lessons, as some of them described:

Student NAR: *"I can improve myself. English is necessary when I go to work in the future. It can increase my opportunity, that will benefit me. When I do not understand anything, I need someone to help clarify it. I would ask my friends or ask my teacher. I would not let them pass by because I know I would not understand the following lessons if I do not understand the first lesson."*

Student ARN: *"When I do not understand something, it will bother me all the time until I can figure it out."*

Student PHP: *"There are many ways to think about what to do when I do not understand something in class. I have to search for it and decide how I can search for the answers. If not, I have to ask my teacher."*

Student SUK: *"If my teacher does not answer my questions, I will not study anymore because I am stuck with it and cannot move on."*

Overall, the findings from the semi-structured interview supported the preceding findings that the participants' affective engagement was stimulated throughout the implementation of the learning-oriented reading assessment model.

To conclude, both quantitative and qualitative findings were seen to complement each other that the learning-oriented reading assessment model enabled the participants to develop and sustain their learning engagement.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter concludes and discusses the effects of the development of the learning-oriented reading assessment model on reading ability, reading processes, and learning engagement of undergraduate students. The chapter is divided into five parts, namely summary of the study, summary of the study findings, discussion of findings, implications of the study findings, limitations of the study, and recommendations for further studies.

5.1 Summary of the study

The present study aimed to examine the effects of the learning-oriented reading assessment model on EFL undergraduate learners' reading ability, to investigate the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading processes, and to explore the effects of the learning-oriented reading assessment model on EFL undergraduate students' learning engagement. The main focuses of this study were the development and the implementation of the learning-oriented reading assessment model. The model was developed based on the conceptualized frameworks of learning-oriented assessment, reading instruction, and assessment aiming to prove that assessment could do more than reporting scores that enabled instructors to make the final decisions. In particular, this study aimed to gather evidence that assessment could also assist learners to develop their reading ability and enhance their learning engagement. Through the use of several types of assessment including summative tests and self- and peer-assessments, as well as the opportunities

to be involved and develop expertise in assessment, the participants would be able to identify their strengths and weaknesses.

The present study adopted an embedded mixed-method research design (Creswell, 2012) in order to collect and analyze both quantitative and qualitative data simultaneously. There were two major phases, which are one, the development of the learning-oriented reading assessment model, and, two, the implementation of the model.

In the first phase, the learning-oriented reading assessment model was designed on the grounds of the synthesis of several frameworks including learning-oriented assessment, reading instruction, and reading assessment. Four modules and two end-of-unit tests were developed for the implementation of the proposed model. The modules adopted the reading texts from the required coursebook. The example of the module was validated for its congruence with the model by three experts in language instruction and language assessment and was revised according to their comments and suggestions. The model was piloted and revised before the implementation in the main study. The development of the end-of-unit tests followed the Assessment Use Argument (AUA) (Bachman & Damböck, 2017) by stating claims and providing the backings to support the validity of the tests. The procedures of developing end-of-unit tests also required validation from experts in the field of language assessment, who provided suggestions for further adjustments. The tests were then revised and tried out accordingly. Lastly, research instruments including the learners' journal, instructor's observation notes, and the semi-structured interview protocol were validated by experts on both language instruction and language assessment. All instruments were revised and piloted before implementation in the main study.

The second phase of the study was the implementation of the main study. Prior to the implementation, the researcher explained the information about the study to the participants and asked for their cooperation to be part of the study. The participants were also asked to sign the informed consent form. Next, the researcher collected the CU-TEP reading test scores from the participants. The information was also considered as the pre-reading test scores. After that, Module 1 and Module 2 were implemented. The participants then took the end-of-unit test 1. The test was scored by two raters, and the scores were reported to the participants. The consistency of raters was computed using Pearson product-moment correlation. There were no additional lessons added in this study due to the fact that the participants' scores were high in terms of comprehension. However, in the part of inferencing questions in the end-of-unit test, the participants' responses of the questions hardly provided evidence taken from the reading texts in order to support the answers. Hence, the researcher decided to focus more on the learning tasks regarding inferencing questions in the following modules. After the end-of-unit test 1, Module 3 and Module 4 were implemented and the end-of-unit test 2 was administered. The scores of the second test were reported to the participants. During the implementation of all four modules, the participants were asked to assess their performance using the learners' journal, while the researcher, as the instructor, observed and recorded their behaviors in the instructor's observation notes. After the implementation, the participants took the CU-TEP as a post-test and were interviewed.

The data from all instruments were analyzed quantitatively and qualitatively. Descriptive statistics including mean, standard deviation, and percentage were used to analyze the CU-TEP pre- and post-reading test scores, the end-of-unit test scores, the

reading ability questionnaire data (in the learners' journal), and the learning engagement questionnaire data (in the learners' journal). The dependent t-test was employed to explain differences between the pre- and post-reading test scores and between the end-of-unit test 1 and the end-of-unit test 2. Content analysis was employed to analyze qualitative data from the learners' journal, the interview, and the instructor's observation notes.

5.2 Summary of the research findings

The data from the research findings could be divided into three major parts following the three research questions.

Research question 1: What are the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading ability?

The quantitative findings based on the analysis of the data collected with the pre- and post-reading tests of the CU-TEP, end-of-unit tests, and the learners' journal revealed that the learning-oriented reading assessment model helped learners develop their reading ability. The mean score of the post-test of the CU-TEP was slightly higher than the mean score of the pre-test, even though the difference was not statistically different. The mean score of the end-of-unit test 2 was also slightly higher than the mean score of the end-of-unit test 1 with no significant difference. The qualitative findings revealed that the participants rated their performance at a high level during the implementation of the learning-oriented reading assessment model.

Research question 2: What are the effects of the learning-oriented reading assessment model on EFL undergraduate students' reading processes?

The quantitative findings from the questionnaires and the qualitative findings of the interviews revealed that, during the implementation, the participants were encouraged to do several activities to help them read and understand the reading texts. Such understanding of reading texts engages both lower-level and higher-level reading processes including recognizing vocabulary and sentence structures, activating background knowledge, identifying main idea and specific details, and making inferences. The findings from the questionnaires also indicated that the participants were able to monitor and identify the processes of learning that had been activated by their engagement in learning-oriented assessment. It could be assumed that once their reading processes had been activated, reading ability could be developed.

Research question 3: What are the effects of the learning-oriented reading assessment model on EFL undergraduate students' learning engagement?

The research findings showed that during the implementation of the learning-oriented reading assessment, the participants maintained high levels of learning engagement in three categories: behavioral, cognitive, and affective engagements. The qualitative findings from the instructor's observation notes and the semi-structured interviews also supported the quantitative findings.

5.3 Discussion of findings

5.3.1 The effectiveness of the learning-oriented reading assessment model to enhance the development of students' reading ability

The findings of the study suggested that the participants' English reading ability was improved as evidenced by the pre- and post-reading test scores of the CU-TEP and the end-of-unit test scores, even though there were no significant

differences between the pre- and post-reading test scores of the CU-TEP as well as between the scores of the end-of-unit tests 1 and 2. Qualitative findings derived from the learners' journal and the instructor's observation notes revealed that the English reading ability of students was improved in addition to other language skills and learning skills during the implementation of the learning-oriented reading assessment model. Such findings could be discussed as follows:

First, the learning-oriented reading assessment model enabled learners to develop their reading ability because when learners were engaged in the model, they had a chance to be exposed to the assessing tasks they had never done before. In the past, learners were required to do only summative assessments which told them what their scores was, or how well they performed, but did not tell them more in terms of what they should further practice or develop in order to become better users of the English language. In this study, what the participants had done in the class would be assessed in the end-of-unit tests to make sure that target language use (TLU) tasks were compared to the assessment tasks in the end-of-unit tests. In the class, the participants worked in groups and responded to short-answer questions and open-ended questions, both of which attempted to provide learners more flexibility answering the questions during the implementation while the same activities were assessed individually in the end-of-unit tests. With the design of the aforementioned tasks, the participants had more chances to learn about what they could do and what they still lacked, so it was likely that their reading ability could be more effectively developed. This findings also agreed with the suggestion of Migliacci (2018) that the tests used in language classrooms should not only employ selected-response types of tasks such as a multiple-choice

and true or false, but involve a variety of performance-based assessments, which try to imitate the real-world tasks, so that learners had more chances to further develop the language abilities. Moreover, according to Jones and Saville (2014), with the alignment of learning tasks and assessing tasks, learning-oriented assessment combines language instruction with language, leading to better environment of learning where assessment plays a role of a supporter and learning assistant. Migliacci (2018) also adds that the benefits teachers could gain are tremendous because having more frequent tests during the semester could also provide insightful information to guide teachers if they need to provide additional lessons or adjust the teaching plans and to help learners identify their strengths and weaknesses while there is still time during the semester to improve. Consequently, the connection between learning tasks and assessing tasks could bridge the gap between language instruction and assessment. In this study, when the gap was narrowed down, learners could utilize the assessing tasks in the learning-oriented reading assessment model as a learning tool marking their milestones of the development of reading ability. Apart from the congruence of learning tasks and assessing tasks, the participants were also introduced to alternative forms of assessment in the classroom: peer-assessment and self-assessment. These assessing tasks encouraged the participants to practice evaluating others through the provided rubric and also self-rate their learning performance in the class. Besides this, after the implementation of the learning-oriented reading assessment model, the participants were evaluated on not only their cognitive knowledge but also their affective reading outcomes. Apart from the score report, the participants had the opportunities to understand their

performance through other means of assessment including self-assessment and peer-assessment. The findings seemed to suggest that in order to have better reading ability, learners should know not only their reading scores but also other factors that may lead to their reading performance such as their own perception of reading ability and their own learning performance in the class. This claim also agreed with Afflerbach et al. (2018) and Koda (2012) who point out that efficient readers require good understanding of their own reading strategies and skills. Hence, it is to say that while engaged in learning tasks and assessing tasks in the learning-oriented reading assessment model, the participants may recognize the connections between what they studied in the class and what they were assessed during the end-of-unit tests and the reading part of the CU-TEP, and such recognition helped them develop their reading ability. The understanding of what and how reading ability were assessed in the class might be a key for the participants since the learning tasks, assessing tasks, and an in-house reading tests shared similar objectives which were to assess learners' reading ability including identifying main ideas and supporting details and making inferences. Furthermore, the participants understood their reading performance through the application of self-assessment and peer-assessment. In doing so, there is a paradigm shift from assessment *of* learning, which views assessment as a tool to make a final judgment, to assessment *as* learning, which views assessment as a tool to help improve learners' learning (Rea-Dickins, 2008). Simply put, the alignment between learning tasks and assessing tasks and the introduction of peer- and self-assessments in the learning-oriented reading assessment model enabled the participants to learn how to recognize their own weak points. Through

the interactions the participants had with the assessment tasks, they had more chances to clearly understand their weaknesses. When such weaknesses were distinguished, it might have been easier to seek solutions. At the same time, when the participants had a chance to do peer assessment, the communications among peers and the feedback received from or to peers also created a scaffold that provided a guidance that made the participants start questioning and asking themselves if their understanding of the reading texts was on the right track. These findings also supported the importance of interactions through the uses of self- and peer-assessments that successful communications between learners and the teacher help scaffold learners when doing difficult tasks and accomplish the learning objectives (Jones & Saville, 2016). In other words, the introduction of self- and peer-assessments embedded in the learning-oriented reading assessment model could help the participants expanded their assessment ability from evaluating what learners had learned after the semester to assisting learners to learn the target language and improve their reading ability before the end of the semester.

Second, the greater opportunities for the participants to be involved in assessing tasks are important to the improvement of learners' reading ability. The learning-oriented reading assessment model had offered the participants more opportunities to be a part of the assessing tasks by encouraging the participants to use a rubric to assess their peers' performance and complete the learners' journal to evaluate the participants' own performance. Moreover, the same rubric was used again by the instructor to assess the participants' reading ability in the end-of-unit tests. According to Carless, Joughin, Liu, et al. (2006), such

involvement in assessment is beneficial for learners because they understand how much they are expected to do to earn higher scores and how the teacher assesses their work. When learners take the reading tests, they could think back to the scoring rubric, and what they were doing in the class, and this could make them realize how much they have to do to earn higher scores. According to Christison (2018), learners are reminded by the assessing tasks or tools how much they have learned and are able to self-judge how and what they should do to become better. With such realizations, learners might be able to control their own learning, which according to Salamoura and Unsworth (2016), is called self-regulation. When learners control their own learning, they tend to set goals for themselves, monitor and be aware of their performance, make decisions to put more effort into it or give up, and choose what to do for themselves (Pintrich, 2000, P. 454 as cited in Nejadihassan & Arabmofrad, 2016). With the information gleaned from formative assessment, learners could better comprehend and control their learning (Janisch et al., 2007). The abilities and the information could lead to learners' improvement of reading ability because both might help enhance learners' self-regulation and lead to development of autonomous learning because they make them understand the assessment criteria and how they could make use of the rubric, as well as other assessments, as a learning tool. Similar to what Parker (2016) has suggested, self-regulation has played a significant role in the development of learners' reading comprehension. In this study, in order to help learners monitor themselves more effectively and find the ways to improve their reading ability and learning skills, as well as prompt them for the tests, the understanding of how their reading ability would be tested would probably

prepare them to be ready for the end-of-unit tests, leading to the greater success of their development of reading ability.

In fact, in addition to reading ability, involvement in assessing tasks could also lead learners to the development of assessment expertise in learners. In the study, the participants were offered several chances to explore and make use of the rubric to provide constructive feedback to their peers. What the participants had learned was not only how to give feedback, but also how to utilize the criteria stated in the rubric. Such practice could not be found easily in traditional classrooms, so it might have been beneficial for the participants. According to Christison (2018), learners would have a clearer benchmark. Moreover, they would be able to predict what they are about to be tested, or even further, what problems or difficulties they may face so that they could handle such issues with their expertise in assessing (Jones & Saville, 2016). Especially for reading ability, Afflerbach et al. (2018) has pointed out that learners would become successful readers because they could manage to assess their reading progress and monitor their reading ability.

Third, learners' engagement in feedback has also played a role in developing learners' reading ability. Engagement in feedback involved the interaction between the instructor and the participants, and among the participants themselves. To explain, the participants may have asked questions, asked for clarification, argued against the feedback they had received, and negotiated their arguments with other participants and the instructor for clearer understanding. In general, when in a traditional classroom, learners are likely to receive informal feedback from the instructor, but it is usually a one-way communication. In the

learning-oriented reading assessment model, on the other hand, the participants received informal feedback from their peers, themselves, and the results of the scores in different forms including test scores, verbal/written feedback, a rating scale, and a rubric. Apart from the feedback from assessing tasks, in a learning task, the participants discussed with peers regarding reading comprehension questions and inferencing questions with their peers before presenting the group's answers to the whole class, and this helped the participants develop their reading ability through questioning and negotiating for the complete and correct answers. As Rydland and Gr⊘ver (2019) has pointed out, peer-discussion in a reading class plays a significant role in the quality of learners' reading comprehension because the discussion can lead to the interactions among learners where reasons are raised to support or argue against the claims.

In addition to questioning and negotiating, when being engaged in the learning-oriented assessment model, the participants were required to do group works which gave them the opportunity to ask their friends questions for clarification and explanation when they did not fully understand the reading texts or the task instructions. According to Richards (2015), the interactions such as clarification and explanation encourage learners to modify and simplify the explanations to explain to their peers and facilitate the comprehension of their peers. Such immediate feedback from their friends might also be beneficial for the participants' learning and reading comprehension as learners know immediately what they are good at and what they need to develop further. Waiting until the end of the class, course, or semester might be so long that they might have forgotten it, ignored it, or paid their attention to other issues; therefore, they

miss the opportunities to develop their skills when they still have time to do so. According to Havnes et al. (2012), feedback could help learners when it is given to them at the right time because they could make connections with what they are currently doing. Otherwise, the feedback might be wasteful for them. Thus, as the learning-oriented reading assessment model provided the participants instant feedback from not only their instructor but also their peers and themselves which was not a common occurrence in a tradition reading class, the participants had more likelihood to develop their reading ability after they had realized what they had learned, what they did not yet know, and what they needed to know while they were doing the reading tasks, not just after their reading tasks had been scored and graded by the instructor.

Fourth, the scores from the reading part of CU-TEP, the end-of-unit tests, and other assessing tasks were useful information for the instructor. To explain, the decision of the instructor whether or not to supplement additional lessons was based on the mean score of the end-of-unit test 1, which showed that the participants could answer most comprehension questions correctly. However, in the end-of-unit tests, which required inferencing skills, the participants could not elaborate their answers and could not support their answer with the evidence from the reading texts resulting in lower scores in part 2 of the test. Consequently, the instructor decided to emphasize how to respond to the inferencing questions during the implementation of Modules 3 and 4. The findings also reflected in the slight increase in the scores of both the post-reading test of the CU-TEP and the end-of-unit test 2. Thus, it could be seen that the instructor's decision may have affected the development of the reading ability. The actions fit the purpose of

learning-oriented assessment in the way that the information the instructor gained from the class was valuable for lesson adjustment (Jones & Saville, 2016). As supported by the study of Kim (2015), the information gained from the reading test has played a crucial role for the instructor to prepare and adjust their instructions. Moreover, as stated in Janisch et al. (2007), teachers have more chances to keep track of how learners learn the language, how they monitor their performance, and how they process their reading. Therefore, for teachers, the learning-oriented reading assessment model was promising as it could provide ongoing information about learners and their learning processes, which could help the instructor prepare and adjust the lessons to enhance or assist learners who need help in time.

Fifth, the findings from the self-rate performance suggested that the participants rated themselves at a higher level of confidence in their performance when participating in the learning-oriented reading assessment model. There was no one who rated themselves as 'poor' during the implementation. This can be assumed that the participants felt more confident to perform and complete reading tasks. When learners believe that they can complete the learning tasks no matter how much or what quality they have achieved, learners' reading ability can be developed (Afflerbach et al., 2013). Also, the strong desire to learn and read intrinsically might affect the development of learners' reading ability (Komiyama, 2018) because the desire to read challenges learners to continue their reading and read extensively. Even though they might have faced difficulties while reading, they are fearless to continue reading and seek ways to comprehend the reading texts. The self-rate reading performance also helps teachers in the way

that they can compare the actual ability and perceived ability of learners and help assist or provide them with more suitable feedback and support (Grabe, 2009a; Jang et al., 2014). Therefore, it can be concluded that the learning-oriented reading assessment model has focused on not only the achievement of learners' reading ability, or the end product, but also the processes of reading where not only strategies and skills were focused, but also confidence to read by themselves.

In conclusion, the findings revealed that the learning-oriented reading assessment model had an effect on the participants' development of reading ability as evidenced by the increase in the post-test scores of the CU-TEP and the end-of-unit test 2. Apart from the scores, the participants also believed that their reading performance had good to best quality when they joined the classes. Such development could possibly be explained by the development of learning tasks and assessing tasks, the introduction to self- and peer-assessments, the involvement on assessing tasks, and the usefulness of the information from assessments on both the instructor and the participants that were all included in the learning-oriented reading assessment model.

5.3.2 The effectiveness of the learning-oriented reading assessment model to promote students' reading processes

The findings of the study suggested that the participants' reading processes had been promoted throughout the implementation of the learning-oriented reading assessment model as evidenced by the self-responses to reading processes, teachers' observation notes, and the semi-structured interviews. Such findings could be discussed as follows:

First, the learning-oriented reading assessment was especially designed to emphasize how the participants could be involved in the reading processes. The model aimed to embed the development of reading comprehension in the instructional procedures of the model. The focused abilities for reading comprehension were embedded in the instructional procedures. Starting from the lower-level reading processes, the learning-oriented reading assessment model paid attention to the recognition of vocabulary and sentence structures as they were considered the foundation of reading comprehension. To illustrate, during the pre-reading teaching procedure, there were vocabulary tasks during which the participants were required to work with unknown vocabulary. They were encouraged by the instructor to scan for known and unknown words and guess the meanings of the unknown words from the context. After that, they would use the dictionary and choose the appropriate meanings for the unknown words in the reading texts. The task was wrapped up when the participants were asked to do the vocabulary exercises. The choice of words used in the exercise was the key vocabulary of the reading texts to ensure that vocabulary acquisition had taken place. Another task was related to the recognition of sentence structures. In this task, the participants scanned the texts and pointed out some structures that were difficult for them to interpret and might have affected the comprehension of the reading texts. This aimed to prepare the participants before they read the reading texts. According to Richards (2015), pre-reading activities provide the reasons for learners to read, as well as ease some difficulties on vocabulary knowledge, grammatical knowledge, and prior knowledge that learners might face or need in order to fully comprehend the reading text. Moving to the higher-level reading

processes, the learning-oriented reading assessment model paid attention to the ability to use background knowledge to support reading comprehension, identify the main idea and supporting details, use reading strategies when facing challenging reading texts, and make inferences. To exemplify, during the pre-reading teaching procedure, the instructor built up the participants' background knowledge in relation to the reading texts so that they could have general ideas of what they were about to read in the class, and they could relate the topics of the reading texts with their prior knowledge. During the while-reading teaching procedure, the participants would read the reading texts and answer the comprehension questions and inferencing questions. When the participants worked on inferencing questions, they were also asked to support their answers with the evidence from the reading texts. This was to reassure that they truly understood the reading texts and were able to explain their interpretations. They were encouraged to have a discussion in groups and presented the answers to the class as well. The emphases of the tasks were on the ability to identify the main idea and supporting details and the ability to make the inference. Although there are several while-reading activities suggested by many scholars (e.g. Anderson, 2003, 2008, 2012; Nunan, 1999; Richards, 2015), most of the suggested activities in a traditional reading classroom focus on deconstructing the reading texts into the forms of organization charts, summary writings, or asking comprehension questions. Through the learning-oriented reading assessment model, apart from doing the learning tasks in groups, the participants were encouraged to pay greater attention to the comprehension tasks and inferencing tasks. Accordingly, the interactions and the feedback occurred during the learning tasks in the model

supported the activation of higher-level reading processes to a greater extent than a general L2 reading class.

The features of reading ability included in the learning-oriented reading assessment model were suggested by several scholars (e.g. Grabe, 2017; Reynolds, 2018). Teachers need to prepare L2 reading classes for learners to make the class step-by-step (pre-, while-, and post-reading instructions), make the reading easier for learners, and choose appropriate texts. The inclusion of the mentioned features was used typically in the L2 reading classrooms. Supported by the study of Nergis (2013), vocabulary knowledge, syntactic awareness, and reading strategies were some of the important factors that might lead to the efficiency in reading. Moreover, having a good foundation of vocabulary and sentence structures could help learners comprehend the reading text more easily and improve their higher-level reading processes. The study of Srisang and Everatt (2021) revealed that there was a strong correlation between vocabulary knowledge, which was categorized in lower-level reading processes, and the ability to make inferences, which was categorized in higher-level reading processes. It is noteworthy that the instructional procedures provided in the learning-oriented reading assessment model implemented in this study included necessary features that would activate learners' reading processes. As a result, when the participants were asked whether they had practiced the aforementioned features of reading ability in the classes such as identifying and implementing vocabulary from the text, activating background knowledge, recognizing language structures, identifying the main idea and supporting details, and making inferencing, most of them stated that they did. As such, the learning-oriented

reading assessment model provided several learning activities to support the development of learners' reading processes.

Second, the involvement in assessing processes was seen to help activate reading processes as well. To explain, in the while-reading teaching steps, the participants working in groups were asked to read and answer the comprehension questions and the inferencing questions. Then they had to share their answers with the whole class, which allowed the opportunities for other groups to give feedback to their answers using the provided rubric. The comments were related to the criteria stated in the rubric. At this stage, the participants shifted their role from a student to an assessor. They were allowed and encouraged to evaluate their peers as if they were about to give real scores to them. This stage was important because, in traditional classrooms, learners receive fewer chances to shift their point of view and view others' performances as an assessor. The transference of the positions from being a learner to an assessor leads to the better understanding of the assessment criteria, the course objectives, and the course content (Christison, 2018). Moreover, the self-response checklist of the reading processes the participants did after each class served two purposes. First, it acted as a reminder for the participants of what they had done in the class. Second, it also acted as a learning tool signaling the participants which reading tasks they did not do well, they did not pay attention to, or they already did well. According to Christison (2018), involvement in assessment may lead to more understanding of what the expectation of the course is and what learners have to improve in order to do well in the classroom. However, it is worth noting that although the involvement in assessment seems to be beneficial for learners, according to

Hattingh et al. (2019), it did not guarantee learners' class attention and learning dedication because the assessment was considered a low-stake assessment. As a result, the learning-oriented reading assessment model provided greater opportunities than traditional L2 reading classes for learners to be involved in assessing tasks, which led to a better understanding of learners' reading ability, chances to activate reading processes while they were reading, and possibilities to review their reading performance.

Due to such opportunities, reading processes were promoted through the interactions between the instructor and the participants and among the participants themselves. The learning-oriented reading assessment model promoted group discussion while the participants were reading for comprehension and making inferences. The participants always worked in groups because there were likely occasions when they needed assistance, suggestions, or confirmation from their peers. Group setting would increase the number of peers they could reach for support. The feedback and interactions in the class enabled learners to activate and process their reading ability throughout the implementation. To illustrate, during the pre-reading teaching step, the participants could ask their peers to clarify the meanings of the unknown vocabulary and explain complicated sentence structures. The while-reading teaching step allowed the participants to have a discussion on the reading text aiming to answer the comprehension questions and inferencing questions appropriately and correctly. At this stage, the participants could do the reading tasks on their own first and check their answers with their peers later. They could also negotiate and argue against each other's answers to find the most appropriate

solutions. Such interactions in reading are supported by Jacobs and Shegar (2018) who state that reading is a social process although there might be cases in which learners are not cooperative with the activities and become inactive. Therefore, the interactions and feedback offered in the learning-oriented reading assessment model implemented in the present study were beneficial for learners to promote reading processes.

Furthermore, the learning-oriented reading assessment model promoted reading processes because learners had experienced several strategies and approaches in order to comprehend the reading text. It was not surprising to find that recognizing vocabulary was a common practice of the participants, and they tended to be familiar with the vocabulary exercise before they started reading the reading texts. There were several reading strategies regarding vocabulary knowledge mentioned during the interviews. The choices of reading strategies were, for example, asking for clarification from friends and the instructor, looking up the words, and checking the pronunciation of the words in dictionaries from different platforms, such as books, websites, and mobile applications. The findings revealed that the participants recognized the importance of vocabulary knowledge and put effort into learning vocabulary to develop not only reading skills but also other language skills. As pointed out by Grabe and Stoller (2013) and Pearson and Cervetti (2013), readers should recognize a certain number of words in order to understand the reading texts. However, it is worth mentioning that recognition of sentence structures was not prioritized by the participants. The findings revealed that some participants chose to skip this if they did not understand the sentence structures, while others thought that the structures were

not problematic for them because knowing a lot of vocabulary could help them understand what they were reading. However, there were a few approaches mentioned by some participants including searching grammar books, asking friends, asking the instructor, looking at the context of the sentence, and deconstructing it into small parts. Even though in this study the knowledge of sentence structures was not seen as important as vocabulary knowledge, Srisang and Everatt (2021) insist that grammatical knowledge could help learners with lower-reading ability understand reading texts and predict their reading comprehension. The reason why there were fewer reading strategies and approaches that the participants chose could be explained by the difficulty of how grammar was instructed. Sentence structures (or grammar) are considered a bitter pill for learners. Learning sentence structures takes more time to understand, and even more so to be able to recognize and utilize grammatical knowledge for both perceptive and productive skills. As supported by DeKeyser (2005), learners may find it difficult to interpret the meaning of the structures, recognize the forms, and relate the meaning and form to make meaning. As the processes were complex, it might require a certain foundation for learners to be able to recognize sentence structures. It can be even more difficult for them to recognize the unknown ones. The participants mentioned several reading strategies and approaches regarding higher-level reading processes. Because of the complexity of the tasks, the participants were seen to put more effort than the tasks for lower-level reading processes. They mentioned that they skimmed, scanned, and tried to identify keywords or key vocabulary from the reading text in order to identify the main idea and supporting details. Interestingly, most of the participants did not mention

only one reading strategy or approach. They seemed to use several reading strategies to help them comprehend the reading texts and answer the comprehension questions and inferencing questions. Simultaneously, in class, the instructor also explicitly introduced reading strategies that could support reading comprehension such as skimming and scanning, guessing words and meaning from the text, locating the main idea, and referencing. The support in the class may have caused multiple uses of reading strategies by the participants as well. The findings also suggested that the participants needed to research related topics or seek consultations from their peers or online resources if they did not have enough background knowledge to reading the reading texts. The reading strategies or approaches they used suggested that they processed their reading and saw the usefulness of background knowledge as it might have helped them understand the reading text more easily. Besides, the participants mentioned several reading strategies or approaches they used to gain more understanding of the reading text and answer the inferencing questions including reading more than one time, seeking consultation, and referring to a part of the reading text as their support. Accordingly, reading strategies and approaches were seen frequently in all elements of reading ability for comprehension. This might be explained by the development of the learning tasks that encouraged the participants to process their reading and put more effort into reading and learning in the classes. The learning tasks that the learning-oriented reading assessment model focused on were in while-reading teaching steps. The findings also suggested that there were fewer approaches than other features of the reading process the participants mentioned when they were dealing with inferencing questions. This could be interpreted that

the participants may have faced difficulties even though the participants' CEFR's levels were at B1 and B2. This interpretation was supported by the study of Dhanapala and Yamada (2015) stating that learners with different levels of English language proficiency might utilize different reading ability. However, regardless of their proficiency, making inferences is the least they could perform.

In conclusion, the learning-oriented reading assessment model could activate and promote reading processes in the participants through the development of the learning tasks, the involvement of the participants in assessing tasks, and the interactions and feedback the participants experienced from several resources. Moreover, reading processes were identified in all instructional procedures of the learning-oriented reading assessment model as evidenced by the reading strategies and approaches the participants used.

5.3.3 The effectiveness of the learning-oriented reading assessment model to promote students' learning engagement

In terms of behavioral engagement, the participants showed positive conduct on frequent occasions and tried to get involved in the assigned tasks. This was probably because of several reasons. First, the learning-oriented reading assessment model supported the participants to work collaboratively in groups. To accomplish the learning tasks in time, they were encouraged to have a discussion with the group members and then distribute the tasks to each member. After presenting the work, they were also encouraged to provide comments on other group members' ideas using the rubric. Lastly, the model supported their involvement through the review activities, which were in the form of games. They

might eventually have realized that if they wished to be the winner, they would have to pay attention to what was being taught in the class. Such activities sustained their attention to the class. The attentive behaviors shown and recorded were supported by Alicea et al. (2016) suggestion that the acts of discussion and participation in group works were the signs of behavioral engagement. Generally, the contribution to peer-assessment and other assessing tasks resulted in learners' becoming more active, which supports and fosters the participants' behavioral engagement (University of Reading, n.d.). Moreover, according to Weurlander et al. (2012) and Willey and Gardner (2010), working in groups plays a role in encouraging learners to stay focused and to pay attention to class more than working individually. The findings of the present study also supported the framework of learning-oriented assessment proposed by (Jones & Saville, 2016) that the effectiveness of learning can increase because of the interactions between the teacher and learners collaborating with one another.

A learning-oriented reading assessment model implemented in this study also supported the activation of cognitive engagement. The deeper the participants understood how to use the rubric, the more they became experts in assessment. In so doing, the use of self- and peer-assessments played major roles in providing opportunities for the participants to self-monitor their performance and practice evaluating their peers' performances. In general, when learners developed their assessment skills and gain understanding of assessment criteria, they are better able to assess, and give feedback to both themselves and their peers (Hernandez, 2012). The involvement in the assessment processes provided in the model in the present study through the use of several assessments helped the

participants see the whole pictures what assessment should be like. According to Weurlander et al. (2012), learners can also indicate or predict important issues that they should pay more attention to through several types of assessment they have been exposed to throughout the semester. Therefore, some preparations such as looking at the class schedule, reviewing the previous classes, and studying for classes with quizzes were examples of what learners did. The ability to control their learning and set a goal while learning and doing learning tasks was observable. Such an ability is considered an indicator of cognitive engagement (Dincer et al., 2019; Fredricks, 2014; Fredricks et al., 2004; Hawe & Dixon, 2017; Lester, 2013; Turner & Purpura, 2016).

The participant's affective engagement was at a high level during the implementation of the learning-oriented reading assessment model. There were several reasons to support such a finding. First, several and different learning tasks provided in the model had an effect on the positive feelings towards the class, the teacher, and their classmates. To illustrate, the participants mentioned learning tasks and learning-oriented assessment tasks as their favorite and enjoyable activities, including activating background knowledge using videos and a book, reviewing the reading text using competitions, and giving feedback using the rubric. According to Weurlander et al. (2012), a competition among learners in class is considered as an important tool to encourage learners because the desire to win the competition lead to the increased effort on learning. Second, the participants perceived that they were a part of the groups and the classes, and they received recognition from both the instructor and their classmates, which resulted in a positive feeling that could sustain their engagement. Furthermore,

working in groups helped them do the tasks more quickly and, at the same time, they felt safer and more comfortable when interacting with the instructor and their friends. As supported by the study of Willey and Gardner (2010), the community of learning takes place when learners feel comfortable to communicate with their peers. Learners usually do nothing after receiving feedback; however, collaborative group work could encourage them to pay attention to the feedback and learn what they should or should not do next time, thus promoting not only their learning but also the creation of new knowledge. Lastly, the participants may have realized that studying in class was valuable and important. This was because the focus of the learning-oriented reading assessment model was not on the test scores solely. Instead, it put an emphasis on reading processes, which could be applied with any reading passages they were about to read in the future. This made them realize that the learning tasks and assessing tasks provided in the learning-oriented reading assessment model could equip them with necessary learning skills and reading skills. Moreover, such activities helped them detect their own strengths and weaknesses when they learned about what they could do well and what he could not. Such a finding yielded support to the study of Xiao and Carless (2013) who found that supportive actions and activities from a teacher and peers helped elevate learners' positive affections and satisfaction with the class. When learners know how much clearer what they should focus on the tasks and how they could improve themselves, their learning engagement could be fostered (Keppell & Carless, 2006).

Although the study findings showed that the learning-oriented reading assessment model could promote learning engagement, the model may not have

worked well with all learners. In this study, participants focused on quizzes and homework as they paid attention to scores and letter grades. As a result, they prioritized the assignments and quizzes that were scored and participated in the class with less attention and effort. According to Hernandez (2012) and Hattingh et al. (2019) learners are likely to put more effort into the tasks that are graded. Although learners recognize the value of formative assessment as a learning approach to promote lifelong learning, summative assessment, which means scores and grades, is considered more important than formative assessment. In this study, a few participants also mentioned that they could finish the learning tasks with ease because they were easy and did not challenge their current levels of abilities. However, they enjoyed with the learning activities and valued them as the opportunities to help their peers develop reading ability and learning skills further. According to Willey and Gardner (2010), learners with higher abilities may not learn new knowledge for the class; however, they could take chances to teach their peers, which, in turn, helps them come across their room for improvement and realize whether they understand the lessons deeply enough to give explanation to their peers. When the tasks are not sufficiently challenging, learners may not feel that they wished to go beyond the requirement and might be discouraged (Afflerbach & Harrison, 2017; Fredricks et al., 2004; Great Schools Partnership, 2016).

The learning-oriented reading assessment model could promote learning engagement in all dimensions because the participants were encouraged to be involved in assessing tasks and were offered more opportunities to practice giving feedback, which was always not a common activity in a traditional classroom.

According to Mahdikhani and Rezaei (2015), learners who are engaged tend to have higher reading achievement although it is not always the case. Additionally, in this study, the participants seemed to enjoy the activities and participated in the activities with enthusiasm even though a few of them might have felt less challenged, bored, or even distracted due to other factors such as upcoming quizzes, assignments, and scores from both the class and other classes they were taking in the semester. Thus, a high level of one dimension of learning engagement may or may not result in the rise of the other dimensions although learning engagement is believed to have interrelated components (Philp & Duchesne, 2016; Symonds et al., 2020).

Overall, the learning-oriented reading assessment model could be used to foster learning engagement in all three dimensions: behavioral engagement, cognitive engagement, and affective engagement. In the present study, when the participants were engaged, there was a possibility that they learned better, or, at least, put much more effort into learning because their engagement was nurtured.

5.4 Implications of the research findings

The study findings revealed that the learning-oriented reading assessment model could be used in a language classroom to combine instruction and assessment to develop learners' reading ability, lower- and higher-reading processes, as well as learning engagement. Therefore, the model should be beneficial for EFL teachers as an alternative approach for reading instruction. For teachers and course developers, the pedagogical implications are given as follows:

First, the learning-oriented reading assessment model allows teachers' choices of reading texts and several pedagogical activities. Just like when teachers are designing course and teaching materials using other instructional approaches, they should primarily understand the procedures and language proficiency levels of learners so that they could customize and choose appropriate activities for their learners. Thus, the design of the learning tasks and assessing tasks are important. It is recommended that teachers should try to make connections among the content, the instructional activities, and the choices of assessment. However, when implementing the learning-oriented reading assessment model, what teachers need to do differently is that they should also consider which types of assessment tasks are appropriate for learners, when and how often the end-of-unit test should be administered, and what information the teachers should expect from the test administration. Otherwise, the test administration might result in negative washback in learners such as the increase in learners' stress and anxiety and the decrease in learners' motivation. Moreover, the teachers should be careful not to make the assessment be misinterpreted by learners who may perceive the tests as punishments instead. Furthermore, if the designs of the learning tasks and assessing tasks are not congruent in terms of content, their levels of difficulty, types of tasks, and the rubric used, data gained from the test results might not reflect actual performance of learners and might cause misinterpretation for teachers. To explain, according to the model, after a few modules have been taught, the end-of-unit tests should be administered so that teachers will understand if learning has actually taken place. The learning tasks should encourage learners to practice providing and receiving feedback with the rubric so that their assessing expertise is developed and the interactions between peers and the teacher could take place. In so doing, all three

elements of learning-oriented assessment are covered and the learning environment which highlights the integration of instruction and assessment can occur in a language classroom.

Second, since teachers can keep track of learners' performance from time to time and the model provides rooms for learners who could not perform well to improve, teachers should plan for possible support and assistance to be offered. Further assistance could be given, ranging from next-lesson adjustment to out-of-class extra practices, focusing on vocabulary exercises, reading practices, self-learning resources, etc. as teachers believe necessary for learners. The time for such additional lessons varies, depending on learners' problems. However, it is deemed necessary that teachers keep in mind that when applying the learning-oriented assessment model, they should consider differences among individual learners so as to avoid negative affections and discouragement. They also need to ensure that each learner receives appropriate attention in the form of tailor-made assistance. Moreover, the levels of difficulties and the designs of challenging tasks should be considered so as for learners with higher ability to remain challenged all through the lessons to activate and maintain their learning engagement.

Because of the learning-oriented reading assessment model, teachers are able to notice learners' problems and struggles early on in the course compared to general classes where such issues are commonly noticed at the end of the semester when the final grade is calculated. Although giving learners additional lessons may not interfere with normal classes, it may require extra time and workloads for both learners and teachers. Thus, teachers may discuss with learners and try to arrange the lessons with

their time constraints taken into consideration. Otherwise, the lessons might become too burdensome for learners and may make them feel like giving up on learning.

Third, teachers need to be aware of their attention given to learners as individuals. Even though the learning-oriented reading assessment model suggests teachers provide tailor-made assistance to learners, learners who have shared similar problems could be grouped so that they could be more engaged in studying. Hence, teachers should look closely at the results of the end-of-unit tests to see the number of learners who have shared similar problems. As the learning-oriented reading assessment model also supports the community of learning, it might be beneficial for learners with similar problems to help one another. When learners work together, they could help one another clarify some difficulties and search for solutions. Having someone who share similar problems may alleviate learners' stress from having to take additional lessons. Another suggested strategy that could be utilized is that teachers may assign these learners into different groups during the implementation of the learning-oriented reading assessment model. As the research findings revealed that the participants preferred to consult their peers when they worked in groups, this could be great opportunities for the learners with difficulties to work with others so that group members could help one another search for solutions to shared problems while reading and participating in the class. Moreover, when the learners who could not perform well evaluate the other groups' performances, they could discuss the rubric with their group members so as to find ways to improve the quality of their own work.

Fourth, the design of learning tasks is important in promoting learning engagement, especially in terms of behavioral and affective engagement. The findings of the present study indicated that competitions and games could raise learners' positive

affections. However, it was not enough to activate cognitive engagement which requires even more challenging tasks. When designing learning tasks, teachers should consider the difficulty levels of tasks so as not make them too easy to cause learners to lose interest or too difficult to make learners feel discouraged and give up.

Fifth, collaborative learning in the form of group work can be helpful to promote reading ability and learning engagement of learners. Hence, teachers should consider designing activities that encourage learners to work in groups. However, the assignments of learners into groups should be done with care to prevent some group members from dominating the discussion or distracting others. As suggested by Richards (2015), there are several considerations for grouping learners including the number of group members, the understanding of group roles and purposes, levels of proficiency, learners' learning preferences, noise levels, and completion times.

Sixth, the learning-oriented reading assessment model comprises several instructional steps and tasks. For high-ability learners, some tasks might take a few minutes to accomplish; however, others may take longer time. Thus, it is recommended that teachers carefully plan the tasks, the contents, and the tests to make sure that they fit the class schedule, especially when reading skill is not the only skill to be taught in the course.

Seventh, instructional procedures in the learning-oriented reading assessment model implemented in the present study focused on the reading processes which encouraged learners to participate in several activities. It is recommended that teachers who wish to implement this model follow the procedures, especially Task 1, and learning-oriented assessment task 2 mentioned in the model (see Appendix A), where the rubric is used in the classroom by learners in order to give feedback to other groups.

This is to help learners gain a better understanding of the use of a rubric to prevent them from feeling discouraged to do the end-of-unit tests which uses the same rubric as the one used in the class.

Eighth, the design of the end-of-unit tests or teacher-made tests needs to be done with care to ensure their validity and reliability just like when designing other tests. This is to ensure test usefulness and to enable teachers to make maximum use of the test results that reflect learners' actual performance and problems so that necessary assistance can be offered by teachers.

5.5 Limitations of the study

There were possible limitations of this study as follows:

First, the learning-oriented reading assessment model implemented in the present study was experimented as part of an integrated skill course, not reading cause. Consequently, the researcher had to spend time teaching other required contents of the course and was able to implement only two cycles of the model.

Secondly, with the unexpected arrival of the COVID-19 global pandemic, some components of the course in which the learning-oriented reading assessment model was implemented had to be adjusted. For example, some of the tasks had to be changed from a face-to-face task to an online task. Therefore, the participants might have insufficient time to reflect what they have learned.

5.6 Recommendations for further study

There are a few recommendations for further studies as follows:

Studies should be conducted to investigate the effects of the learning-oriented reading assessment model to foster reading ability of learners in a reading course so as to better determine the effects of the model on development of learners' reading ability, reading processes, and learning engagement. Research should also be undertaken to explore the effects of the learning-oriented reading assessment model when it is implemented with a mixed-ability group of learners so as to better determine if the model can be more efficiently and effectively utilized when learners are homogenous or heterogenous.

REFERENCES

Afflerbach, P. (2008). Achieving Balance in Reading Assessment. *Research Into Practice Reading*, 1-6. https://assets.savvas.com/asset_mgr/current/201143/ReaMon094425Afflerbach_Final.pdf

Afflerbach, P. (2016). Reading Assessment. *The Reading Teacher, 69*(4), 413-419. https://doi.org/10.1002/trtr.1430

Afflerbach, P., Cho, B.-Y., Crassas, M. E., & Kim, J.-Y. (2018). Best Practices in Reading Assessment. In L. M. Morrow & L. B. Gambrell (Eds.), *Best Practices in Literacy Instruction* (6th ed., pp. 309-333). Guilford Press.

Afflerbach, P., Cho, B.-Y., Kim, J.-Y., Crassas, M. E., & Doyle, B. (2013). Reading: What Else Matters Besides Strategies and Skills? *The Reading Teacher, 66*(6), 440-448. https://doi.org/10.1002/trtr.1146

Afflerbach, P., & Harrison, C. (2017). What Is Engagement, How Is It Different From Motivation, and How Can I Promote It? *Journal of Adolescent & Adult Literacy, 61*(2), 217-220. https://doi.org/10.1002/jaal.679

Ahmed, S., & Han, Z. (2018). Models of Reading. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-7): John Wiley & Son, Inc.

Alderson, J. C. (2000). *Assessing Reading*. Cambridge University Press.

Alderson, J. C., Haapakangas, E.-L., Huhta, A., Niemnen, L., & Ullakonoja, R. (2015). *The Diagnosis of Reading in a Second or Foreign Language*. Routledge. https://ebookcentral.proquest.com

Alicea, S., Suarez-Orozco, C., Singh, S., Darbes, T., & Abrica, E. J. (2016). Observing Classroom Engagement in Community College: A Systematic Approach. *Educational Evaluation and Policy Analysis*, *38*(4), 757-782. https://doi.org/10.3102/0162373716675726

Anderson, N. (2003). Reading. In D. Nunan (Ed.), *Practical English language Teaching*. McGraw-Hill.

Anderson, N. (2008). *Practical English Language Teaching : Reading*. McGraw-Hill.

Anderson, N. (2012). Reading Instruction. In A. Burns & J. C. Richards (Eds.), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge University Press.

Anderson, N. J., Bachman, L., Perkins, K., & Cohen, A. (1991). An exploratory study into the construct validity of a reading comprehension test: triangulation of data sources. *Language Testing*, *8*(1), 41-66.

Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, *45*(6), 369-386. https://doi.org/10.1002/pits.20303

Ashegh Navaie, L. (2018). The Effect of Learning-oriented Assessment on Learning Pronunciation among Iranian EFL Learners. *International Journal of Education and Literacy Studies*, *6*(2). https://doi.org/10.7575/aiac.ijels.v.6n.2p.63

Bachman, L., & Damböck, B. (2017). *Language Assessment for Classroom Teachers*. Oxford University Press.

Bachman, L., & Palmer, A. (2010). *Language Assessment in Practice: Developing Language Assessments and Justifying their Use in the Real World*. Oxford University Press.

Bachman, L. F. (2013). Ongoing Challenges in Language Assessment. In A. J. Kunnan (Ed.), *The Companion to Language Assessment* (pp. 1586-1604). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118411360.wbcla128

Bachman, L. F., & Palmer, A. S. (1996). *Language Testing in Practice: Designing and Developing Useful Language Tests* (1975/06/01 ed., Vol. 147). Oxford University Press.

Bachman, L. F., & Palmer, A. S. (2004). *Language Testing in Practice*. Oxford University Press.

Barkley, E. F. (2010). *Student Engagement Techniques: a Handbook for College Faculty*. Jossey-Bass Publishers.

Berg, R. G. v. d. (2020). *Cohen's D – Effect Size for T-Test*. https://www.spss-tutorials.com/cohens-d/

Boud, D., & Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment & Evaluation in Higher Education*, *31*(4), 399-413. https://doi.org/10.1080/02602930600679050

Brown, H. D. (2004). *Langauge Assessment: Principles and Classroom Practices*. Pearson.

Brown, H. D. (2014). *Principles of Language Learning and Teaching* (sixth ed.). Pearson Education.

Brown, J. D. (2012). Choosing the Right Type of Assessment. In C. Coombe, P. Davidson, B. O'Sullivan, & S. Stoynoff (Eds.), *The Cambridge Guide to Second Language Assessment* (pp. 133-139). Cambridge University Press.

Bryson, C. (2014). Clarifying the concept of student engagement. In C. Bryson (Ed.), *Understanding and developing student engagement*. Routledge.

Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student Engagement and Student Learning: Testing the Linkages*. *Research in Higher Education*, *47*(3), 1-32. https://doi.org/10.1007/s11162-005-8150-9

Carless, D. (2005). Prospects for the implementation of assessment for learning. *Assessment in Education: Principles, Policy & Practice*, *12*(1), 39-54. https://doi.org/10.1080/0969594042000333904

Carless, D. (2007). Learning-oriented assessment: conceptual bases and practical implications. *Innovations in Education and Teaching International*, *44*(1), 57-66. https://doi.org/10.1080/14703290601081332

Carless, D. (2015). Exploring learning-oriented assessment processes. *Higher Education*, *69*(2), 963-976. https://doi.org/10.1007/s10734-014-9816-z

Carless, D., Joughin, G., Liu, N.-F., & Associates. (2006). A Conceptual Framework for Learning-oriented Assessment. In *How Assessment Supports Learning: Learning-oriented Assessment in Action* (pp. 7-16). Hong Kong University Press. http://www.jstor.org/stable/j.ctt1xwdgd.6

Carless, D., Joughin, G., & Mok, M. M. C. (2006). Learning-oriented assessment: principles and practice. *Assessment & Evaluation in Higher Education*, *31*(4), 395-398. https://doi.org/10.1080/02602930600679043

Christison, M. (2018). Student Involvement in Assessment. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-7): John Wiley & Son, Inc.

Cobb, T. (n.d.-a). *Compleat Web VP v.2* [computer program]. https://www.lextutor.ca/vp/comp/

Cobb, T. (n.d.-b). *Sentence Extractor + T-Unit Calcultor if independent clauses are punctuated as sentences.* [computer program]. https://www.lextutor.ca/tools/ex_sent/

Cohen, A. D. (1990). *Language Learning: Insights for Learners, Teachers, and Researchers*. Heinle & Heinle Publisher.

Covey, A. (2017). *The 6 steps of Tea Processing*. Red Blossom Tea Company. https://redblossomtea.com/blogs/red-blossom-blog/the-6-steps-of-tea-processing

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (fourth ed.). Pearson.

Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*. Sage Publications.

Davison, C. (2019). Using Assessment to Enhance Learning in English Language Education. In X. Gao (Ed.), *Second Handbook of English Language Teaching* (pp. 433-454). Springer. https://doi.org/10.1007/978-3-030-02899-2_21

DeKeyser, R. M. (2005). What Makes Learning Second-Language Grammar Difficult? A Review of Issues. *Language Learning*, *55*(S1), 1-25. https://doi.org/10.1111/j.0023-8333.2005.00294.x

Dhanapala, K. V., & Yamada, J. (2015). Reading Processing Skills among EFL Learniers in Different Proficiency Levels. *Reading Matrix: An International Online Journal*, *15*(1), 25-40.

Dincer, A., Yeşilyurt, S., & Noels, K. A. (2019). Self-Determined Engagement in Language Learning: The Relations among Autonomy-Support, Psychological Needs, and Engagement. *Cumhuriyet International Journal of Education*, *18*(4), 1130-1147. https://doi.org/10.30703/cije.586482

Essays, U. (2017, 4 September 2017). *Online Learning vs Face-to-Face Learning*. https://www.ukessays.com/essays/general-studies/online-learning-vs-facetoface-learning-4701.php?vref=1

Frank, J. (2012). The Roles of Assessment in Language Teaching. *English Teaching Forum*, *3*, 32.

Fredricks, J. A. (2014). *Eight Myths of Student Disengagement*. Corwin.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, *74*(1), 59-109.

Fredricks, J. A., Filsecker, M., & Lawson, M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. *Learning and Instruction*, *43*, 1-4. https://doi.org/10.1016/j.learninstruc.2016.02.002

Grabe, W. (2004). 3. Research on Teaching Reading. *Annual Review of Applied Linguistics*, *24*, 44-69. https://doi.org/10.1017/s0267190504000030

Grabe, W. (2009a). *Reading in a second language: moving from theory to practice*. Cambridge University Press.

Grabe, W. (2009b). Teaching and Testing Reading. In M. H. Long & C. J. Doughty (Eds.), *The Handbook of Language Teaching*. Wiley-Blackwell.

Grabe, W. (2014). Key Issues in L2 Reading Development. 4th CELC Symposium for English Language Teachers,

Grabe, W. (2017). L2 Reading Comprehension and Development. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (Vol. 3, pp. 299-311). Routledge.

Grabe, W., & Jiang, X. (2013). Assessing Reading. In *The Companion to Language Assessment* (pp. 185-200). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118411360.wbcla060

Grabe, W., & Jiang, X. (2018). First Language and Second Language Reading. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-7): John Wiley & Son, Inc.

Grabe, W. P., & Stoller, F. L. (2013). *Teaching and Researching: Reading* (2nd ed.). Routledge. https://doi.org/10.4324/9781315833743

Grabowski, K. C., & Dakin, J. W. (2013). Test Development Literacy. In *The Companion to Language Assessment* (pp. 751-768). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118411360.wbcla129

Great Schools Partnership. (2016, 2017-07-11). *Student Engagement Definition*. https://www.edglossary.org/student-engagement/

Grellet, F. (1981). *Developing Reading Skills*. Cambridge University Press.

Gunuc, S. (2014). The Relationships Between Student Engagement and Their Academic Achievement. *International Journal on New Trends in Education and their Implications*, *5*, 216-231.

Gunuc, S., & Kuzu, A. (2015). Student engagement scale: development, reliability and validity. *Assessment & Evaluation in Higher Education*, *40*(4), 587-610. https://doi.org/10.1080/02602938.2014.938019

Hamp-Lyons, L. (2017). Language assessment literacy for language learning-oriented assessment. *Papers in Language Testing and Assessment*, *6*(1), 88-111.

Hamp-Lyons, L., & Green, T. (2014, October 12, 2014). *Applying a concept model of learning-oriented language assessment to a large-scale speaking test* Teachers College Columbia University Roundtable in Second Language Studies (TCCRISLS), New York, USA. https://youtu.be/C4jU8gOeoM8 https://www.tc.columbia.edu/tccrisls/the-tccrisls-program/15Paper_Green_HampLyons.pdf

Hattingh, T., Dison, L., & Woollacott, L. (2019). Student learning behaviours around assessments. *Australasian Journal of Engineering Education*, *24*(1), 14-24. https://doi.org/10.1080/22054952.2019.1570641

Havnes, A., Smith, K., Dysthe, O., & Ludvigsen, K. (2012). Formative assessment and feedback: Making learning visible. *Studies in Educational Evaluation*, *38*(1), 21-27. https://doi.org/10.1016/j.stueduc.2012.04.001

Hawe, E., & Dixon, H. (2017). Assessment for learning: a catalyst for student self-regulation. *Assessment & Evaluation in Higher Education*, *42*(8), 1181-1192. https://doi.org/10.1080/02602938.2016.1236360

Heaton, J. B. (1990). *Classroom Testing*. Addison Wesley Longman Limited.

Hernandez, M. R. (2012). Student Engagement in Learning-Oriented Assessment: A Case Study. *Global Education Review, 1*(2), 22-30. http://hdl.handle.net/10197/9873

Holi Ali, H. I. (2013). In Search for Implementing Learning-Oriented Assessment in an EFL Setting. *World Journal of English Language, 3*(4), 11-18. https://doi.org/10.5430/wjel.v3n4p11

Hubley, N. (2012). Assessing Reading. In C. Coombe, P. Davidson, B. O'Sullivan, & S. J. Stoynoff (Eds.), *The Cambridge Guide to Second Language Assessment* (pp. 211-217). Cambridge University Press.

Hubley, N. J. (2018). Reading Assessment. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-7): John Wiley & Son, Inc.

Jacobs, G. M., & Shegar, C. (2018). Reading as a Social Process. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-6): John Wiley & Son, Inc.

Jang, E. E. (2014). *Focus on Assessment*. Oxford Universty Press.

Jang, E. E., Wagner, M., & Park, G. (2014). Mixed Methods Research in Language Testing and Assessment. *Annual Review of Applied Linguistics, 34*, 123-153. https://doi.org/10.1017/s0267190514000063

Janisch, C., Liu, X., & Akrofi, A. (2007). Implementing Alternative Assessment: Opportunities and Obstacles. *The Educational Forum, 71*(Spring), 221-230.

Johnson, R. B., & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (Fifth ed.). SAGE Publications.

Jones, N., & Saville, N. (2014). *Learning Oriented Assessment: A systemic view* 40th Annual Conference, Singapore, Singapore. https://iaea.info/documents/learning-oriented-assessment-a-systemic-view/

Jones, N., & Saville, N. (2016). *Learning-oriented Assessment: a systemic approach* (Vol. 45). Cambridge University Press.

Jones, R. D. (2009). *Student Engagement Teacher Handbook*. International Center for Leadership in Education.

Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in Higher Education*, *38*(5), 758-773. https://doi.org/10.1080/03075079.2011.598505

Katz, A. (2012). Linking Assessment with Instructional Aims and Learning. In C. Coombe, P. Davidson, B. O'Sullivan, & S. Stoynoff (Eds.), *The Cambridge Guide to Second Language Assessment* (pp. 66-73). Cambridge University Press.

Katz, A. (2014). Assessment in Second Language Classrooms. In M. Celce-Murcia, D. Brinton, & M. Snow (Eds.), *Teaching English as a Second or Foreign Language* (Fourth ed.). Heinle Cengage Learning.

Keppell, M. (2012). Designing Learning-oriented Assessment for Flexible Learning and Teaching.

Keppell, M., & Carless, D. (2006). Learning-oriented assessment: a technology-based case study. *Assessment in Education: Principles, Policy & Practice*, *13*(2), 179-191. https://doi.org/10.1080/09695940600703944

Kim, A.-Y. A. (2015). Exploring ways to provide diagnostic feedback with an ESL placement test: Cognitive diagnostic assessment of L2 reading ability. *Language Testing*, *32*(2), 227-258. https://doi.org/10.1177/0265532214558457

Koda, K. (2012). *Insights into Second Language Reading*. Cambridge University Press. https://doi.org/10.1017/cbo9781139524841

Komiyama, R. (2018). Motivation and Reading. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-6): John Wiley & Son, Inc.

Learning Theory Project Team of HKU. (n.d.). *Epistemic Beliefs*. Education Bureau (HK), The University of Hong Kong. http://kb.edu.hku.hk/lc_epistemic_beliefs.html

Lee, J.-S. (2013). The Relationship Between Student Engagement and Academic Performance: Is It a Myth or Reality? *The Journal of Educational Research, 107*(3), 177-185. https://doi.org/10.1080/00220671.2013.807491

Lester, D. (2013). A Review of the Student Engagement Literature. *Focus on Colleges, University, and Schools, 7*(1).

Leung, C. (2013). Classroom-Based Assessment Issues for Language Teacher Education. In A. J. Kunnan (Ed.), *The Companion to Language Assessment* (pp. 1510-1519). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118411360.wbcla064

Little, D., & Erickson, G. (2015). Learner Identity, Learner Agency, and the Assessment of Language Proficiency: Some Reflections Prompted by the Common European Framework of Reference for Languages. *Annual Review of Applied Linguistics, 35*, 120-139. https://doi.org/10.1017/S0267190514000300

Littlewood, W. T. (1984). Foreign and Second Language Learning: Language-acquisition research and its implications for the classroom.

Liu, H. H.-t. (2015). *Reflections on TCCRISLS 2014 : Roundtable on Learning-Oriented Assessment in Language Classrooms and Large-Scale Assessment Contexts*.

Liu, S. (2014). L2 Reading Comprehension: Exclusively L2 Competence or Different Competences? *Journal of Language Teaching and Research, 5*(5), 1085-1091. https://doi.org/10.4304/jltr.5.5.1085-1091

Mahdikhani, Z., & Rezaei, A. (2015). An Overview of Language Engagement: The Importance of Student Engagement for Second Language Acquisition. *Journal for the Study of English Linguistics, 3*(1). https://doi.org/10.5296/jsel.v3i1.7891

Mak, P., & Lee, I. (2014). Implementing assessment for learning in L2 writing: An activity theory perspective. *System, 47*, 73-87. https://doi.org/10.1016/j.system.2014.09.018

May, L., Nakatsuhara, F., Lam, D., & Galaczi, E. (2020). Developing tools for learning oriented assessment of interactional competence: Bridging theory and practice. *Language Testing, 37*(2), 165-188. https://doi.org/10.1177/0265532219879044

McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and Methods in ELT* (Third ed.). Wiley-Blackwell.

Migliacci, N. (2018). Classroom Testing. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-7): John Wiley & Son, Inc.

Murray, D. E., & Christison, M. A. (2014). *What English Language Teachers Need to Know - Volume 3 - Designing Curriculum* (Vol. 3). Routledge.

Nassaji, H. (2014). The role and importance of lower-level processes in second language reading. *Language Teaching, 47*, 1-37. https://doi.org/10.1017/S0261444813000396

Nejadihassan, S., & Arabmofrad, A. (2016). A Review of Relationship between Self-regulation and Reading Comprehension. *Theory and Practice in Language Studies*, *6*(4), 835-842. https://doi.org/10.17507/tpls.0604.22

Nergis, A. (2013). Exploring the factors that affect reading comprehension of EAP learners. *Journal of English for Academic Purposes*, *12*(1), 1-9. https://doi.org/10.1016/j.jeap.2012.09.001

Netten, A., Droop, M., & Verhoeven, L. (2011). Predictors of reading literacy for first and second language learners. *Read Writ*, *24*(4), 413-425. https://doi.org/10.1007/s11145-010-9234-2

Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle.

O'Malley, J. M., & Pierce, L. V. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison-Wesley Publishing Company.

Office of The Basic Education Commission. (2015). *Guidelines according to the Ministry of Education Announcement: The Policy of English Teaching Reform*. http://english.obec.go.th/english/2013/index.php/th/2012-08-08-10-26-5/62-2014-04-24-10-26-10

Parker, R. L. (2016). *The Contribution of Self-Regulation to Reading Comprehension in Adolescent Learners* (Publication Number 3262) [Dissertation, Louisiana State University]. https://digitalcommons.lsu.edu/gradschool_dissertations/3262

Pearson, P. D., & Cervetti, G. (2013). The Psychology and Pedagogy of Reading Processes. In W. Reynolds & G. Miller (Eds.), *Handbook of Psychology* (Vol. Volume VII: Educational Psychology). John Wiley & Sons.

Philp, J., & Duchesne, S. (2016). Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics, 36*, 50-72.

Phongsirikul, M. (2018). Traditional and Alternative Assessments in ELT: Students' and Teachers' Perspections. *rEFLections*, *25*(1), 61-84

Pickford, R. (2016). Student Engagement: Body, Mind and Heart – A Proposal for an Embedded Multi-Dimensional Student Engagement Framework. *Journal of Perspectives in Applied Academic Practice*, *4*, 25-32.

Plakans, L., & Gebril, A. (2015). Assessment Myths: Applying Second Language Research to Classroom Teaching. 171.

Purpura, J. E. (2009). The Impact of Large-scale and Classroom-based Language Assessments on the Individual. In L. Taylor & C. J. Weir (Eds.), *Language Testing Matters Investigating the Wider Social and Educational Impact of Assessment - Proceedings of the ALTE Cambridge Conference April 2008*. Cambridge University Press.

Purpura, J. E., & Turner, C. E. (2014). *A Learning-oriented Assessment Approach to Understanding the Complexities of Classroom-based Language Assessment*. Teachers College, Columbia University. https://www.tc.columbia.edu/tccrisls/the-tccrisls-program/Purpura_Turner_TRCRISLS_2014.pdf

Rea-Dickins, P. (2008). Classroom-Based Language Assessment. In E. Shohamy & N. H. Hornberger (Eds.), *Encyclopedia of Language and Education* (2nd ed., Vol. 7, pp. 257-271). Boston, MA: Springer.

Reynolds, K. M. (2018). Teacher Preparation for Teaching Reading. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-8): John Wiley & Son, Inc.

Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching.

Rydland, V. y., & Gr⊘ver, V. (2019). Argumentative peer discussions following individual reading increase comprehension. *Language and Education*, *33*(4), 379-394. https://doi.org/10.1080/09500782.2018.1545786

Sadeghi, K. (2018). Comprehension Processes. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-6): John Wiley & Son, Inc.

Salamoura, A., & Unsworth, S. (2016). Learning Oriented Assessment: putting learning, teaching and assessment together. *Testing, Assessment and Exam Preparation*, *24*(3).

Schmeck, R. R. (1988). An Introduction to Strategies and Styles of Learning. In R. R. Schmeck (Ed.), *Learning Strategies and Learning Styles*. Plenum Press.

Scott, B. (n.d.). *Readability Formulas* [computer program]. http://www.readabilityformulas.com/

Seong, Y. (2011). *The Teacher's Role in Classroom-based Language Assessment*.

Snowling, M., Cain, K., Nation, K., & Oakhill, J. (2009). *Reading comprehension: nature, assessment and teaching* Economic & Social Reseach Council (ESRC) seminar,

Sowton, C. (2014). Unlock Level 4: Reading and Writing Skills Student Book.

Srisang, P., & Everatt, J. (2021). Lower and Higher Level Comprehension Skills of Undergraduate EFL Learners and Their Reading Comprehension. *LEARN Journal: Language Education and Acquisition Research Network Journal*, *14*(1), 427-454.

Stiggins, R. (2005). From Formative Assessment to Assessment for Learning: A Path to Success in Standards-Based Schools. *Phi Delta Kappan*, *87*(4), 324-328. https://doi.org/10.1177/003172170508700414

Stoller, F. L., Anderson, N. J., Grabe, W., & Komiyama, R. (2013). Instructional enhancements to improve students' reading abilities. *English Teaching Forum*, *51*, 2-11, 33.

Stoynoff, S., & Chapelle, C. A. (2005). *ESOL Tests and Testing*. Teachers of English to Speakers of Other Languages, Inc. (TESOL).

Symonds, J. E., Schreiber, J. B., & Torsney, B. M. (2020). Silver linings and storm clouds: Divergent profiles of student momentary engagement emerge in response to the same task. *Journal of Educational Psychology*. https://doi.org/10.1037/edu0000605

Taylor, S. V., & Sobel, D. (2016). Using Introspective Methods. In J. D. Brown & C. Coombe (Eds.), *The Cambridge Guide to Research in Language Teaching and Learning*. Cambridge University Press.

The National Capital Language Resource Center. (n.d.). Developing Reading Activities.

Tileston, D. W. (2004). What Every Teacher Should Know About Student Assessment. 1-112.

Todd, R. W. (2019). How is English Assessed at Thai Schools? *THAITESOL Journal*, *32*(1), 1-15.

Trowler, V. (2010). Student engagement literature review. *The Higher Education Academy*.

Turner, C. E., & Purpura, J. E. (2016). 16. Learning-oriented assessment in second and foreign language classrooms. In D. Tsagari & J. Banerjee (Eds.), *Handbook of Second Language Assessment* (pp. 255-274). De Gruyter Mouton. https://doi.org/10.1515/9781614513827-018

University of Reading. (n.d.). *Engage in Assessment: Peer and self-assessment*. University of Reading. Retrieved June 3, 2021 from https://www.reading.ac.uk/engageinassessment/peer-and-self-assessment/eia-peer-and-self-assessment-main.aspx

Van Moere, A. (2013). Raters and Ratings. In A. J. Kunnan (Ed.), *The Companion to Language Assessment* (Vol. 3, pp. 1358-1374). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118411360.wbcla106

Wasanasomsithi, P. (2011). *Research in English Applied Linguistics*. Sumon Publishing.

Watts, M. (2006). Becoming Educated: Service Learning as Mirror. In C. Gibson (Ed.), *Student Engagement and Information Literacy*. Association of College and Research Libraries.

Weurlander, M., Söderberg, M., Scheja, M., Hult, H., & Wernerson, A. (2012). Exploring formative assessment as a tool for learning: students' experiences of different methods of formative assessment. *Assessment & Evaluation in Higher Education*, *37*(6), 747-760. https://doi.org/10.1080/02602938.2011.572153

Willey, K., & Gardner, A. (2010). Investigating the capacity of self and peer assessment activities to engage students and promote learning. *European Journal of Engineering Education*, *35*(4), 429-443. https://doi.org/10.1080/03043797.2010.490577

Wu, J. G., & Miller, L. (2020). Improving English Learners' Speaking through Mobile-assisted Peer Feedback. *RELC Journal*, *51*(1), 168-178. https://doi.org/10.1177/0033688219895335

Wudthayagorn, J. (2018). Mapping the CU-TEP to the Common European Framework of Reference (CEFR). *LEARN Journal: Language Education and Acquisition Research Network Journal*, *11*(2), 163-180.

Wyner, L. (2015). Learning-Oriented Assessment : An Introduction. *Working Papers in TESOL and Applied Linguistics*, *14*(2), 38-40.

Xiao, Y., & Carless, D. R. (2013). Illustrating Students' Perceptions of English Language Assessment: Voices from China. *RELC Journal*, *44*(3), 319-340. https://doi.org/10.1177/0033688213500595

APPENDICES

Appendix A

The development of modules on the learning-oriented reading assessment model

Target Language Instructional Setting (TLIS)

The foundation English I is one of the two required English courses for first-year undergraduate students at a public university. There is no pre-requisite for taking this course. It is an integrated-language-skills course, which requires the teacher to teach all 4 language skills. However, the course has paid much attention to reading and writing skills. The development focused on developing reading skill.

It is a face-to-face learning course, in which the instructor and students meet 3 hours per week. There are approximately 16 weeks per semester. Teaching reading normally takes no longer than 1.30 hours. because there are three other skills to be covered including speaking, listening, and writing lessons. The tentative schedule for reading instruction is shown below:

Table 34: Tentative Schedule

Week	Module	Unit	Reading Instruction	Other skills
1	Course orientation/Interview			
2		1	Reading 1: Turkish Treat	
3		1	Reading 2: What impact has globalization had on food and eating habits in Italy?	L/S: Discussion lesson
4	1	2	Reading 1: Preparing you for success, whatever you want to do	L/S: Discussion practice W: Writing lesson
5	2	2	Reading 2: Distance or face-to-face learning – what's the difference?	W: Writing Task 1
6			The-end-of-unit test 1	L/S: Discussion activity W: Writing feedback 1
7			Report results/Additional Lesson 1	W: Writing Task 2
8				W: Writing feedback 2
9	Midterm examination			
10		4	Reading 1: Are you a risk-taker, or are you a risk-averse?	L/S: Presentation lesson
11		4	Reading 2: A Government has a duty to protect its citizens from personal, professional, and financial risk.	L/S: Presentation practice W: Writing lesson

Week	Module	Unit	Reading Instruction	Other skills
12	3	5	Reading 1: A Brief History of Silk	W: Writing Task 3
13	4	5	Reading 2: How is paper manufactured?	L/S: Presentation activity W: Writing feedback 3
14			The-end-of-unit test 2	W: Writing Task 4
15			Report results/Additional Lesson 2	W: Writing feedback 4
16			Course review	
	Final examination			

The class size is around 30-35 students per section. There are around 170 sections. The students are enrolled in the sections assigned for their faculty, so in a section, the students come from the same faculty. The sections will be assigned to the teachers by the administration of the course. Each section will be assigned the air-conditioning classroom equipped with a computer and a projector. The tables and chairs are enough for all students. A Wi-Fi connection is provided.

The students' age range is between 17 and 19. They are both male and female. Their native language is mostly Thai; however, some students might have a different native language. Their level of proficiency is varied but estimated to be at B1 of CEFR level or gain 35-62 CU-TEP score (Wudthayagorn, 2018). The estimating level is at B1 as they are expected to acquire B1 level before graduating from high schools regarding the national policy (Office of The Basic Education Commission, 2015, p. 6). Though stated in the policy, some students might not acquire such indicated level, but higher or lower.

Students are required to buy two learning materials, which are a textbook and supplementary material developed by the institute. The textbook used in this course is Unlock: Reading & Writing Skills 4 (Sowton, 2014). The teacher is provided teacher's manual and the software. The chapters used in this course are decided by the course coordinators.

Articulating beliefs

The Learning-oriented Reading Assessment Model

Rationale

The study has proposed the Learning-oriented Reading Assessment model designed to develop learners' reading ability and develop learning engagement based on the conceptualized framework of learning-oriented assessment.

The framework of learning-oriented assessment refers to the integration between language pedagogy and language assessment so that language assessment becomes more meaningful in language classrooms. To do so, the framework has paid attention to three major aspects: learning tasks as assessing tasks, developing evaluating expertise in learners, and student engagement with feedback. First, learning tasks are redesigned in accordance with assessing tasks, in this case reading tasks, so each task will encourage learners to participate in reading classes. Leading to the second aspect, learners should have the opportunities to not only be trained and practice assessing their peers in order to be equipped with assessing skills, but also be trained and evaluate their own performance. Finally, relating to the tasks and involvement in assessment, learners are engaged involve in the activities as participants and assessors. Learning from others' performances, and from feedback received, will help them reflect on their own abilities and identify their rooms of improvement.

The model was designed based on several main concepts including learning-oriented assessment, reading ability, reading instruction, and reading assessment. Though learning-oriented assessment has played a major role in how assessment can enhance reading ability, at the same time promote learning engagement, in this study,

it is essential to integrate reading instruction and assessment into the framework. The major reason is that learning-oriented assessment frameworks proposed by many researchers do not provide concrete instructional procedures. When combining these ideas together, it provides the whole picture of the module and gives a clearer structure for the framework. Consequently, learning-oriented assessment (Carless, 2015; Jones & Saville, 2016; Turner & Purpura, 2016), major component abilities for reading comprehension (Grabe, 2009a), reading instructional procedures (Anderson, 2003, 2008, 2012; Grabe, 2014; Richards, 2015), and recommended types of reading assessment (Brown, 2012; Grabe & Jiang, 2013; Tileston, 2004) are employed as the conceptual framework of the study as shown in Figure 31.

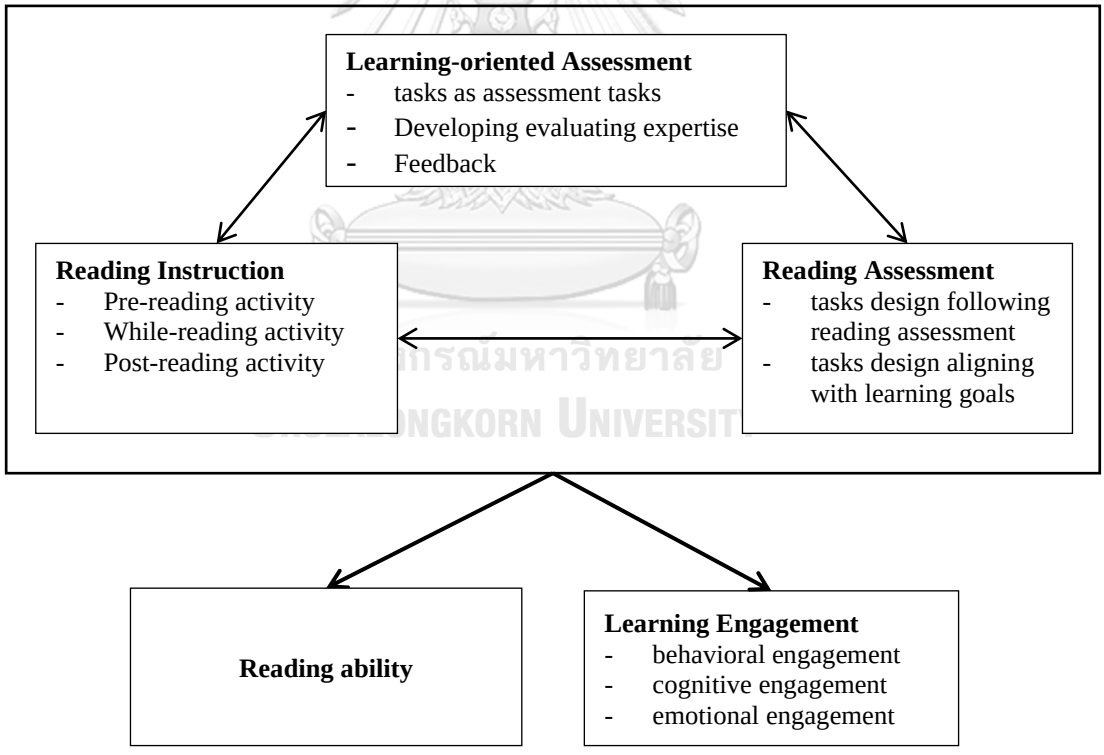


Figure 31: Learning-oriented Reading Assessment Framework

The development of the Module has followed reading instructional procedures suggested by several researchers (e.g. Anderson, 2003; Anderson, 2008, 2012; Nunan,

1999; Richards, 2015) stating that in order to follow reading processes, there are three major teaching steps including pre-reading, while-reading and post-reading. Tasks and activities in the Module are designed following reading tasks (O'Malley & Pierce, 1996; Richards, 2015; Tileston, 2004), covering major components of reading ability as suggested by Grabe (2009a), and embedding learning-oriented assessment proposed by Carless (2015); Jones and Saville (2016); and Turner and Purpura (2016). Within a lesson, the design of learning tasks/activities considers assessing tasks, promotes student involvement in assessment, and learn from giving and receiving feedback. To assess learners' reading ability, students will take the end-of-unit test applied after 2-3 lessons or in the half to midterm/final examination. This process is to record learners' reading ability, so the design test tasks are aligned with the learning tasks. If they fail, they will receive additional lessons provided for them in response to their problems. If they pass, they can continue another lesson. The model has put effort into how learners are engaged to learn and develop their reading comprehension on a premise that they are able to identify their strengths and weaknesses before the end of the course and a teacher could find alternative ways of learning to assist them just in time. The model is shown in Figure 32.

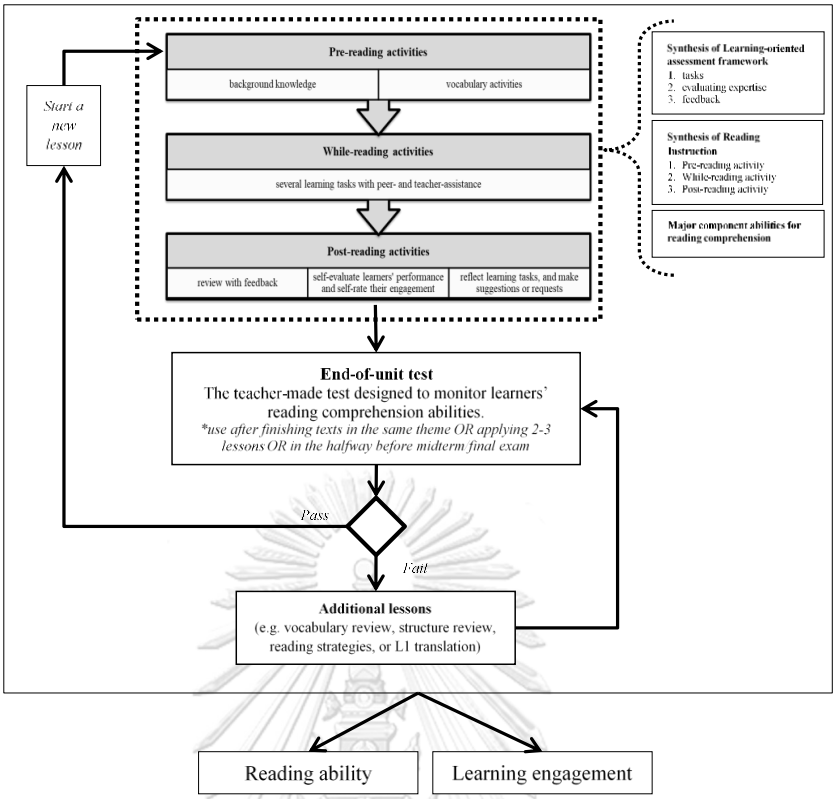


Figure 32: Learning-oriented Reading Assessment Model

The integration of learning-oriented assessment, component abilities for reading comprehension, and pre-, while-, post-reading activities are represented in Table 36. To illustrate, the instructional activities are divided into three parts: pre-, while-, and post-reading activities. In each section, the activities are designed following the ideas of learning-oriented assessment and cover most components of reading ability. In pre-reading activities, learners activate their lower-level processes for reading (Grabe, 2009a; Grabe & Stoller, 2013, p. 14). The section starts by activating background knowledge relating to the reading text. Then, learners will do vocabulary and structure activities, and practice using reading strategies that may help them comprehend the reading text more easily. Moving to while-reading activities, learners are assigned two

learning tasks. The first task focuses on finding main ideas and supporting details. The other part focuses on higher-order reading processes such as interpreting the author's opinion/argument and giving opinions towards the reading text. Both learning tasks designed in this section will be congruent with tasks designed for end-of-unit tests that they will take after two reading lessons. The last activity is the post-reading activity. In this section, learners will do three sub-activities: review, evaluate, and reflect. First, learners and a teacher review vocabulary and structure they find new and interesting for them. They summarize the reading text in groups and share their work. Also, they may ask for more explanation in any unclear points. Then, they will evaluate their own performance concerning their reading ability, engagement, and learning performance. Finally, learners review activities learned in the class and may suggest activities they need for the next class. The last session aims to provide opportunities for them to monitor themselves and identify their strengths and weaknesses to raise their awareness.

Table 35: Learning-oriented Reading Assessment Model: Instructional Activities (T – teacher, Ss – students)

Procedures			Activities	Embedded components		Remarks
				LOA activities	**Component abilities for reading comprehension**	
Pre-reading	1	Activating and building background knowledge	**Task 1: background knowledge** T can use several media and activities such as video clips, storytelling, and discussion to activate and build Ss background knowledge relating to the reading text.			
	2	Identifying vocabulary and implementing vocabulary activities	**Task 2: Vocabulary identification** – Ss work in groups or on their own and … 1. scan for recognized words 2. share vocabulary knowledge with peers 3. scan for unknown words 4. guess the meanings of the words from the context 5. use the dictionary (or online dictionary) to search for their meanings and choose the appropriate meanings for the reading text from **Task 3: Vocabulary implementation** – Ss do the vocabulary exercise (words are derived from key vocabulary)		– The ability to recognize words in terms of sounds, spelling, word building, and meaning	Ss are encouraged to bring dictionaries (Thai-English and English-English) to the class.

Procedures			Activities	Embedded components		Remarks
				LOA activities	**Component abilities for reading comprehension**	
	3	Identifying language structure	**Task 4: Language structures** – Ss work in groups or on their own and 1. identify interesting structures from the text 2. discuss how the structures can be interpreted regarding the reading text		– The ability to recognize structures and use the knowledge to support comprehension	
while-reading	4	Implementing learning tasks	**Task 5: learning-oriented assessment task on reading comprehension** *(Type 1: learning tasks as assessing tasks)* Ss read the passage together and answer the comprehension questions that target the main idea and supporting details.		– The ability to identify/formulate main ideas from the text – The ability to identify supporting detail – The ability to summarize the text	
			Task 6: teacher's support for reading comprehension Explicit instruction: reading strategies such as - Skimming and scanning - Guessing words and meaning from the text		– The ability to use reading strategies when facing challenge reading texts	

<table>
<tr><th colspan="2" rowspan="2">Procedures</th><th rowspan="2">Activities</th><th colspan="2">Embedded components</th><th rowspan="2">Remarks</th></tr>
<tr><th>LOA activities</th><th>Component abilities for reading comprehension</th></tr>
<tr><td></td><td></td><td>- Locating the main idea
- Referencing</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>Task 7: learning-oriented assessment task on making inferencing from a reading text
Ss have a discussion on questions regarding the reading text. They are encouraged to support one another and argue for their positions based on the reading text.</td><td>TYPE 1: learning tasks as assessing tasks</td><td>–</td><td></td></tr>
<tr><td>5</td><td></td><td>Task 8: learning-oriented assessment task on evaluating peers' performances
– Ss in a group share their discussion. They are evaluated using a rubric and given feedback based on the rubric.
<table>
<tr><th></th><th>Effective</th><th>Moderately effective</th><th>Ineffective</th></tr>
<tr><td>1. He/She states the issues/questions and elaborates when necessary.</td><td></td><td></td><td></td></tr>
<tr><td>2. He/She provides enough supporting evidence based on the reading text to support or argue for their position.</td><td></td><td></td><td></td></tr>
</table></td><td>TYPE 2: developing evaluating expertise in learners</td><td>– The ability to make inferences from the reading text
– The ability to synthesize and evaluate the reading text</td><td></td></tr>
</table>

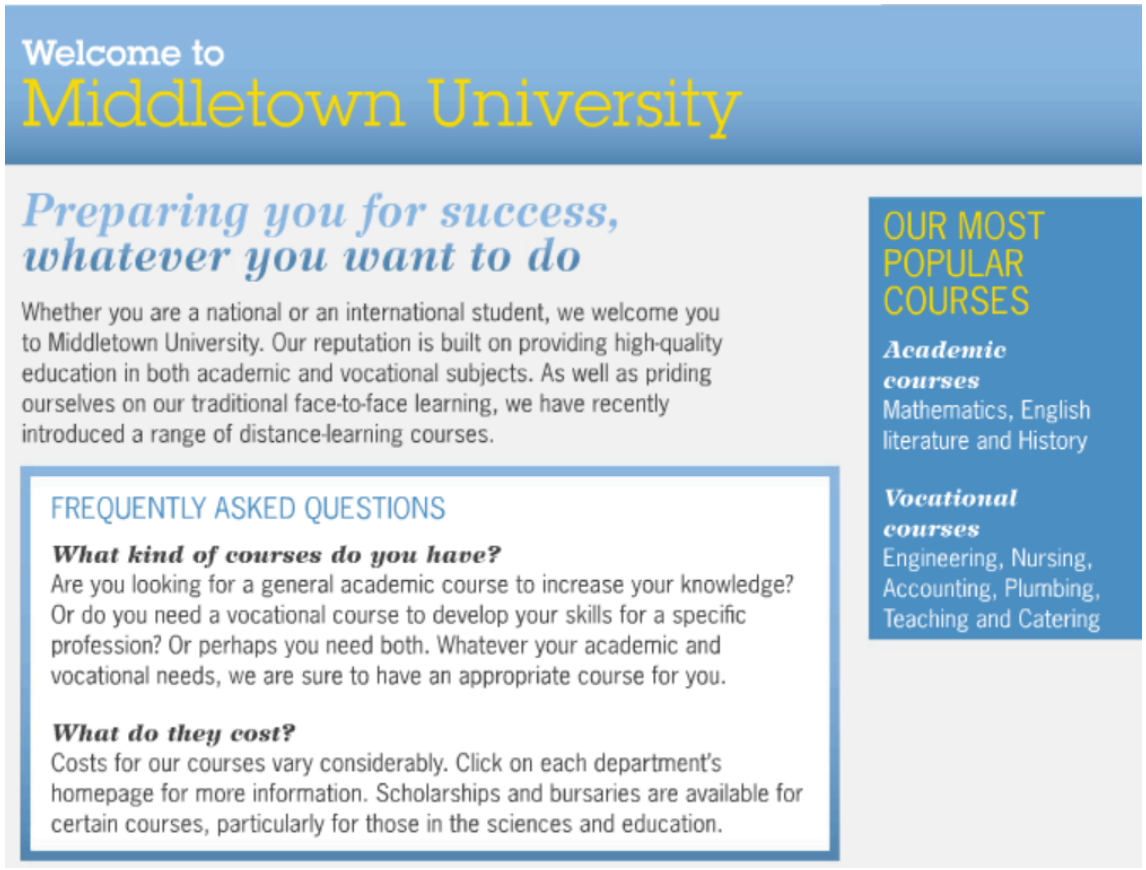
Procedures	Activities	Embedded components		Remarks
		LOA activities	Component abilities for reading comprehension	
	3. The overall answer is logical and clear. Comment:			
	Task 9: learning-oriented assessment task on feedback 1. Ss response to the received feedback. They may accept and argue against the feedback.	**TYPE 3: student engagement with feedback (interacting with a teacher and peers)**		
	Task 10: teacher's support on the language used in a discussion – T monitors each group and gives guidance during the discussion *when it is necessary*. – T may give explicit instruction on 1. the language used for giving opinion 2. the language used for referring the source/reading text 3. the language used for asking for and clarifying the information			

Procedures				Activities	Embedded components		Remarks
					LOA activities	**Component abilities for reading comprehension**	
				4. the language used for agreement and disagreement the language used for summarizing and reporting the result from the discussion			
post-reading	6	Reviewing reading comprehension		**Task 11: lesson revision** – T and Ss review vocabulary and structures found in the reading text. – Ss do comprehension activities to review the reading text and T may clarify any unclear points. – T and Ss have a discussion about structures in the reading text.			
	7	Reflecting	Classroom tasks	**Task 12: classroom reflection** Ss reflect activities learned in the class.			
	7	Evaluating	reading ability	**Task 13: learning-oriented assessment task on reading ability self-evaluation** Ss self-evaluate their reading ability developed in the class.	**TYPE 2: developing evaluating expertise in learners** **TYPE 3: student engagement with feedback**		
			learning performance	**Task 14: learning-oriented assessment task on learning performance self-rating** Ss self-rate their learning performance in the class.			

Procedures	Activities	Embedded components		Remarks
		LOA activities	Component abilities for reading comprehension	
		(interacting with themselves)		
	Task 15: learning-oriented assessment task on sharing self-evaluation and self-rating Ss share and have a discussion on their responses to the self-evaluation and self-rating tasks (Task 13 and Task 14) with T and peers.	**TYPE 3: student engagement with feedback (interacting with themselves)**		

MODULE 1

Unit 2, Reading 1 – Preparing you for success, whatever you want to do



Welcome to
Middletown University

Preparing you for success, whatever you want to do

Whether you are a national or an international student, we welcome you to Middletown University. Our reputation is built on providing high-quality education in both academic and vocational subjects. As well as priding ourselves on our traditional face-to-face learning, we have recently introduced a range of distance-learning courses.

FREQUENTLY ASKED QUESTIONS

What kind of courses do you have?
Are you looking for a general academic course to increase your knowledge? Or do you need a vocational course to develop your skills for a specific profession? Or perhaps you need both. Whatever your academic and vocational needs, we are sure to have an appropriate course for you.

What do they cost?
Costs for our courses vary considerably. Click on each department's homepage for more information. Scholarships and bursaries are available for certain courses, particularly for those in the sciences and education.

OUR MOST POPULAR COURSES

Academic courses
Mathematics, English literature and History

Vocational courses
Engineering, Nursing, Accounting, Plumbing, Teaching and Catering

SAMPLE COURSE OVERVIEW

BA in English Language and Literature

The main purpose of this course is to develop your ability to describe, analyze and manipulate features of the English Language, and to see how these are expressed in literature. As well as taking core modules which cover these areas, students will be able to specialize in their fields of interest.

Duration: three-year course

Course: Choose 12 out of 20 modules.

Weekly timetable: eight hours of lectures / four hours of seminars

Assessment: essays, exams and an 8,000-word dissertation at the end of the third year

Requirements: academic experience and interest in the subject; good school-exam grades

Diploma in teaching

In the first term, you will learn about the theory of teaching and how to be an effective teacher. In the second term, you will also begin teaching in a school. The third term is completely practical.

Duration: one-year course

Course: Choose six out of ten modules (three are compulsory).

Weekly timetable: six hours of lectures / two hours of seminars / six hours of classroom teaching

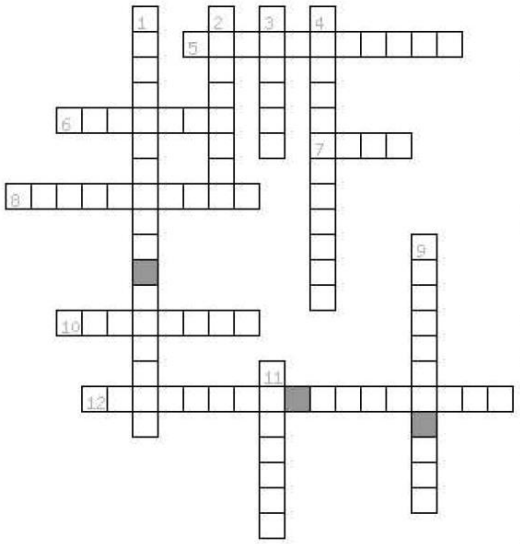
Assessment: combination of essays and classroom observation

Requirement: first degree in specific subject area

LATEST NEWS

- Apprenticeship opportunities now available with local businesses including carpenters, electricians and plumbers
- New part-time job opportunities available for undergraduates/graduates

Procedures			Activities	
Pre-reading	1	Activating and building background knowledge	**Task 1: background knowledge** – T can use several media and activities such as video clips, storytelling, and discussion to activate and build Ss background knowledge relating to the reading text.	T shows the videos about. (3.11 min) “Cracking London’s Legendary Taxi Test” T discusses with Ss the importance of education and the differences between academic and vocational education. T may give guided questions: 1) From the video, what skills do you need to become a taxi driver in London? 2) What do people do to learn all knowledge? 3) Where and how can you learn these skills? 4) Do you have this training in your country? 5) Are there any pieces of training or courses in your country that teach specific skills for a specific career? Can you give some examples?
	2	Identifying vocabulary and implementing vocabulary tasks	**Task 2: Vocabulary identification** – Ss work in groups or on their own and … 6. scan for recognized words 7. share vocabulary knowledge with peers 8. scan for unknown words 9. guess the meanings of the words from the context	**Key vocabulary from this reading** 1. Academic course 2. Vocational course 3. Face-to-face 4. Distance learning 5. Lecture 6. Seminar 7. Scholarship 8. Tuition fees 9. Tutorial 10. module

Procedures			Activities	
			10. use the dictionary (or online dictionary) to search for their meanings and choose the appropriate meanings for the reading text from	
			Task 3: Vocabulary implementation – Ss do the vocabulary exercise (words are derived from key vocabulary)	<u>Vocabulary exercise</u> 

Procedures			Activities	
				Down 1. a plan of studying providing skills and education that prepare you for a job (vocational course) 2. relating to education especially in university or college (academic) 3. a part of a university course (module) 4. involving two people who are meeting at the same time (face-to-face) 9. the money that you pay to be taught, especially in college (tuition fee) 11. a meeting group of people with a teacher or expert for training, discussion, or study of a subject (seminar) **Across** 5. an amount of money that is given to someone by an educational organization to help pay for their education (scholarship) 6. a formal talk on a specific subject given to students (lecture) 7. one of the periods that the school or university is divided into (term) 8. a person who is learning a job by working for someone who already has skills and experience (apprentice) 10. a period of teaching and discussion with a tutor, especially in a British university (tutorial) 12. a method of study that involves working at home and sending your work to your teacher (distance learning)
	3	Identifying language structures	**Task 4: Language structures**	**Possible sentences** ***'Whatever' as pronoun***

<table>
<tr><th colspan="3">Procedures</th><th colspan="2">Activities</th></tr>
<tr><td></td><td></td><td></td><td>– Ss work in groups or on their own and …
1. identify interesting structures from the text
2. discuss how the structures can be interpreted regarding the reading text</td><td>- whatever you want to do
- whatever your academic and vocational needs

‘As well as’ as a conjunction (in addition, followed by noun/gerund)
- As well as priding ourselves on our traditional face-to-face learning, we have recently introduced a range of distance-learning courses.
As well as taking core modules that cover these areas, students will be able to specialize in their fields of interest.</td></tr>
<tr><td>while-reading</td><td>4</td><td>Implementing learning tasks</td><td>Task 5: learning-oriented assessment task on reading comprehension
(Type 1: learning tasks as assessing tasks)
– Ss read the passage together and answer the comprehension questions that target the main idea and supporting details.</td><td>Reading comprehension question
1. What is the main idea of the reading text?
2. Complete a table using information from the text.
<table>
<tr><th colspan="2"></th><th>Middletown University</th></tr>
<tr><td rowspan="2">Popular courses</td><td>Academic courses</td><td></td></tr>
<tr><td>Vocational courses</td><td></td></tr>
<tr><td colspan="2">Payment methods</td><td></td></tr>
<tr><td rowspan="2">Examples of a degree course</td><td>science</td><td></td></tr>
<tr><td>arts</td><td></td></tr>
<tr><td colspan="2">Examples of a vocational course</td><td></td></tr>
<tr><td colspan="2">Assessment Method</td><td></td></tr>
</table>
3. Complete a table using information from the text.</td></tr>
</table>

Procedures	Activities

Course	BA in English Language and Literature	Diploma in teaching
Content		
Duration		
Total number of courses		
Course Selection		
Ways of teaching		
Assessment		
Requirements		

Answer key

1. The Middletown Town offers choices of courses and degrees to all students

2.

		Middletown University
Popular courses	***Academic courses***	Mathematics, English Literature and History
	Vocational courses	Engineering, Nursing, Accounting, Plumbing, Teaching, and Catering
Tuition fee and offers		(not explicitly) – scholarship, bursaries (for some courses)
Examples of degree courses	***science***	-
	arts	BA in English Language and Literature

Procedures	Activities

Examples of vocational courses	Diploma in teaching
Assessment Methods	With essays, exams, dissertations, and observation

3.

Course	BA in English Language and Literature	Diploma in teaching
Content	- The ability to describe, analyze, and manipulate features of the English Language - The ability to identify the features in English literature	- Theory of teaching - How to be an effective teacher - Practice in school
Duration	3 years	1 year
Total number of courses	20 modules	Ten courses
Course Selection	12 modules	Three compulsory courses Three elective courses
Ways of teaching	Lecture Seminar	Lecture Seminar

<table>
<tr><th colspan="3">Procedures</th><th colspan="2">Activities</th></tr>
<tr><td colspan="3"></td><td colspan="2"><table>
<tr><td></td><td></td><td>Classroom teaching</td></tr>
<tr><td>Assessment</td><td>Essay
Exams
An 8,000-word dissertation</td><td>Essays
Classroom observation</td></tr>
<tr><td>Requirements</td><td>Academic experience
Interest in subject
Good school-exam grades</td><td>First degree in the specific subject area</td></tr>
</table></td></tr>
<tr><td colspan="3"></td><td colspan="2">Task 6: teacher’s support for reading comprehension
Explicit instruction: reading strategies such as
- Skimming and scanning
- Guessing words and meaning from the text
- Locating the main idea
- Referencing</td></tr>
<tr><td colspan="3"></td><td>Task 7: learning-oriented assessment task on making inferencing from a reading text
(Type 1: learning tasks as assessing tasks)
– Ss have a discussion on questions regarding the reading text. They are encouraged to support one another and argue for their</td><td>Inferencing questions (from the textbook)
1. Why do the costs for courses at Middletown University vary considerably?
2. Why are there state scholarships (bursaries) for science and education courses?
3. In the BA course, what kind of topics could you write for your dissertation?
4. Why are there some compulsory modules, and others that you can choose?
5. Why aren’t there any exams for the Diploma?
6. What are the differences between BA and the Diploma from the reading text?</td></tr>
</table>

<table>
<tr><th colspan="3">Procedures</th><th colspan="2">Activities</th></tr>
<tr><td colspan="3"></td><td>positions based on the reading text.</td><td>7. Do you think the assessment used for BA and the Diploma is appropriate or not? Why?

Possible answers
1. Some courses are more expensive to run. Courses in higher demand can also charge higher fees.
2. There are fewer learners who are interested in science and education in the UK, so it is in the government’s interest to promote them.
3. An aspect of literature (for example, works by a particular author or a style of literature) or language (for example, use of a particular language feature).
4. The core modules are key to understanding the background to a subject, whereas the optional modules allow deeper study into learners’ particular areas of interest.
5. Because the course is practical the most useful assessment is how well learners do the job itself.
6. To study in the Diploma, you are required to get a degree in a specific subject area.
7. For the BA course, there should not have a dissertation. For the Diploma, it is appropriate as it is a 1-year course, and the purpose is to be able to teach.</td></tr>
<tr><td colspan="3"></td><td colspan="2">Task 8: learning-oriented assessment task on evaluating peers’ performances
(Type 2: developing evaluating expertise in learners)
– Ss in a group shares their discussion. They are evaluated using a rubric and given feedback based on the rubric.
<table><tr><th></th><th>Effective</th><th>Moderately effective</th><th>Ineffective</th></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Procedures</th><th colspan="2">Activities</th></tr>
<tr><td></td><td></td><td></td><td colspan="2">
<table>
<tr><td>1. He/She states the issues/questions and elaborates when necessary.</td><td></td><td></td><td></td></tr>
<tr><td>2. He/She provides enough supporting evidence based on the reading text to support or argue for their position.</td><td></td><td></td><td></td></tr>
<tr><td>3. The overall answer is logical and clear.</td><td></td><td></td><td></td></tr>
</table>
Comment:

Task 9: learning-oriented assessment task on feedback
(Type 3: student engagement with feedback)
Ss response to the received feedback. They may accept and argue against the feedback.

Task 10: teacher’s support on the language used in a discussion
– T monitors each group and gives guidance during the discussion <u>when it is necessary</u>.
– T may give explicit instruction on
5. the language used for giving opinion
6. the language used for referring the source/reading text
7. the language used for asking for and clarifying the information
8. the language used for agreement and disagreement
the language used for summarizing and reporting the result from the discussion</td></tr>
<tr><td>post-reading</td><td>6</td><td>Reviewing reading comprehension</td><td>Task 11: lesson revision
– T and Ss review vocabulary and structures found in the reading text.
– Ss do comprehension activities to review the reading text and T may clarify any unclear points.</td><td>Vocabulary review (word search)</td></tr>
</table>

Procedures	Activities
	R Q Z Z G D D L A N I F Z D T A A Q T B L E C T U R E F L J C P H U C M W Y F W D F E T S D P Y I Z V T F E E I D E U A E R R T S O B E M K S M P T A Q E F I M C A H R N T G A O P A N C O O A H C O M A Q W R Q M T L N D T T O A F N D V I R P I V O U I Q T L D C C T A M G C J M L O T B C A E O W L P T E Q E E N O J K O R M K N U D Y E W C A N G Z B U S I I H C D W T D L S D C N V R H C W D F A C E T O F A C E M S I Z X Q C U A Z S E M I N A R E P ACADEMIC VOCATIONAL COURSE FACETOFACE DISTANCE LECTURE SEMINAR SCHOLARSHIP TUITION FEE TUTORIAL MODULE TERM APPRENTICE

Procedures			Activities	
				Answer Key  **Comprehension activity (T/F)** 1. The Middletown University welcomes students from both local and international. 2. The university offers both face-to-face and distance learning. 3. The scholarships provide only for science and education. 4. In the BA, there are 20 compulsory modules. 5. Numbers of hours weekly in BA are more than the Diploma.

Procedures			Activities	
				6. In the Diploma, applicants should have any degree in a specific subject area before applying. 7. Local businesses are offering an apprenticeship for students from the University. 8. The provided sample courses are not the University's popular courses. 9. The words written in the dissertation should not be over 8,000 words. 10. In the second term of the Diploma, you do not study teaching theories. **Answer Key** 1. T 2. T 3. F (They are available for certain courses, especially science and education.) 4. F (There are 20 modules and learners need to take 12 modules) 5. F (vice versa, Numbers of hours weekly in BA are less than the Diploma) 6. T 7. T 8. F (They are) 9. T 10. F (You still take teaching theory courses AND you begin teaching in school.)
			– T and Ss have a discussion about structures in the reading text.	

Procedures				Activities
	7	Reflecting	classroom tasks	**Task 12: classroom reflection** Ss reflect activities learned in the class.
	8	Evaluating	reading ability	**Task 13: learning-oriented assessment task on reading ability self-evaluation** *(Type 2: developing evaluating expertise in learners and Type 3: student engagement with feedback)* Ss self-evaluate their reading ability developed in the class.
			learning performance	**Task 14: learning-oriented assessment task on learning performance self-rating** *(Type 2: developing evaluating expertise in learners and Type 3: student engagement with feedback-interacting with themselves)* Ss self-rate their learning performance in the class.
				Task 15: learning-oriented assessment task on sharing self-evaluation and self-rating *(Type 3: student engagement with feedback-interacting with the teacher, peers, themselves)* Ss share and have a discussion on their responses to the self-evaluation and self-rating tasks (Task 13 and Task14) with T and peers.

MODULE 2

Unit 2, Reading 2 – Distance or face-to-face learning – what's the difference?

Distance or face-to-face learning – what's the difference?

A Although many people think it is a modern phenomenon, distance learning has been around for at least 200 years in one form or another. Historical examples of long-distance learning include students being sent a series of weekly lessons by post. The technological advances of the past 20 or so years, however, have meant that this form of education is now able to rival face-to-face learning as a credible alternative. Indeed, 1996 saw the establishment of the world's first 'virtual university' in the United States, showing how far distance learning has come in a relatively short space of time.

B When comparing the two systems, the first and most obvious area to focus on is the way that learning is delivered. Distance learning is heavily dependent on technology, particularly the internet. On a face-to-face course, students may only require a computer for the purpose of writing an essay. In comparison, when learning remotely, technology is the principal means of communication. The flexibility this provides means that students may be better able to learn at their own pace, following their own timetable, but it may also mean that learners have to be well-organized and self-disciplined. They must therefore be highly motivated in order to do well on the distance-learning courses.

C In terms of the teacher–student relationship, the core principles remain the same. Namely, the teacher is the 'knower', and is responsible for helping students understand the key components of the course. However, the nature of the relationship may differ slightly within the two modes of delivery. With face-to-face learning, the teacher and student have the opportunity to develop a personal relationship through lectures, seminars and tutorials. This is different from a distance-learning course, where the teacher may seldom or indeed never actually meet the student. This may make it hard for teachers to understand their learners' specific learning needs.

D For many students, interaction with their peers is one of the best aspects of university education. Generally, students like to meet regularly and talk to people on the same course. However, this kind of interaction on a distance-learning course is less common. Although people can increasingly interact through online conversations and messageboards, there is a significant difference between virtual and real interaction. Time and geography must also be considered when contrasting these two types of learning. Face-to-face learning must take place in real-time and in one location. Conversely, distance learning can happen at any time and in any location, since the learning is not restricted by geography.

E In conclusion, it is difficult to state whether one form of learning is better than another, as they cater for different audiences. What is important to understand is the different ways in which they operate, and that there are strong similarities between the two systems, which can both produce positive results.

Procedures			Activities	
Pre-reading	1	Activating and building background knowledge	**Task 1: background knowledge** – T can use several media and activities such as video clips, storytelling, and discussion to activate and build Ss background	T shows the videos about. (4.17 min) "Student Life – Choosing distance learning" T discusses with Ss the importance of education and the differences between academic and vocational education. T may give guided questions: 1) From the video, how many tasks do this man is responsible for? 2) Why did he decide to choose to study MBA using distance learning? 3) What types of homework/assignments he does?

Procedures			Activities	
			knowledge relating to the reading text.	4) What are the problems of distance learning he mentioned in the video?
	2	Identifying vocabulary and implementing vocabulary tasks	**Task 2: Vocabulary identification** – Ss work in groups or on their own and … 1. scan for recognized words 2. share vocabulary knowledge with peers 3. scan for unknown words 4. guess the meanings of the words from the context 5. use the dictionary (or online dictionary) to search for their meanings and choose the appropriate meanings for the reading text from	**Key vocabulary from this reading** 1. modern 2. phenomenon 3. distance 4. advance 5. credible 6. alternative 7. virtual 8. core 9. principle 10. relationship 11. significant 12. different
			Task 3: Vocabulary implementation	**<u>Vocabulary exercise</u>** Synonym activity

Procedures			Activities	
			– Ss do the vocabulary exercise (words are derived from key vocabulary)	 1. _____ significant — a. reliable, dependable 2. _____ alternative — b. recent, current 3. _____ credible — c. online, carried out over a network 4. _____ relationship — d. development, progress 5. _____ distance — e. event, incident, circumstance 6. _____ core — f. option 7. _____ principle — g. key, main, essential 8. _____ phenomenon — h. concept, idea 9. _____ advance — i. relation, connection 10. _____ modern — j. important, remarkable 11. _____ virtual — k. remoteness, farness 12. _____ difference — l. distinction, contrast **Answer Key**

Procedures			Activities	
				1. j significant 2. f alternative 3. a credible 4. i relationship 5. k distance 6. g core 7. h principle 8. e phenomenon 9. d advance 10. b modern 11. c virtual 12. l difference
	3	Identifying language structures	**Task 4: Language structures** – Ss work in groups or on their own and … 1. identify interesting structures from the text 2. discuss how the structures can be interpreted regarding the reading text	**Possible sentences** ***'however'*** - The technological advances of the past 20 or so years, **however**, have meant that this form of education is now able to rival face-to-face learning as a credible alternative. ***'when + Ving'*** - When comparing the two systems, - In comparison, when learning remotely, ***omission of 'that'*** - The flexibility (that) this provides means that … ***Relative clause*** - This is different from a distance-learning course**, where** the teacher may seldom or indeed never actually meet the student.

<table>
<tr><th colspan="3">Procedures</th><th colspan="2">Activities</th></tr>
<tr><td></td><td></td><td></td><td></td><td>- What is important to understand is the different ways in which they operate, and that there are strong similarities between the two systems, which can both produce positive results.
‘make’
- This may make it hard for teachers to understand their learners’ specific learning needs.
‘whether’ as an embedded question
- In conclusion, it is difficult to state whether one form of learning is better than another, as …
Noun clause
- What is important to understand is the different ways in which they operate, and that there are strong similarities between the two systems, which can both produce positive results.</td></tr>
<tr><td>while-reading</td><td>4</td><td>Implementing learning tasks</td><td>Task 5: learning-oriented assessment task on reading comprehension
(Type 1: learning tasks as assessing tasks)
– Ss read the passage together and answer the comprehension questions that target</td><td>Reading comprehension question
1. What is the main idea of the reading text?
2. What does each paragraph mainly talk about?
<table><tr><th>Paragraph</th><th>Topic</th></tr><tr><td>A</td><td></td></tr><tr><td>B</td><td></td></tr><tr><td>C</td><td></td></tr><tr><td>D</td><td></td></tr><tr><td>E</td><td></td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Procedures</th><th>Activities</th></tr>
<tr><td></td><td></td><td></td><td>the main idea and supporting details.</td><td>3. Identify the characteristics of distance learning and face-to-face learning (if both have shared the characteristics, please write in both columns.

<table><tr><th>Distance learning</th><th>Face-to-face learning</th></tr><tr><td></td><td></td></tr></table>
Answer key
1. The differences between distance learning and face-to-face learning.
2.
<table><tr><th>Paragraph</th><th>Topic</th></tr><tr><td>A</td><td>The history and background of distance learning</td></tr><tr><td>B</td><td>Methods/modes of delivering knowledge
Knowledge transfer</td></tr><tr><td>C</td><td>Teacher-student relationship
Instructor-pupil interaction</td></tr><tr><td>D</td><td>Interaction with peers
Interaction with classmate</td></tr><tr><td>E</td><td>Conclusion
Summary</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Procedures</th><th>Activities</th></tr>
<tr><td colspan="3"></td><td>3.
<table>
<tr><th>Distance learning</th><th>Face-to-face learning</th></tr>
<tr><td>Technology is the principle means of communication. Heavily dependent on technology (especially the internet)</td><td>Require computers for writing essay</td></tr>
<tr><td>Students may better learn at their own pace.</td><td></td></tr>
<tr><td>Learners need a high level of motivation.</td><td></td></tr>
<tr><td colspan="2">Teacher is the ‘knower’ and is responsible for helping students understand the key components of the course.</td></tr>
<tr><td>The teacher may seldom or indeed never actually meet the student.</td><td>The teacher and student have the opportunity to develop a personal relationship through lectures, seminars, and tutorials.</td></tr>
<tr><td>The chance is less common though there are interactions through online conversations, message boards.</td><td>Students like to meet their peers/classmates regularly and talk to people in the same course.</td></tr>
<tr><td>Class takes place at any time and in any location.</td><td>Class takes place in real-time and in one location.</td></tr>
</table></td></tr>
<tr><td colspan="3"></td><td>Task 6: teacher’s support for reading comprehension
Explicit instruction: reading strategies such as
- Skimming and scanning</td></tr>
</table>

<table>
<tr><th colspan="3">Procedures</th><th>Activities</th></tr>
<tr><td colspan="3"></td><td>
- Guessing words and meaning from the text
- Locating main idea
- Referencing
</td></tr>
<tr><td colspan="3"></td><td>
<table>
<tr>
<td>Task 7: learning-oriented assessment task on making inferencing from a reading text
(Type 1: learning tasks as assessing tasks)
– Ss have a discussion on questions regarding the reading text. They are encouraged to support one another and argue for their positions based on the reading text.</td>
<td>Inferencing questions (from the textbook)
1. Why do some people think distance learning is a modern idea?
2. Why can online learning be slightly impersonal?
3. Why do students often like to meet other people on the same course?
4. Does the author of the article generally approve or disapprove of distance learning?
Possible answers
1. Because they consider distance learning to be directly linked to technological advances.
2. Because you do not generally meet your teachers face-to-face, you communicate with them in an online forum.
3. They are able to discuss and develop their knowledge together.
4. The author sees both strengths and weaknesses of distance learning.</td>
</tr>
</table>
</td></tr>
<tr><td colspan="3"></td><td>
Task 8: learning-oriented assessment task on evaluating peers' performances
(Type 2: developing evaluating expertise in learners)
– Ss in a group share their discussion. They are evaluated using a rubric and given feedback based on the rubric.
<table>
<tr><th></th><th>Effective</th><th>Moderately effective</th><th>Ineffective</th></tr>
<tr><td>1. He/She states the issues/questions and elaborates when necessary.</td><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Procedures</th><th colspan="4">Activities</th></tr>
<tr><td></td><td></td><td></td><td colspan="4"><table>
<tr><td>2. He/She provides enough supporting evidence based on the reading text to support or argue for their position.</td><td></td><td></td><td></td></tr>
<tr><td>3. The overall answer is logical and clear.</td><td></td><td></td><td></td></tr>
</table>
Comment:

Task 9: learning-oriented assessment task on feedback
(Type 3: student engagement with feedback)
Ss response to the received feedback. They may accept and argue against the feedback.

Task 10: teacher’s support on the language used in a discussion
– T monitors each group and gives guidance during the discussion <u>when it is necessary</u>.
– T may give explicit instruction on
9. the language used for giving opinion
10. the language used for referring the source/reading text
11. the language used for asking for and clarifying information
12. the language used for agreement and disagreement
the language used for summarizing and reporting the result from discussion</td></tr>
<tr><td>post-reading</td><td>6</td><td>Reviewing reading comprehension</td><td colspan="2">Task 11: lesson revision
– T and Ss review vocabulary and structures found in the reading text.
– Ss do comprehension activities to review the reading text and T may</td><td colspan="2">Vocabulary review (word search activity)</td></tr>
</table>

Procedures			Activities	
			clarify any unclear points.	**Vocabulary Review** Let's see how many words you can remember from this lesson. N R E P X Q V Z A D V A N C E X V I L D — ADVANCE M T N C R Q M P P C F U A D T C K L S S — ALTERNATIVE W X N O N E M O N E H P S F Z H H E Y B — CORE V E Z U K A L X D A J T X R N M M K C K — CREDIBLE J Z G Y L D T A S E F S V D J D U Z R C — DIFFERENT I O E B R S K S T D R Z Y D I Z S Q Y J — DISTANCE N V W D J E O J I I H N C U B M Q I M K — MODERN V N K A N C C F R D O J Z G V D J F W M — PHENOMENON E E Q N L K M G S I G N I F I C A N T N — PRINCIPLE I L E D P T G T W T I H S Q H F Q C Z A — RELATIONSHIP I Q P R L A E W Z L F B M H I V O A K P — SIGNIFICANT K N S I O D R R J O J E I Y I F I I P J — VIRTUAL G Y V B C C E B N V C G W R S P Z Z C A H U K I T N S G X A B R T Z X T S C V V B X E E N A I D E H T U E Q O V W U F R J I V M S H L R X S A I I D H R Q K X V D K K Y O U K L P L M K V G I D S D I J G P F Q C U H I B Y V Q O E Z B Z T C E C E Z I L Z S C D L H E F W R W L F V U D I F F E R E N T W F Y K X N O X E L V **Answer Key** **Vocabulary Review** Let's see how many words you can remember from this lesson. N R E P X Q V Z A D V A N C E X V I L D — ADVANCE M T N C R Q M P P C F U A D T C K L S S — ALTERNATIVE W X N O N E M O N E H P S F Z H H E Y B — CORE V E Z U K A L X D A J T X R N M M K C K — CREDIBLE J Z G Y L D T A S E F S V D J D U Z R C — DIFFERENT I O E B R S K S T D R Z Y D I Z S Q Y J — DISTANCE N V W D J E O J I I H N C U B M Q I M K — MODERN V N K A N C C F R D O J Z G V D J F W M — PHENOMENON E E Q N L K M G S I G N I F I C A N T N — PRINCIPLE I L E D P T G T W T I H S Q H F Q C Z A — RELATIONSHIP I Q P R L A E W Z L F B M H I V O A K P — SIGNIFICANT K N S I O D R R J O J E I Y I F I I P J — VIRTUAL G Y V B C C E B N V C G W R S P Z Z C A H U K I T N S G X A B R T Z X T S C V V B X E E N A I D E H T U E Q O V W U F R J I V M S H L R X S A I I D H R Q K X V D K K Y O U K L P L M K V G I D S D I J G P F Q C U H I B Y V Q O E Z B Z T C E C E Z I L Z S C D L H E F W R W L F V U D I F F E R E N T W F Y K X N O X E L V

Procedures				Activities	
					Comprehension activity (multiple-choice) According to the reading text, which types of learning (distance learning/face-to-face learning/both) fit the following statements? 1. It develops a STRONG teacher-student relationship. 2. It relies on technology especially internet. 3. There is an interaction between teacher and students. 4. The interaction between student and peers are mostly online. 5. Students have the opportunity to interact with a teacher in person. 6. Students need a high level of motivation and discipline. 7. Teachers might find it difficult to understand students' need. 8. The course takes place at the same time and one location. **Answer Key** 1. face-to-face learning 2. distance learning 3. both 4. distance learning 5. face-to-face learning 6. distance learning 7. distance learning 8. face-to-face learning
				– T and Ss have a discussion about structures in the reading text.	
	7	Reflecting	classroom tasks	**Task 12: classroom reflection** Ss reflects tasks learned in the class.	
	8	Evaluating	reading ability	**Task 13: learning-oriented assessment task on reading ability self-evaluation**	

Procedures				Activities
				(Type 2: developing evaluating expertise in learners and Type 3: student engagement with feedback) Ss self-evaluate their reading ability developed in the class.
			learning performance	**Task 14: learning-oriented assessment task on learning performance self-rating** *(Type 2: developing evaluating expertise in learners and Type 3: student engagement with feedback-interacting with themselves)* Ss self-rate their learning performance in the class.
				Task 15: learning-oriented assessment task on sharing self-evaluation and self-rating *(Type 3: student engagement with feedback-interacting with teacher, peers, themselves)* Ss share and have a discussion on their responses to the self-evaluation and self-rating tasks (Task 13 and Task 14) with T and peers.

MODULE 3

Unit 5, Reading 1 – A Brief History of Silk

A BRIEF HISTORY OF SILK

Comfortable to wear no matter if the weather is hot or cold, silk is as popular today as it was 5,000 years ago when it was first manufactured. However, the history of silk has not always been as smooth as the fabric itself.

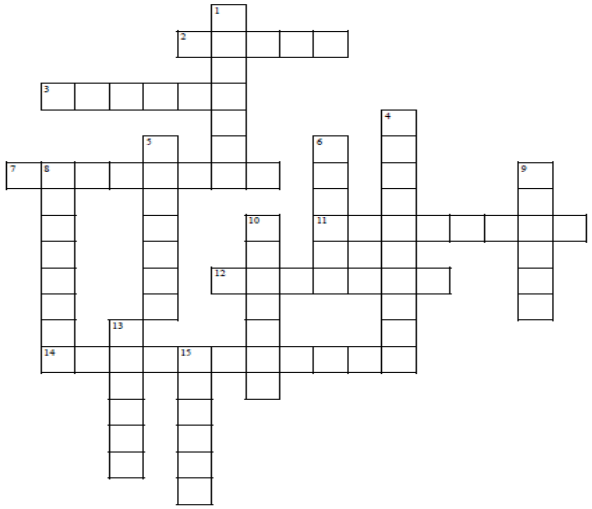
Today's basic silk-production process has changed very little since it first began. The fabric comes from silkworms which, although tiny when born, grow rapidly in size. Indeed, on a strict diet of mulberry leaves, it is estimated that they increase in weight by 10,000% over the first six weeks of their life. When they are fully grown, the silkworms create a cocoon – a protective shell made of silk. They then crawl inside in order to prepare for their next stage of development. However, for commercial silk production, these cocoons are then boiled, killing the worm inside, to ensure that the silk is not damaged. After this, the silk is gathered and prepared. A single cocoon can produce between 300 and 900 metres of silk thread.

Although today silk is both grown and worn worldwide, the original production of silk was restricted to China. Indeed, it was so important that at one time it was only the emperor and his close family who were allowed to wear it. The Chinese were initially very protective of the silk-manufacturing process. To smuggle either the silkworms or mulberry leaves out of China was punishable by death. Despite the risks, a princess in the fifth century concealed some silkworm eggs in her hair and took them to her fiancé's Asian kingdom. Likewise, in the sixth century, two monks managed to take some eggs all the way back to their native Byzantium (modern-day Istanbul, in Turkey). This was an event of great importance, since Europe was from that point able to manufacture its own silk.

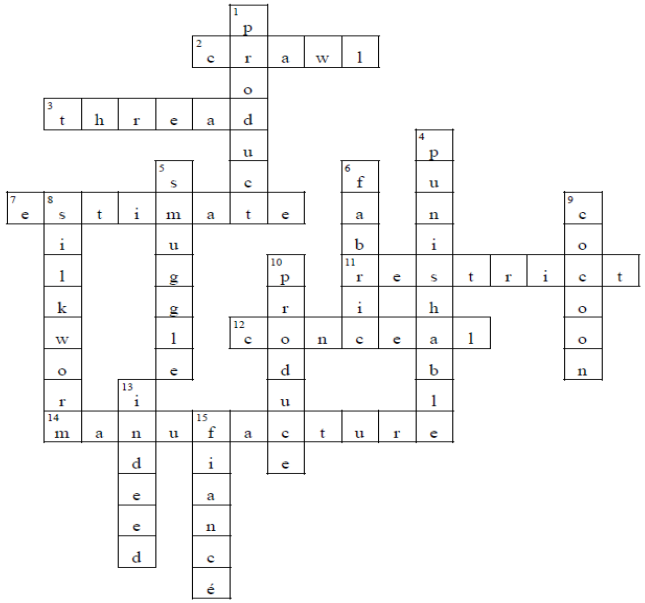
Prior to the monks' success in bringing the silkworms out of China, Europeans were dependent on merchants bringing the fabric from East Asia across the mountain roads of Central Asia and the Middle East. Indeed, so much silk was transported that this trade route became known as the Silk Road. By the time of the Roman Empire, silk had become popular around the Mediterranean, although it was very expensive.

China is still the world's main producer of silk, manufacturing around 80% of global supply. India is the second-largest producer, with around 15%. Although man-made fibres are cheaper and easier to manufacture, the beauty of silk is difficult to match, and there is always likely to be a large international market.

Procedures			Activities	
Pre-reading	1	Activating and building background knowledge	**Task 1: background knowledge** – T can use several media and activities such as video clips, storytelling, and discussion to activate and build Ss background knowledge relating to the reading text.	T shows the videos about (2.12 min) "Why Silk is so Expensive" T discusses with Ss on the processes of making silk and the history of silk. T may give guided questions: 1. From the video, what does the video talk about? 2. What is the main material used to produce silk? 3. Why is the silk so expensive? T and Ss brainstorm about the knowledge about silk (e.g., history, making processes, fashion, the production of silk) in Thailand and other countries.
	2	Identifying vocabulary and implementing vocabulary tasks	**Task 2: Vocabulary identification** – Ss work in groups or on their own and … 1. scan for recognized words 2. share vocabulary knowledge with peers 3. scan for unknown words	**Key vocabulary from this reading** 1. manufacture 2. product 3. produce 4. cocoon 5. fabric 6. silkworm 7. smuggle 8. punishable 9. conceal 10. indeed 11. crawl

Procedures			Activities	
			4. guess the meanings of the words from the context 5. use the dictionary (or online dictionary) to search for their meanings and choose the appropriate meanings for the reading text	12. fiancé 13. restrict 14. thread 15. estimate
			Task 3: Vocabulary implementation – Ss do the vocabulary exercise (words are derived from key vocabulary)	<u>Vocabulary exercise</u> 

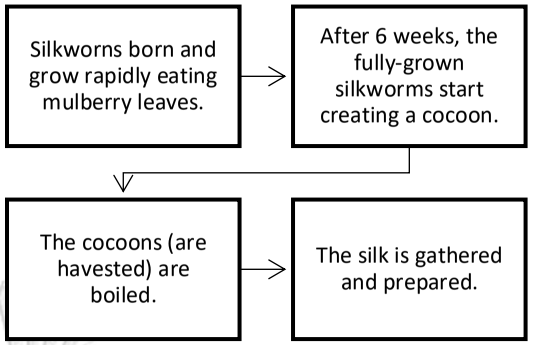
Procedures			Activities	
				Across **2.** (v.)to move slowly with the body stretch out along the ground **3.** (n.)a long thin fiber **7.** (v.)to guess or calculate the cost, size, or value of something **11.** (v.)to limit the action or movement **12.** (v.)to prevent something from being seen **14.** (n.)the process of producing goods **Down** **1.** (n.)something that is made or grown to be sold **4.** (adj.)deserve punishment/be able to be punished **5.** (v.) to take things or people to or from a place secretly and often illegally **6.** (n.)clothes or material of making clothes **8.** (n.)a type of caterpillar that produces threads of silk **9.** (n.)a protective shell made of silk **10.** (v.)to make something into existence **13.** (adv.)really, certainly (often used to emphasize something) **15.** (n.)the man who someone is engaged to be married to **Answer Key**

Procedures			Activities	
				
	3	Identifying language structures	**Task 4: Language structures** – Ss work in groups or on their own and … 1. identify interesting structures from the text 2. discuss how the structures can be interpreted regarding the reading text	**Possible sentences** so … that - Indeed, it [silk] was **so important that** at one time it was only the emperor and hos close family who were allowed to wear it. - Indeed, **so much** silk was transported **that** this trade route became known as the Silk Road. Comparison - … silk is **as popular** today **as** it was first manufactured. Passive voice - … silk is as popular today as **it was** first **manufactured.**

<table>
<tr><th colspan="3">Procedures</th><th colspan="2">Activities</th></tr>
<tr><td></td><td></td><td></td><td></td><td>- Indeed, so much silk was transported that this trade route became known as the Silk Road.</td></tr>
<tr><td>while-reading</td><td>4</td><td>Implementing learning tasks</td><td>Task 5: learning-oriented assessment task on reading comprehension
(Type 1: learning tasks as assessing tasks)
– Ss read the passage together and answer the comprehension questions that target main idea and supporting details.</td><td>Reading comprehension question
1. What is the main idea of the reading text?
2. Create a flow chart showing the processes of making silk
3. Complete a table using information from the text

<table>
<tr><td>The original production of silk (country)</td><td></td></tr>
<tr><td>Punishment for smuggling silkworms or mulberry leaves</td><td></td></tr>
<tr><td>The first smuggling story</td><td></td></tr>
<tr><td>Who?</td><td></td></tr>
<tr><td>When?</td><td></td></tr>
<tr><td>How?</td><td></td></tr>
<tr><td>The second smuggling story</td><td></td></tr>
<tr><td>Who?</td><td></td></tr>
<tr><td>When?</td><td></td></tr>
<tr><td>How?</td><td></td></tr>
<tr><td>Why was the trade route known as ‘the Silk Road’?</td><td></td></tr>
<tr><td>Who are the main producers of silk nowadays?</td><td></td></tr>
</table>

Answer key
1. The history of silk and its making processes
2.</td></tr>
</table>

Procedures	Activities
	

3.

The original production of silk (country)	China
Punishment for smuggling silkworms or mulberry leaves	Death
The first smuggling story	
Who?	The princess
When?	The 5th century
How?	She concealed (hid) some silkworm eggs in her hair and took them to her fiancé's Asian kingdom.
The second smuggling story	
Who?	Two monks
When?	6th century

<table>
<tr><th colspan="3">Procedures</th><th colspan="3">Activities</th></tr>
<tr><td colspan="3"></td><td></td><td>
<table>
<tr><td>How?</td><td>They took some eggs to their native Byzantium (modern-day Istanbul, in Turkey)</td></tr>
<tr><td>Why was the trade route known as ‘the Silk Road’?</td><td>The silk fabric was transported from East Asia to Europe using the route across the mountain roads of Central Asia and the Middle East so much that it becomes famous for silk trading.</td></tr>
<tr><td>Who are the main producers of silk nowadays?</td><td>China and India</td></tr>
</table>
</td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td colspan="3">Task 6: teacher’s support for reading comprehension
Explicit instruction: reading strategies such as
- Skimming and scanning
- Guessing words and meaning from the text
- Locating main idea
- Referencing</td></tr>
<tr><td colspan="3"></td><td>Task 7: learning-oriented assessment task on making inferencing from a reading text
(Type 1: learning tasks as assessing tasks)
– Ss have a discussion on questions regarding the</td><td colspan="2">Inferencing questions (from the textbook)
1. The writer says the history of silk has not been ‘smooth’ because …
2. The Chinese were probably ‘very protective of the silk-manufacturing process’ because …
3. Although it was expensive, silk had probably ‘become popular around the Mediterranean’ because …
4. ‘Man-made fibres are cheaper and easier to manufacture’ because …
Possible answers</td></tr>
</table>

<table>
<tr><th colspan="3">Procedures</th><th colspan="2">Activities</th></tr>
<tr><td colspan="3"></td><td>reading text. They are encouraged to support one another and argue for their positions based on the reading text.</td><td>1. The writer says the history of silk has not been ‘smooth’ because the Chinese put people to death for passing in the means of making it.
2. The Chinese were probably ‘very protective of the silk-manufacturing process’ because they wanted the rest of the world to trade with them and they would be able to set a high price for it.
3. Although it was expensive, silk had probably ‘become popular around the Mediterranean’ because it was comfortable to wear in hot weather.
4. ‘Man-made fibres are cheaper and easier to manufacture’ because producers do not have to wait six weeks for silkworms to grow. It is a much less delicate manufacturing process.</td></tr>
<tr><td colspan="3"></td><td colspan="2">Task 8: learning-oriented assessment task on evaluating peers’ performances
(Type 2: developing evaluating expertise in learners)
– Ss in a group share their discussion. They are evaluated using a rubric and given feedback based on the rubric.
<table>
<tr><th></th><th>Effective</th><th>Moderately effective</th><th>Ineffective</th></tr>
<tr><td>1. He/She states the issues/questions and elaborates when necessary.</td><td></td><td></td><td></td></tr>
<tr><td>2. He/She provides enough supporting evidence based on the reading text to support or argue for their position.</td><td></td><td></td><td></td></tr>
<tr><td>3. The overall answer is logical and clear.</td><td></td><td></td><td></td></tr>
</table>
Comment:</td></tr>
</table>

Procedures			Activities	
			Task 9: learning-oriented assessment task on feedback *(Type 3: student engagement with feedback)* Ss response to the received feedback. They may accept and argue against the feedback.	
			Task 10: teacher's support on the language used in a discussion – T monitors each group and gives guidance during the discussion *when it is necessary*. – T may give explicit instruction on 1. the language used for giving opinion 2. the language used for referring the source/reading text 3. the language used for asking for and clarifying information 4. the language used for agreement and disagreement the language used for summarizing and reporting the result from discussion	
post-reading	6	Reviewing reading comprehension	**Task 11: lesson revision** – T and Ss review vocabulary and structures found in the reading text. – Ss do comprehension activities to review the reading text and T may clarify any unclear points.	Vocabulary review (word search)

Procedures			Activities

Name:_____

Created with TheTeachersCorner.net Word Search Maker

Vocabulary Review

```
                B G
                K A
              G J P E
              F O Y C
            M G Q C S B
            A R S A Z W
V Z A K E Q B N T E T A M I T S E D Y G
N I V N X L Y U H T S D E E D N I B G L
  F Z Z E K B F S I Y T C U D O R P N
    J U D I V A S A R E C N A I F Q
      Z A P Q C H I G E K S K S O
        E U D T S S L L S F W N
      P R O D U C E I K W T B P J
      W H K C R A W L N W L R M G
    U U T G Y E C D Q H U O A I N Z
    F A B R I C F   F P P R E C C
  S M U G G L E     N A A M C T N
  O X V S G                 U Z K N I
T X K K                       F L O R
I H                             R C
```

CONCEAL
FABRIC
MANUFACTURE
PUNISHABLE
SMUGGLE
CRAWL
FIANCE
PRODUCE
RESTRICT
THREAD
ESTIMATE
INDEED
PRODUCT
SILKWORM

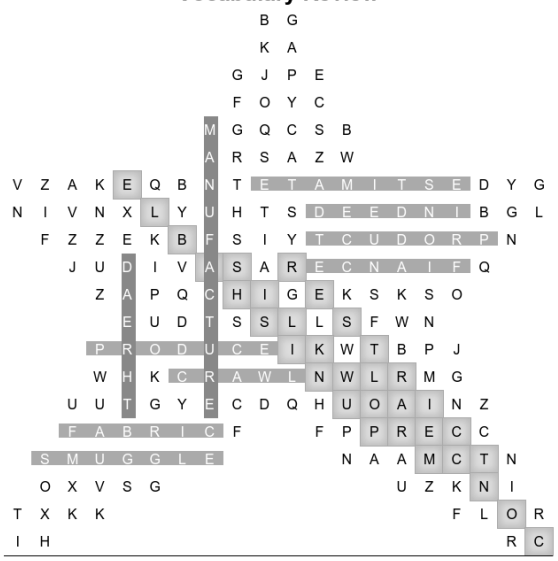
Answer Key

Procedures			Activities

Name: _____

Created with TheTeachersCorner.net Word Search Maker

Vocabulary Review



CONCEAL
FABRIC
MANUFACTURE
PUNISHABLE
SMUGGLE
CRAWL
FIANCE
PRODUCE
RESTRICT
THREAD
ESTIMATE
INDEED
PRODUCT
SILKWORM

Comprehension activity

Complete the sentence with the correct ending. And are the statements below true, false, or does not say?

1. Before silk is gathered, silkworm cocoons are ...
    a. put in the freezer
    b. opened
    c. checked for quality

Procedures			Activities	
				d. put in hot water 2. Historically, in China silkworm was worn ... **a. only by the royal family** b. by anybody who wanted to c. only by the emperor d. only by silk farmers 3. Silkworm eggs were smuggled back to Europe by ... a. the Chinese b. merchants c. a princess and two monks **d. two monks** 4. The author suggests that the Silk Road ... a. was easy to travel on b. mainly carried goods from Europe **c. was used by traders** d. was busiest after the eggs had been smuggled out 5. Silk is ... a. one of the easiest fabrics to make b. no longer a popular lateral c. cheaper to produce than man-made fibers **d. not only made in China** 6. Silk is suitable for different climates. (T) 7. Silkworms are usually killed in order to make silk. (T) 8. Silkworm can grow to 5 cm long. (F)

Procedures				Activities	
					9. Thousands of people were put to death for smuggling silkworms out of China. (DNS) 10. World silk production is dominated by two countries. (T)
	7	Reflecting	classroom tasks	**Task 12: classroom reflection** Ss reflect tasks learned in the class.	
	8	Evaluating	reading ability	**Task 13: learning-oriented assessment task on reading ability self-evaluation** *(Type 2: developing evaluating expertise in learners and Type 3: student engagement with feedback)* Ss self-evaluate their reading ability developed in the class.	
			learning performance	**Task 14: learning-oriented assessment task on learning performance self-rating** *(Type 2: developing evaluating expertise in learners and Type 3: student engagement with feedback-interacting with themselves)* Ss self-rate their learning performance in the class.	
				Task 15: learning-oriented assessment task on sharing self-evaluation and self-rating *(Type 3: student engagement with feedback-interacting with teacher, peers, themselves)* Ss share and have a discussion on their responses to the self-evaluation and self-rating tasks (Task 13 and Task 14) with T and peers.	

MODULE 4

Unit 2, Reading 2 – How is paper manufactured?

How is paper manufactured?

A _____

Trees are the starting point of the paper-manufacturing process. It is important that the right type of tree is used, otherwise the finished paper may not be suitable for use. Generally speaking, hardwood trees, such as oak, have short fibres, meaning that the paper made from them is weaker. However, the surface tends to be smoother and is therefore better to print on. Softwood trees, like pine, make stronger paper, but are not so good for writing on. This paper is more suited to industrial use.

B _____

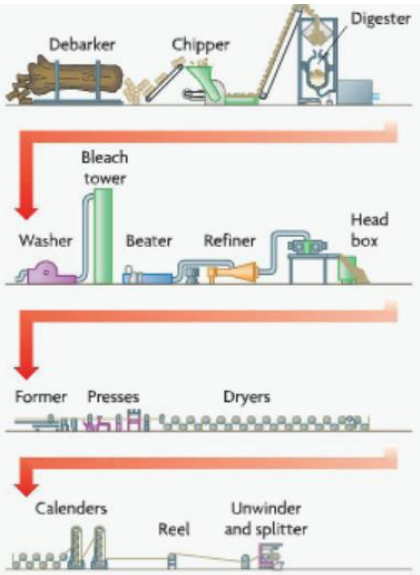
Once the trees have been taken to the factory, the paper-manufacturing process begins. After the removal of the trees' outer skin, known as 'bark', the wood is passed through a chipper, which cuts it into smaller pieces of roughly the same size. Following this, the chips may be put into a digester, depending on whether a chemical called lignin is going to be removed. When lignin reacts with air and sunlight, it turns yellow, thus permanently changing the paper's colour. While this is not much of a problem for cheaper, non-permanent types of paper (such as newspaper), it needs to be removed for fine, white paper. Next, the wood pulp is cleaned and bleached by the washer before going through a beater. This machine further refines the fibres and may cut them to a certain length. Screens then remove oversized particles from the pulp, ensuring that it can pass through the next machine (called a head box) easily.

C _____

Once the pulp enters the paper machine, which is a moving conveyor belt made of fabric, it passes through four specific sections. Firstly, it goes through the former, where the pulp is turned into a continuous piece of material. Secondly, in the press section, the pulp is squeezed through large rollers under high pressure, with the intention of extracting as much water as possible. Next, the dryers remove even more water before the last section, where heavy rollers, known as calenders, smooth the paper.

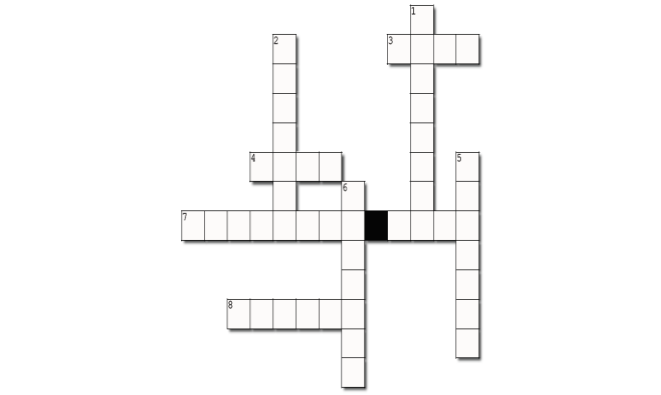
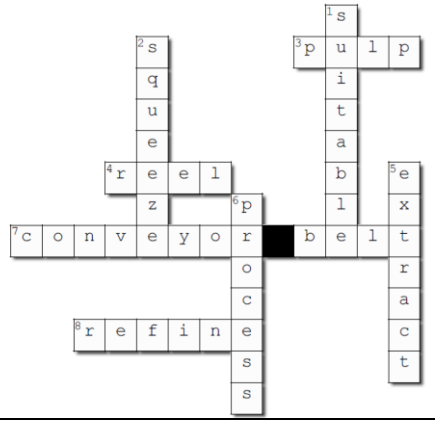
D _____

The final stage of the process prepares the paper for further use. A reel collects the paper into a user-friendly roll, which may then either be sold directly or cut into smaller-sized rolls.



Procedures			Activities	
Pre-reading	1	Activating and building background knowledge	**Task 1: background knowledge** – T can use several media and activities such as video clips, storytelling, and discussion to activate and build Ss background knowledge relating to the reading text.	T shows the videos about. (1.36 min) "From Tree to Paper How paper is made The Office Supplies Supermarket" T discusses with Ss on how paper is made. T may give guided questions: 1) From the video, what kind of material used to make paper? 2) Are there many processes? Can you explain some processes you saw on the video?

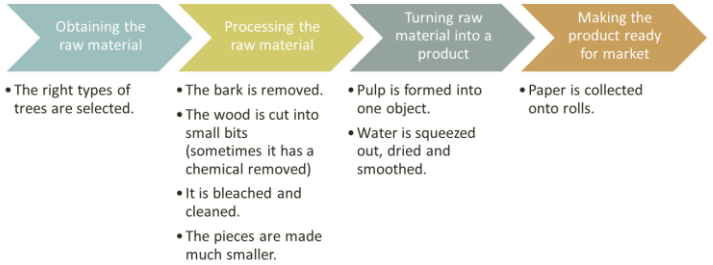
Procedures			Activities	
	2	Identifying vocabulary and implementing vocabulary tasks	**Task 2: Vocabulary identification** – Ss work in groups or on their own and … 1. scan for recognized words 2. share vocabulary knowledge with peers 3. scan for unknown words 4. guess the meanings of the words from the context 5. use the dictionary (or online dictionary) to search for their meanings and choose the appropriate meanings for the reading text from	**Key vocabulary from this reading** 1. suitable 2. process 3. refine 4. pulp 5. conveyor belt 6. reel 7. squeeze 8. extract
			Task 3: Vocabulary implementation – Ss do the vocabulary exercise (words are derived from key vocabulary)	Vocabulary exercise

Procedures			Activities	
				 Created using the Crossword Maker on TheTeachersCorner.net **Across** **3.** (N.) a mixture of old paper, plant fibres, and wood mixed with water until they form a soft wet mass, used for making paper **4.** (N.) a round, wheel-shaped object on which sewing thread, fishing wire, film, etc. can be rolled, or the amount of thread, et **7.** (N.) a continuous moving strip or surface that is used for transporting objects from one place to another **8.** (V.) to make something pure or improve something, especially by removing unwanted material **Down** **1.** (ADJ.) being right or correct for a particular situation or person **2.** (V.) to press something firmly, especially from all sides in order to change its shape, reduce its size, or remove liquid fro **5.** (V.) to remove or take out something **6.** (N.) a series of actions that you take in order to achieve a result **Answer key** 

Procedures			Activities	
	3	Identifying language structures	**Task 4: Language structures** – Ss work in groups or on their own and … 1. identify interesting structures from the text 2. discuss how the structures can be interpreted regarding the reading text	**Possible sentences** ***Relative pronoun: which / where*** - … a chipper**, which** cuts it into smaller pieces of roughly the same size. - … the paper machine**, which** is a moving conveyer belt made of fabric - … a user-friendly roll**, which** may then either be sold directly or cut into smaller-sized rolls. - Firstly, it goes through the former**, where** the pulp is turned into a continuous piece of material. ***Example: such as / like + N*** - Hardwood trees, **such as** oak, have short fibres, … - Softwood trees, **like** pine, make stronger paper, … - … cheaper, non-permanent types of paper (**such as** newspaper), … ***Adverb showing time sequence*** - **Once** the trees have been taken to the factory, … - **After** the removal of the trees' outer skin, … - **When** lignin reacts with air and sunlight, … - **While** this is not much of a problem for cheaper, non-permanent types of paper (such as newspaper), … - **Next**, the wood pulp is cleaned and bleached by the washer **before** going through a beater.
while-	4	Implementing learning tasks	**Task 5: learning-oriented assessment task on reading comprehension**	**Reading comprehension question** 1. What is the main idea of the reading text? 2. Match headings (1-4) to paragraphs (A-D) 1) Making the product ready for market

<table>
<tr><th colspan="3">Procedures</th><th colspan="2">Activities</th></tr>
<tr><td></td><td></td><td></td><td>(Type 1: learning tasks as assessing tasks)
– Ss read the passage together and answer the comprehension questions that target main idea and supporting details.</td><td>2) Processing the raw material
3) Obtaining the raw material
4) Turning the raw material into a product
3. What are the functions of the following machines?
<table>
<tr><th>Machines</th><th>Functions</th></tr>
<tr><td>1. Debarker</td><td></td></tr>
<tr><td>2. Chipper</td><td></td></tr>
<tr><td>3. Digester</td><td></td></tr>
<tr><td>4. Washer and Bleach tower</td><td></td></tr>
<tr><td>5. Beater and Refiner</td><td></td></tr>
<tr><td>6. Head box</td><td></td></tr>
<tr><td>7. Former</td><td></td></tr>
<tr><td>8. Presses</td><td></td></tr>
<tr><td>9. Dryers</td><td></td></tr>
<tr><td>10. Calenders</td><td></td></tr>
<tr><td>11. Reel</td><td></td></tr>
<tr><td>12. Unwinder and splitter</td><td></td></tr>
</table>
4. Create a diagram showing how paper is made.
Answer key
1. The process of making paper
2. A-3, B-2, C-4, D-1
3.
<table>
<tr><th>Machines</th><th>Functions</th></tr>
<tr><td>1. Debarker</td><td>Remove the trees’ outer skin, known as bark</td></tr>
</table></td></tr>
</table>

Procedures			Activities		
				2. Chipper	Cut the trees into small pieces of roughly the same size
				3. Digester	Remove lignin (a chemical that change paper into yellow)
				4. Washer and bleach tower	Clean and bleach the wood pulp
				5. Beater and Refiner	Refine the fibres and may cut them into a certain length to remove oversized particles from the pulp
				6. Head box	A moving conveyor belt made of fabric
				7. Former	Turn the pulp into a continuous piece of material
				8. Presses	Squeeze the pulp through large rolls under high pressure to extract water
				9. Dryers	Remove water
				10. Calenders	Smooth the paper with heavy rollers
				11. Reel	Collect the paper into a user-friendly roll to be sold directly or
				12. Unwinder and splitter	Cut the rolls into smaller size
			4.		

<table>
<tr><th colspan="3">Procedures</th><th colspan="2">Activities</th></tr>
<tr><td colspan="3"></td><td></td><td> 
</td></tr>
<tr><td colspan="3"></td><td colspan="2">Task 6: teacher’s support for reading comprehension
Explicit instruction: reading strategies such as
- Skimming and scanning
- Guessing words and meaning from the text
- Locating main idea
- Referencing</td></tr>
<tr><td colspan="3"></td><td>Task 7: learning-oriented assessment task on making inferencing from a reading text
(Type 1: learning tasks as assessing tasks)
– Ss have a discussion on questions regarding the reading text. They are encouraged to support one another and argue for</td><td>Inferencing questions (from the textbook)
What do these phrases from the text mean? (You can use your own ideas based on the text and use the dictionary to help you. Please explain how you get the answers.)
1. starting point
2. generally speaking
3. more suited to
4. further refines
5. with the intention of

Possible answers
1. the beginning</td></tr>
</table>

<table>
<tr><th colspan="3">Procedures</th><th>Activities</th></tr>
<tr><td colspan="3"></td><td>
<table>
<tr><td>their positions based on the reading text.</td><td>2. normally
3. better used for/as
4. makes better/more useful
5. with the aim/goal of</td></tr>
</table>
Task 8: learning-oriented assessment task on evaluating peers' performances
(Type 2: developing evaluating expertise in learners)
– Ss in a group share their discussion. They are evaluated using a rubric and given feedback based on the rubric.
<table>
<tr><th></th><th>Effective</th><th>Moderately effective</th><th>Ineffective</th></tr>
<tr><td>1. He/She states the issues/questions and elaborates when necessary.</td><td></td><td></td><td></td></tr>
<tr><td>2. He/She provides enough supporting evidence based on the reading text to support or argue for their position.</td><td></td><td></td><td></td></tr>
<tr><td>3. The overall answer is logical and clear.</td><td></td><td></td><td></td></tr>
</table>
Comment:

Task 9: learning-oriented assessment task on feedback
(Type 3: student engagement with feedback)
Ss response to the received feedback. They may accept and argue against the feedback.

Task 10: teacher's support on the language used in a discussion
– T monitors each group and gives guidance during the discussion when it is necessary.
– T may give explicit instruction on
1. the language used for giving opinion
2. the language used for referring the source/reading text
3. the language used for asking for and clarifying information</td></tr>
</table>

Procedures			Activities	
			4. the language used for agreement and disagreement the language used for summarizing and reporting the result from discussion	
post-reading	6	Reviewing reading comprehension	**Task 11: lesson revision** – T and Ss review vocabulary and structures found in the reading text. – Ss do comprehension activities to review the reading text and T may clarify any unclear points.	**Vocabulary review (word search)** Name: Created with TheTeachersCorner.net **Vocabulary Review** Let's see how many words you can remember from the lesson A D R W Q A A F W D R E C X L — CONVEYORBELT B H U T L E B R O Y E V N O C — EXTRACT F X F G E E U T K J S A A D Y — PROCESS A E G I M I F Y S Q C P G X K — PULP W Z C T F R A P U C O C Y L S — REEL D F H X C D R E F M E X O E J — REFINE F Q R R X V E R E N I F E R P — SQUEEZE O O E E R Z F Y L G L N R U O — SUITABLE K I X T E W Q O W P S J L A I B A T L Z L D P R K I P X D O R A K Z N W N O Z C I M E T T J G L D H N C P P B Z E P S T Y D B M F E X T R A C T U I R L A X A S M J C D M G W K A X E E D S M S U I T A B L E J R **Answer Key** Name: Created with TheTeachersCorner.net **Vocabulary Review** Let's see how many words you can remember from the lesson A D R W Q A A F W D R E C X L — CONVEYORBELT B H U T L E B R O Y E V N O C — EXTRACT F X F G E E U T K J S A A D Y — PROCESS A E G I M I F Y S Q C P G X K — PULP W Z C T F R A P U C O C Y L S — REEL D F H X C D R E F M E X O E J — REFINE F Q R R X V E R E N I F E R P — SQUEEZE O O E E R Z F Y L G L N R U O — SUITABLE K I X T E W Q O W P S J L A I B A T L Z L D P R K I P X D O R A K Z N W N O Z C I M E T T J G L D H N C P P B Z E P S T Y D B M F E X T R A C T U I R L A X A S M J C D M G W K A X E E D S M S U I T A B L E J R

Procedures				Activities	
					Comprehension activity (T/F) 1. Fibres from hardwood trees are suitable for making hard paper. 2. Softwood trees are usually made paper for industrial use. 3. If there is lignin in the fibres, the paper turns white. 4. Lignin changes the color of the paper into yellow. 5. After the pulp gets through the Head box, Dryer is the only machine that squeeze water from the pulp. 6. The calendars help smoothen the paper with their heavy rollers. 7. Paper is collected in the form of rolls. 8. There are 15 machines in the diagram. **Answer Key** 1. F 2. T 3. F 4. T 5. F (Presses and Dryers) 6. T 7. T 8. T
	7	Reflecting	classroom tasks	**Task 12: classroom reflection** Ss review activities learned in the class.	
	8	Evaluating	reading ability	**Task 13: learning-oriented assessment task on reading ability self-evaluation** *(Type 2: developing evaluating expertise in learners and Type 3: student engagement with feedback)* Ss self-evaluate their reading ability developed in the class.	

Procedures				Activities
			learning performance	**Task 14: learning-oriented assessment task on learning performance self-rating** *(Type 2: developing evaluating expertise in learners and Type 3: student engagement with feedback-interacting with themselves)* Ss self-rate their learning performance in the class.
				Task 15: learning-oriented assessment task on sharing self-evaluation and self-rating *(Type 3: student engagement with feedback-interacting with teacher, peers, themselves)* Ss share and have a discussion on their responses to the self-evaluation and self-rating tasks (Task 13 and Task14) with T and peers.

Appendix B

The development of the end-of-unit tests

A brief overview of the assessment

Test takers	Students
Age group	17-19 years old (teen)
Level of language ability	Intermediate (may vary from beginner to advanced)
Language	EFL
Language use activity	Reading for comprehension and inference
Intended uses	Formative decisions

Settings

A teacher in an EFL classroom in a public university needs to develop a classroom assessment for her first-year undergraduate learners. The assessment will be used for two purposes. The first purpose is to help develop their reading skill. In order to do this, the teacher will use the result of the assessment to provide feedback to learners. The second is to supplement additional lessons for learners. In order to do this, the teacher will use the result of the assessment together with the discussion with learners about their needs to provide appropriate additional practices. Thus, the assessment will be based on a unit of instructions in the course.

Assessment use argument

Claim 1: Intended consequences

The consequences of using the end-of-unit tests will be beneficial to stakeholders as indicated in the table below.

Intended consequences and intended stakeholders

Intended consequences	Intended stakeholders
Learners will improve their reading skills.	Learners A teacher
The teacher will improve her teaching.	Learners A teacher

Other possible consequences are stakeholders who might be affected are included in the table below.

Other possible consequences and stakeholders who might be affected

Other possible consequences	Other possible stakeholders
Learners may take feedback as punishment.	Learners

Backing for intended consequences in Claim 1

1. A teacher talks with learners about the use of feedback from the assessment to improve their reading.
2. A teacher compares learners' performance before and after the instruction using the CU-TEP test.
4. A teacher observes the classroom while teaching and makes notes on how the instruction has been adjusted.

Claim 2: Intended decisions

The formative decisions are made by the teacher before the next module. These decisions will affect the stakeholders as indicated in the table below. The decisions are value-sensitive and equitable for the stakeholders.

Decision(s) to be made	**Individual(s) who will make decision**	**When the decision(s) will be made**	**Stakeholders who will (or might be) affected by the decision(s)**
Formative, low-stake			
Provide learners with feedback on their reading ability	Teacher	After each test	Learners Teacher
Make appropriate additional lessons for some learners regarding their needs	Teacher Learners	After each test	Learners Teacher
Continue with planned modules	Teacher	Before the next module	Learners Teacher

Backing for intended decisions in Claim 2

Value-sensitivity

1. A teacher considers how consistent the decisions to be made are with her own values and beliefs about effective instructional practice.

Equitability

1. In a low-stake test, equitability is not concerned due to the fact that learners are not classified into different levels.

Claim 3: Intended interpretations

The interpretation about two aspects of learners' reading ability – reading for comprehension and inferencing are relevant to the formative decisions to be made. The interpretations are sufficient for the low-stakes formative decisions to be made. The

interpretation is meaningful with respect to the content of the course and the current lesson, generalizable to the current language class, and are impartial for all learners.

Backing for intended interpretations in Claim 3
Relevance and sufficiency:
1. A teacher consults three experts in the fields of language assessment and instruction on the interpretation of how well learners have mastered the specified reading ability.
Meaningfulness:
1. A teacher provides documentation of relevant instructional materials including course development and a course syllabus.
Generalizability:
1. A teacher provides an analysis of the administrative procedures and task characteristics of the instructional tasks in the current classroom.
2.A teacher compares the administrative procedures and task characteristics of these instructional tasks with those of the assessment tasks.
3. A teacher consults three experts in the fields of language assessment and instruction on the degree of correspondence between Target Language Use (TLU) tasks and assessment tasks.
Impartiality:
1. A teacher carefully reviews the assessment tasks for possible sources of bias.

Claim 4: Assessment records

The scores from the end-of-unit tasks are consistent across different times and days of the administration, and across different administrations to different groups of learners. Learners' scores are consistent across the different reading topics. Learners' reading ability are scored consistently by the teacher regarding the scoring key. The possible sources of inconsistency for this assessment are listed.

Possible sources of inconsistency in scores
1. Inconsistencies in the administration of the administration - different times or days of administration - different administrations to different groups of students.
2. Inconsistencies across different assessment tasks - different topics of reading texts - different lengths of reading texts - different readabilities of reading texts
3. Inconsistencies in how learners' reading ability is scored - different applications of the scoring key

Backing for assessment records in Claim 4

The possible sources of inconsistency and possible backing to assure that these sources will be minimized are given.

Possible sources of inconsistency in scores	Possible backing to assure consistency
1. Inconsistencies in the administration of the administration - different times or days of administration - different administrations to different groups of students.	Documentation: administrative procedures
2. Inconsistencies across different assessment tasks - different topics of reading texts - different lengths of reading texts - different readabilities of reading texts	Documentation: tasks specifications, and Comparison of reading texts learned and tested using readability, vocabulary analysis, syntax analysis
3. Inconsistencies in how learners' reading ability are scored - different applications of the scoring key	Documentation: scoring key (for part 1), rating scale and form (for part 2), results of analyses to estimate rater consistency (inter-rater consistency), and instruction for scoring

The Summary of Backing

Claim(s)			Backing (Related Document)
Claim 1: intended consequences		A teacher talks with learners about the use of feedback from the assessment to improve their reading.	Interview/learners' journal
		A teacher compares learners' performance before and after the instruction using the CU-TEP test.	CU-TEP scores (pre- and post-tests)
		A teacher observes the classroom while teaching and makes notes on how the instruction has been adjusted.	Teacher's observation
Claim 2: intended decisions	Value-sensitivity	A teacher considers how consistent the decisions to be made are with her own values and beliefs about effective instructional practice.	Teacher's observation
	Equitability	In a low-stake test, equitability is not concerned due to the fact that learners are not classified into different levels.	N/A
Claim 3: Interpretation	Relevance and sufficiency	A teacher consults three experts in the fields of language assessment and instruction on the interpretation of how well learners have	results of analyses to estimate content validity

Claim(s)			Backing (Related Document)
		mastered the specified reading ability.	
	Meaningfulness	A teacher provides documentation of relevant instructional materials including course development and a course syllabus.	Course development
			Course syllabus
	Generalizability (Authenticity)	A teacher provides an analysis of the administrative procedures and task characteristics of the instructional tasks in the current classroom.	Assessment task development
		A teacher compares the administrative procedures and task characteristics of these instructional tasks with those of the assessment tasks.	Assessment task development
		A teacher consults three experts in the fields of language assessment and instruction on the degree of correspondence between Target Language Use (TLU) tasks and assessment tasks.	results of analyses to estimate construct validity
			Assessment task development (comparison between TLU tasks and assessment tasks)
	Impartiality	A teacher carefully reviews the assessment tasks for possible sources of bias.	Assessment task development

Claim(s)			Backing (Related Document)
Claim 4: Assessment Records	Inconsistencies in the administration of the administration	- different times or days of administration - different administrations to different groups of students.	assessment task development: administrative procedures
	Inconsistencies across different assessment tasks	- different topics of reading texts - different lengths of reading texts - different readabilities of reading texts	tasks specification
			Comparison of reading texts learned and tested using readability, vocabulary analysis, syntax analysis
	Inconsistencies in how learners' reading ability are scored	- different applications of the scoring key	scoring key (for part 1)
			rating scale and form (for part 2)
			results of analyses to estimate rater consistency (inter-rater consistency)
			instruction for scoring

Assessment task development

Step 1 TLU task selected for development of assessment task

1. Short descriptive label for TLU tasks:

Task 1: reading a given text, answer comprehension questions by completing comprehension tasks

Task 2: reading the same text and have a discussion on inferencing questions

2. Areas of language ability the TLU task engages:

Task 1: recognizing vocabulary and structures, using reading strategies, reading for comprehension

Task 2: making inference

Step 2: Description of the TLU task:

1. Activities and procedures to be followed
    a. Task 1
        i. Learners read the passage together (individual, pairs, groups)
        ii. Learners answer the comprehension questions that target the main idea and supporting details. They may complete reading comprehension tasks such as completing organization charts.
    b. Task 2
        i. Learners have a discussion on given questions regarding the reading text. They are encouraged to support one another and argue for their positions based on the reading text.
        ii. Students in a group share their discussion. They are evaluated using a rubric and given feedback based on the rubric.
        iii. Students respond to the received feedback. They may accept and argue against the feedback.
2. Task characteristics of TLU tasks:

TLU task 1: reading a given text, answer comprehension questions by completing comprehension tasks	
Area of language ability the TLU task engages: recognizing vocabulary and structures, using reading strategies, reading for comprehension	
Task characteristics	
Setting	*Physical circumstances*: The teacher is in front of the classroom. The learners work individually, in pairs, or groups. *Equipment/Materials*: a reading text (from the textbook), paper/pencil

	Participants: the teacher and learners (intermediate level) *Time of the task*: during the class period (1-2 hours per period)
Input	*Form*: Aural: description of task 1, questions Visual: a reading text with reading comprehension questions/tasks
	Language: English Teacher: short utterances describing and explaining the task. (Optional: an explicit instruction: reading strategies) Learners: short utterances, questions, and answers *Length:* Aural: short Visual: medium (a reading text with comprehension questions/tasks); complex grammar and vocabulary
	Topical content: There are 2 reading topics in the instruction. Each is composed of 2 reading texts as shown below. **Unit 2 Education** Reading 1: Preparing you for success, whatever you want to do Reading 2: Distance or face-to-face learning – what's the difference? **Unit 5 Manufacturing** Reading 1: A Brief History of Silk Reading 2: How is paper manufactured?
Expected response	*Form*: Visual Learners complete reading comprehension questions OR complete reading comprehension tasks that targeting identifying the main idea and supporting details.
	Language: English *Learners*: short utterances, questions, and answers *Length*: 20 minutes
	Topical content: There are 2 reading topics in the instruction. Each is composed of 2 reading texts as shown below. **Unit 2 Education** Reading 1: Preparing you for success, whatever you want to do Reading 2: Distance or face-to-face learning – what's the difference?

	Unit 5 Manufacturing Reading 1: A Brief History of Silk Reading 2: How is paper manufactured?

TLU task 2: reading the same text and have a discussion on inferencing questions	
Area of language ability the TLU task engages: making inference	
Task characteristics	
Setting	*Physical circumstances*: The teacher is in front of the classroom. The learners work individually, in pairs, or groups. *Equipment/Materials*: a reading text (from the textbook), paper/pencil, discussion rubric *Participants*: the teacher and learners (intermediate level) *Time of the task:* during the class period (1-2 hours per period)
Input	*Form*: Aural: description of task 2, questions and answer Visual: a reading text with inferencing questions
	Language: English Teacher: short utterances explaining the task and the rubric. (Optional: an explicit instruction: the language used for giving an opinion, referring the source, agreeing and disagreeing, and summarizing) Learners: short utterances, questions, and answers *Length*: Aural: short Visual: medium (a reading text with inferencing questions); complex grammar and vocabulary
	Topical content: There are 2 reading topics in the instruction. Each is composed of 2 reading texts as shown below. **Unit 2 Education** Reading 1: Preparing you for success, whatever you want to do Reading 2: Distance or face-to-face learning – what's the difference? **Unit 5 Manufacturing** Reading 1: A Brief History of Silk

	Reading 2: How is paper manufactured?
Expected response	*Form*: Oral Learners have a discussion on questions regarding the reading text. They are encouraged to support one another and argue for their positions based on the reading text. Learners in a group share their discussion. They are evaluated using a rubric and given feedback based on the rubric.
	Language: English; learners' responses to questions *Length*: 3-5 minutes
	Topical content: There are 2 reading topics in the instruction. Each is composed of 2 reading texts as shown below. **Unit 2 Education** Reading 1: Preparing you for success, whatever you want to do Reading 2: Distance or face-to-face learning – what's the difference? **Unit 5 Manufacturing** Reading 1: A Brief History of Silk Reading 2: How is paper manufactured?

3. Reading text and answer (see Learning-oriented Reading Assessment Model and its modules)

Step 3: The modified task/assessment task template:

1. Activities and procedures to be followed
    a. A week before the assessment
        i. A week before the assessment, a teacher tells the learners
            1. They will have the assessment of their reading ability next week
            2. The purposes of the assessment are
                a. to measure the reading ability learned in the class which is reading comprehension and inferencing.
                b. to give feedback to individual learners about their reading ability and provide additional lessons according to their needs.
            3. Learners will take the test individually.
            4. The test will take 40 minutes and it is divided into 2 parts. Learners will read only one passage. The topic of

the passage is the content learned from the previous classes.

a. The first part is the short answers to reading comprehension questions targeting the main idea and supporting details.
b. The second part is an inferencing question. Learners are required to write their answers. They have to state the issue, provide reasons, and support their view using evidence from the passage.

5. The score and feedback will be given to each learner individually the following week.

b. On the day of the assessment
   i. The teacher briefly explains the assessment tasks again.
   ii. The teacher makes sure that learners understand the procedure.
   iii. Learners will be given a reading text with questions, and answer sheets.
   iv. Learners have to complete part 1 by choosing one option for each item.
   v. Learners have to complete part 2 by writing the answer in the provided space.
c. Administrative procedures: The assessment takes place during one class period (40 minutes out of a 3-hour class). The teacher explains the assessment at the beginning of the class. The teacher administers the assessment to the whole class. Learners work individually. Learners read a reading passage and complete Part 1 and 2 in the answer sheets.

2. Task characteristics of the modified task/assessment task template:

Assessment task 1: reading a given text, answer comprehension questions	
Area of language ability to be assessed: reading for comprehension (identifying the main idea and supporting details)	
Task characteristics	
Setting	*Physical circumstances*: The teacher is in front of the classroom. The learners were seated individually. *Equipment/Materials*: a reading text, written questions, and pens *Participants*: the teacher and learners (intermediate level) *Time of the task*: during the class period (20 minutes)

Input	*Form*: Aural: teacher's description of the test Visual: a reading text with short-answer questions of reading comprehension
	Language: English Teacher: short utterances describing and explaining the test. Length: Aural: short Visual: medium (a reading text with short-answer questions of reading comprehension); complex grammar and vocabulary
	Topical content: Test 1: Education – Online Learning vs Face-to-Face Learning Test 2: Manufacturing – The 6 steps of Tea Processing
Expected response	*Form*: Visual Learners complete short-answer questions that targeting identifying the main idea and supporting details.
	Language: English *Learners*: short *Length*: 20 minutes
	Topical content: Test 1: Education – Online Learning vs Face-to-Face Learning Test 2: Manufacturing – The 6 steps of Tea Processing

Assessment task 2: reading the same text and discuss on an inferencing question	
Area of language ability to be assessed: making inference	
Task characteristics	
Setting	*Physical circumstances*: The teacher is in front of the classroom. The learners were seated individually. *Equipment/Materials*: a reading text, a written inferencing question, and pens *Participants*: the teacher and learners (intermediate level) *Time of the task*: during the class period (20 minutes)
Input	*Form*: Aural: teacher's description of the test Visual: a reading text with 1 extended-production-response question

	Language: English Teacher: short utterances describing and explaining the test. *Length*: Aural: short Visual: medium (a reading text with 1 extended-production-response question); complex grammar and vocabulary
	Topical content: Test 1: Education – Online Learning vs Face-to-Face Learning Test 2: Manufacturing – The 6 Steps of Tea Processing
Expected response	*Form*: Visual Learners respond to an extended-production-response question. They are expected to state their issues clearly and support their responses based on the reading text. There are two questions provided and learners have to choose only one question to respond to.
	Language: English *Learners*: medium *Length*: 20 minutes
	Topical content: Test 1: Education – Online Learning vs Face-to-Face Learning Test 2: Manufacturing – The 6 steps of Tea Processing

3. Modified task/assessment task template recording method

Recording method for assessment task 1	Type of assessment record: score Aspects of ability: reading for comprehension (identifying the main idea and supporting details) Scoring method: - Criteria: (See the Scoring Key) - Score reported: numbers of correct items - Procedures: The teacher reads each of the learners' answers and gives points following the Scoring Key, sums the points to get a total score, and enters the total score on the paper. The papers are given back to learners in the next class.
Recording method for assessment task 2	Type of assessment record: score and comment Aspects of ability: making inference Scoring method:

	- Criteria: a rating scale (for each aspect: 3 for effective, 2 for moderately effective, 1 for ineffective) - Score reported: total (6) = comprehension and issue identification (3) + supporting evidence (3) - The teacher may provide comments on learners' responses. - Procedures: The teacher reads each of the learners' answers and gives points following the rating scale, sums the points to get a total score, and enters the total score on the paper. The papers are given back to learners in the next class.

Step 4: Model assessment Task

Instruction for the assessment task: Learners are given a reading passage with questions and an answer sheet. In the test, there are two parts. Learners will read one reading passage to answer both parts. The first part consists of 8 short-answer questions about reading comprehension. Learners will write to answer the questions. The second part is an open-ended question about making inferencing. Learners will write their answers in the space provided. They should state their position clearly and support their statement using evidence from the reading passage.

Teacher's description of the task:
"Here's your reading passage with questions and answer sheet. There are two parts to this test. You will read one passage to answer both parts. The first part consists of 8 short answer questions about reading comprehension. You will answer the questions in the answer sheet. The second part is an open-ended question about making inferencing. You will write your answer in the space provided. You should state their position clearly and support their statement using evidence from the reading passage. You will have 40 minutes for the test. Are there any questions?"
"You may begin now"

Reading text and answer sheet:

End-of-unit test 1

Instruction: There are two parts to this test. You will read one reading passage to answer both parts.

[P1] Have you ever seen an advertisement on television that promotes acquiring a degree online? The advertisements make it sound easy and convenient to get a two-year, or even a four-year degree, for little of nothing, in a short amount of time. However, is acquiring a degree online better than sitting in a classroom with a real-life professor? Do you receive more of a quality education in a classroom, face-to-face, or behind a computer screen?

[P2] Face-to-Face learning is better than online learning because of the interactions. One of the most beneficial means of physically being in a classroom is the response time that a person receives from an actual person, such as a professor, versus an online class instructor. During face-to-face learning, a person's questions will get an immediate answer whereas online learning means waiting for a response. Studies show that immediate and efficient feedback response time is crucial to effective learning. Sometimes, discussing issues or problems with your instructor in person is a lot easier than typing it out or trying to explain it in face-time online. In a classroom environment, you may also have the advantage of working in small groups where you can collaborate on difficult topics and receive immediate feedback from you peer groups as well.

[P3] Attending classes in person also creates a disciplined, structured student. In today's society, it is crucial that students become more structured by attending scheduled classes. By following a class schedule, this trains the student for "real world" situations, such as being on time for a job interview or important business meetings. The online environment is usually more flexible as far as time constraints are concerned. A person does not have to attend class at a specific time and can do household chores, take care of a baby, etc.

[P4] One of the best places to make new friends and meet new people by socially interacting with them is in the classroom. Meeting new people is a great way to sharpen your social skills. Socializing with others is a perfect way to make future job connections, acquire new friends. Online learning reduces these socializing

opportunities from a person and even destroys them further. Trial and error in how you respond and/or get responses from peers gets students ready for real world problems; however, the online classroom fails the student in this area.

[P5] Online learning obviously offers opportunities for visual learning, but it does not offer much else. The classroom offers so much more such as hands-on trainings, visual and hearing enhanced learning, and other physical means of acquiring information. By incorporating different learning styles, the success rate of learning highly increases. This creates a more successful learning environment for everyone.

[P6] Finally, not everyone is equipped with fast-connecting internet, Wi-Fi, or has data plans that support the online learning environment. Many people live in rural areas where high-speed internet service or Wi-Fi is not available and cause problems with their online learning experience. The assignments may have lost if there is a power outage or the internet connection is interrupted.

[P7] Face-to-face learning in an actual classroom is proven to be the better alternative when it comes to being a student. Despite the increasing use of technology, online learning fails to prepare a well-rounded student that is prepared for the real world. By increasing social interactions, becoming more structured in your schedule, and learning how to interact with authority figures, students are far more successful in their careers by accessing the traditional classroom option. However, as more and more online learning opportunities increase, face-to-face learning may fade away forever.

Part 1: Reading comprehension (8 points)

This part is to check your reading comprehension. Answering these following questions will show how well you understand the text. Read the questions and try to answer them without reading the text. Then, read the text and check your answers.

1. What is the passage mainly about?
2. What kind of response do learners get when asking questions in a classroom?
3. What are the two benefits of working in small groups? (2 points)
4. What is an example of “real world” situations students for which are when they attend scheduled classes?

5. What are the two advantages of online learning mentioned in the passage? (2 points)

6. What is the problems caused by having a low-speed internet connection?

Part 2: Inferencing (6 points)

This part is to measure how well you use the information from the text to support your answer. Choose **ONE** item and answer the question in the answer sheet. Support your answer using the evidence from the reading passage.

1. What can be inferred from paragraph 5 about online learning?

2. Why will people study online learning more on more?

Answer Sheet

Name: _____ **Student ID:** _____

Section: _____

Instruction:

Part 1: Reading Comprehension

1. _____ (1 point)

2. _____ (1 point)

3. 1) _____ 2) _____ (2 points)

4. _____ (1 point)

5. 1) _____ 2) _____ (2 points)

6. _____ (1 point)

Part 2: Inferencing Question no. _____

_____

_____

_____

	Total score	Score
Part 1: Reading comprehension	8	
Part 2: Inferencing question		
Comprehension and issue identification	3	
Supporting evidence	3	
Total	**14**	

Comment: _____

_____

End-of-unit test 2

Instruction: There are two parts in this test. You will read one reading passage to answer both parts.

[P1] In each region around the world, people have developed unique methods for growing and crafting tea. Variation in local taste and techniques has driven tea innovation through the ages. Today, we are able to source and learn from a wide range of diverse areas. With this perspective, it is possible to extract the tea-making process into a few essential steps.

[P2] Tea is made from the leaves of the *Camellia sinensis* plant. To start the process, the plants are grown and harvested. It is important to consider growing conditions and harvesting methods. The growing environment including changes in climate, soil, and the surrounding plants plays a significant role on tea's flavor. For example, in Japan, in order to produce high-quality Japanese green teas, the farmers will shade the plants to stimulate the creation of chlorophyll and theanine. The harvesting procedures also affect the variation of tea flavors. Farmers will hand pick tea leaves to preserve the natural sweetness; on the other hand, the machines are used for mass production. Tea leaves are picked from the top of the plant and chopped into pieces. If you steep the leaves, they release bold and dark flavors. However, the fullest flavors will be released when the whole leaves are brewed more than one time.

[P3] After being harvested, farmers will wither the leaves to prepare for crafting because the leaves are thick and waxy. They are laid on fabric or bamboo mats and left until dry. Currently, farmers are able to control the humidity and temperature to maintain the quality. Moreover, the racks of leaves are rotated to make sure that each leave receives proper airflow. This process will reduce half of the water content in the leaves and help the leaves not being cooked from the heating process.

[P4] When the leaves are withered, the crafting methods vary regarding different styles. Some teas such as Oolong teas, black teas, and Pu-erh teas will go through the bruising process. This process will roll, twist, or crush the leaves in order to break down cell walls. Throughout the process, farmers have to make sure that the leaves receive the bruising process evenly for their consistent production.

[P5] After the bruising process, the leaves are withered again until they oxidize or turn brown. The oxidation process is similar to the withering process. The leaves are laid on the mats while the humidity and temperature are controlled, and the trays are rotated to make sure that the leaves turn brown evenly. However, not every tea has to use the bruising and browning processes. While black teas take both processes, green tea skips both processes in order to maintain the green color and Pu-erh teas go through the bruising process but omit the browning process.

[P6] In the fixing process, all tea leaves except black teas then are heated to stop the browning process. There are several methods to heat the leaves such as steaming (Japanese style), roasting in a rotating drum (Chinese style), frying in a wok (Chinese style).

[P7] The final process is to dry tea leaves to remove the moisture and prepare for packaging. The heating can also change the flavors as well, so it is important to control the temperature carefully. After the leaves are dried, they are ready for packaging and shipping processes. Nowadays, the tea crafters sometimes remix the processes to develop new recipes.

Part 1: Reading comprehension (8 points)

This part is to check your reading comprehension. Answering these following questions will show how well you understand the text. Read the questions and try to answer them without reading the text. Then, read the text and check your answers.

1. What is the passage mainly about?
2. What are the important factors to consider when growing the *Camellia sinensis* plant?
3. What are two ways of harvesting tea leaves?
4. Why do the farmers dry the tea leaves before the heating process? (give 2 reasons) (2 points)
5. What type(s) of teas have to go through both bruising and browning processes?
6. What methods are used to heat the leaves after the browning process? (name 2 methods) (2 points)

Part 2: Inferencing (6 points)

This part is to measure how well you use the information from the text to support your answer. Choose **ONE** item and answer the question in the answer sheet. Support your answer using the evidence from the reading passage.

1. Why do different types of teas receive different processes?
2. Why it is possible to develop new tea-making processes?

Answer Sheet

Name: _____ **Student ID:** _____

Section: _____

Instruction:

Part 1: Reading Comprehension

1. _____ (1 point)

2. _____ (1 point)

3. 1) _____ 2) _____ (1 point)

4. 1) _____ 2) _____ (2 points)

5. _____ (1 point)

6. 1) _____ 2) _____ (2 points)

Part 2: Inferencing Question no. _____

_____

_____

_____

	Total score	Score
Part 1: Reading comprehension	8	
Part 2: Inferencing question		
Comprehension and issue identification	3	
Supporting evidence	3	
Total	**14**	

Comment: _____

_____

Task 1: Scoring Key (8 points)

The points are given regardless of grammatical mistakes. If the mistakes hinder comprehension, the points are not given. The answers can be varied and might not be similar to the Scoring Key; however, they should maintain the same interpretation.

No.	Test 1	Point(s)	Test 2	Point(s)
1	The advantages/benefits of face-to-face learning (comparing to online learning)	1	1) Steps to make/produce teas 2) the processes of making tea 3) (6) steps of tea processing	1
2	Immediate (or quick) response (or feedback)	1	The growing environment (such as changes in climate, soil, and the surrounding plants)	1
3	1) Collaborate on difficult topics 2) Receive an immediate response (1 point each)	2	hand-pick and machines	1
4	1) More flexible 2) Opportunities for visual learning (1 point each)	2	Because 1) it reduces half of the water content in the leaves 2) it helps protect the leaves from not being cooked (1 point each)	2
5	Being on time/punctual (for a job interview or important business meeting)	1	black teas	1
6	Lost data/ the assignment may have been lost	1	1) steaming 2) roasting in a rotating drum 3) frying in a wok (1 point each/two of three)	2

Task 2: Rating Scale (6 points)

	Effective	**Moderately effective**	**Ineffective**
	3	**2**	**1**
Comprehension and issue identification	The written response states their position clearly and represents a full understanding of the reading text.	The written response states their position quite clearly and represents mostly understanding of the reading text.	The written response states their position unclearly and represents a minimal understanding of the reading text.
Supporting evidence	The written response provides concrete evidence based on the reading text to support their position.	The written response provides fair evidence based on the reading text to support their position. Some information is not relevant.	The written response provides irrelevant or doesn't provide evidence based on the reading text to support their position.

Recording form

	Total score	**Score**
Part 1: Reading comprehension	8	
Part 2: Inferencing question		
Comprehension and issue identification	3	
Supporting evidence	3	
Total	**14**	

Comment: _____

_____

_____

Documentation

Backing

Claim		Warrant	Backing (Related Document)	Remark
Claim 1: intended consequences		A teacher talks with learners about the use of feedback from the assessment to improve their reading.	Interview/ learners' journal	In class
		A teacher compares learners' performance before and after the instruction using the CU-TEP test.	The CU-TEP score (pre- and post-tests)	
		A teacher observes the classroom while teaching and makes notes on how the instruction has been adjusted.	Teacher's observation	In class
Claim 2: intended decisions	Value-sensitivity	A teacher considers how consistent the decisions to be made are with her own values and beliefs about effective instructional practice.	Teacher's observation	In class
	Equitability	In a low-stake test, equitability is not concerned	N/A	

Claim		Warrant	Backing (Related Document)	Remark
		due to the fact that learners are not classified into different levels.		
Claim 3: Interpretation	Relevance and sufficiency	A teacher consults three experts in the fields of language assessment and instruction on the interpretation of how well learners have mastered the specified reading ability.	results of analyses to estimate content validity	Index of item-congruence (IOC) After trial test
	Meaningfulness	A teacher provides documentation of relevant instructional materials including course development and a course syllabus.	Course development	
			Course syllabus	
	Generalizability	A teacher provides an analysis of the administrative procedures and task characteristics of the instructional tasks in the	Assessment task development	

Claim		Warrant	Backing (Related Document)	Remark
		current classroom.		
		A teacher compares the administrative procedures and task characteristics of these instructional tasks with those of the assessment tasks.	Assessment task development	
		A teacher consults three experts in the fields of language assessment and instruction on the degree of correspondence between Target Language Use (TLU) tasks and assessment tasks.	results of analyses to estimate construct validity	After trial test
			Assessment task development	Index of item-congruence (IOC)
	Impartiality	A teacher carefully reviews the assessment tasks for possible sources of bias.	Assessment task development	
Claim 4: Assessment Records	Inconsistencies in the administration of the administration	- different times or days of administration - different administrations to different	assessment task development: administrative procedures	

Claim		Warrant	Backing (Related Document)	Remark
		groups of students.		
	Inconsistencies across different assessment tasks	- different topics of reading texts - different lengths of reading texts - different readabilities of reading texts	Assessment task development: tasks specification	
			Comparison of reading texts learned and tested using readability, vocabulary analysis, syntax analysis	Index of item-congruence (IOC)
	Inconsistencies in how learners' reading ability are scored	- different applications of the scoring key	scoring key (for part 1)	
			rating scale and form (for part 2)	
			results of analyses to estimate rater consistency (Pearson Correlation Coefficient)	After trial test
			instruction for scoring	

Comparison of reading texts learned and tested using readability, vocabulary analysis, syntax analysis

	Reading Test 1	Reading 1	Reading 2	Reading Test 2	Reading 1	Reading 2
Topic: Education	Online Learning vs Face-to-Face Learning	Preparing you for success, whatever you want to do	Distance or face-to-face learning – what's the difference?	The 6 steps of Tea Processing	A Brief History of Silk	How is paper manufactured?
Source	Essays (2017)	Sowton (2014)	Sowton (2014)	Covey (2017)	Sowton (2014)	Sowton (2014)
Keywords output	((1) 25210.00 online (2) 3361.50 interact (3) 420.17 learn (4) 336.13 succeed (5) 249.00 acquire (6) 156.35 environment (7) 140.06 schedule (8) 136.27 fail (9) 112.88 student (10) 93.37 attend	(1) 8152.00 module (2) 3623.33 vocation (3) 566.12 academy (4) 397.66 teach (5) 103.19 term (6) 94.31 course (7) 93.70 hour (8) 62.23 literature (9) 50.63 subject (10) 42.02 English (11) 33.55 available	(1) 4504.50 interact (2) 455.81 learn (3) 219.73 teach (4) 157.14 technology (5) 134.46 student (6) 107.25 relation (7) 84.20 distance (8) 60.87 difference (9) 50.05 understand (10) 29.31 course	(1) 9058.00 flavour (2) 3623.00 wither (3) 3019.33 bruise (4) 2717.50 rotate (5) 603.83 harvest (6) 236.30 craft (7) 186.76 process (8) 185.58 leave (9) 143.03 Japan (10) 116.87 grow (11) 76.27 style	(1) 3109.42 silk (2) 2487.67 cocoon (3) 552.78 manufacture (4) 497.53 fabric (5) 207.31 wear (6) 175.18 China (7) 169.61 Asia (8) 120.37 grow (9) 117.06 product (10) 91.01 produce (11) 46.35 indeed	(1) 2754.80 pulp (2) 306.08 roll (3) 237.48 remove (4) 186.76 tree (5) 175.46 paper (6) 93.91 pass (7) 81.02 machine (8) 63.33 material (9) 56.80 process (10) 43.96 section (11) 35.47 turn

	Reading Test 1	Reading 1	Reading 2	Reading Test 2	Reading 1	Reading 2
	(11) 87.31 response (12) 66.34 receive (13) 65.73 person (14) 63.02 offer (15) 62.25 immediate (16) 56.65 structure (17) 45.43 meet (18) 41.67 opportunity (19) 40.99 class (20) 40.34 degree (21) 40.02 meaning (22) 39.81 room (23) 34.48 increase	Shared words (exclude function words e.g., article, pronoun, preposition, and conjunction) 003. learn 19 010. student 9 011. distance 8 012. face 8 014. course 6 018. teach 5 019. one 4 020. time 4 021. two 4 023. number 3 025. able 2 028. educate 2 029. first 2 030. university 2 031. well 2 034. year 2 035. area 1 036. both 1 037. cater 1 038. core 1 039. develop 1 040. do 1		(12) 74.70 heat (13) 72.46 farm (14) 71.89 plant (15) 51.39 method (16) 46.06 green (17) 45.52 brown (18) 40.56 temperature (19) 26.00 black	Shared words (exclude function words e.g., article, pronoun, preposition, and conjunction) 012. process 4 013. make 3 016. fibre 2 019. know 2 020. manufacture 2 024. product 2 025. size 2 026. smooth 2 031. begin 1 033. can 1 034. change 1 035. cheap 1 036. depend 1 037. easy 1 039. ensure 1 040. fabric 1 041. first 1 043. important 1 045. large 1 046. market 1 048. point 1 049. prepare 1	

	Reading Test 1	Reading 1	Reading 2	Reading Test 2	Reading 1	Reading 2
		041. essay 1 042. general 1 043. high 1 044. history 1 045. how 1 046. include 1 047. increase 1 048. kind 1 049. lecture 1 050. most 1 051. need 1 052. now 1 053. opportunity 1 054. particular 1 055. provide 1 056. purpose 1 057. see 1 058. seminar 1 059. specific 1 060. take 1 061. term 1 062. week 1 063. what 1 064. whether 1			050. second 1 052. stage 1 053. take 1	

	Reading Test 1	**Reading 1**	**Reading 2**	**Reading Test 2**	**Reading 1**	**Reading 2**
Words in text (tokens)	634	392	479	563	428	377
Different words (types)	272	202	227	250	226	201
Lexical variation – type-to-token ratio	0.43	0.52	0.47	0.44	0.53	0.53
Token per type	2.33	1.94	2.11	2.25	1.89	1.88
Lexical density	0.59	0.67	0.55	0.59	0.55	0.57
Syntax – T-units	32 sentences 19.16 words (SD = 6.61)	17 sentences 19.29 words (SD = 16.80)	26 sentences 18.04 words (SD = 6.47)	34 sentences 16.62 words (SD = 5.50)	23 sentences 18.52 words (SD = 7.08)	18 sentences 20.78 words (SD = 9.87)
Readability						
Flesch Reading Ease score	48.7	35.30	47.30	64.2	61.6	61.5
90-100 very easy 80-89 easy 70-79 fairly easy 60-69 standard 50-59 fairly difficult 30-49 difficult 0-29 very confusing	Difficult	difficult	Difficult	Standard/average	Standard/average	Standard/average

	Reading Test 1	Reading 1	Reading 2	Reading Test 2	Reading 1	Reading 2
Gunning Fog	13.8	15.6	14.6	11.1	11.4	11.9
Ideal score is 7 or 8. Anything above 12 is too hard for most people to read.	Hard to read	Hard to read	Hard to read	Hard to read	Hard to read	Hard to read
Flesch-Kincaid Grade Level	11.4	13.9	11.3	8.5	9.4	9.7
grade level	12th grade	college	11th grade	9th grade	9th grade	10th grade
The Coleman-Liau Index	12	13	12	11	9	10
grade level	12th grade	College	12th grade	11th grade	9th grade	10th grade
The SMOG Index	9.9	12.8	10.7	8.2	8.5	8.2
grade level	10th grade	College	11th grade	8th grade	9th grade	8th grade
Automated Readability Index	12.4	14.7	11.7	9.8	9.5	10.6
grade level	17-18 years old (12th graders)	College graduate	17-18 years old (12th graders)	14-15 years old (9th-10th graders)	14-15 years old (9th-10th graders)	15-17 years old (10th-11th graders)
Linsear Write Formula	12.9	16.1	12.8	9.3	11.6	12

	Reading Test 1	**Reading 1**	**Reading 2**	**Reading Test 2**	**Reading 1**	**Reading 2**
grade level	College	College graduate and above	College	9th grade	12th grade	12th grade
Readability Consensus						
Grade level	12	14	12	9	10	10
Reading level	Difficult to read	Difficult to read	Difficult to read	Standard/average	Standard/average	Standard/average
Reader's Age	17-18 years old (12th graders)	12-22 years old (college level)	17-18 years old (12th graders)	13-15 years old (8th -9th graders)	14-15 yrs. Old (9th -10th graders)	14-15 yrs. Old (9th -10th graders)
Genres	Article	Advertisement	Article	Article	Article	Article
Rhetorical mode	Expository	Persuasive	Expository	Expository	Narrative	Expository

Text analysis (vocabulary and syntax): Cobb (n.d.-a, n.d.-b)

Readability formulas: Scott (n.d.)

Comparison between TLU tasks and assessment tasks

Activities and procedures to be followed

TLU tasks	Assessment tasks
4. Task 1 a. Learners read the passage together (individual, pairs, groups) b. Learners answer the comprehension questions that target the main idea and supporting details. They may complete reading comprehension tasks such as completing organization charts. **5. LOA Task 2** a. Learners have a discussion on given questions regarding the reading text. They are encouraged to support one another and argue for their positions based on the reading text. b. Students in a group share their discussion. They are evaluated using a rubric and given feedback based on the rubric. c. Students respond to the received feedback. They may accept and argue against the feedback.	**4. A week before the assessment** a. A week before the assessment, a teacher tells the learners i. They will have the assessment of their reading ability next week ii. The purposes of the assessment are 1. to measure the reading ability learned in the class which is reading comprehension and inferencing. 2. to give feedback to individual learners about their reading ability and provide additional lessons according to their needs. iii. Learners will take the test individually. iv. The test will take 40 minutes and it is divided into 2 parts. Learners will read only one passage. The topic of the passage is the content learned from the previous classes. 1. The first part is short-answer reading comprehension questions targeting the main idea and supporting details. 2. The second part is an inferencing question. Learners are required to write their answers. They have to state the issue, provide reasons, and support their view using evidence from the passage.

TLU tasks	Assessment tasks
	v. The score and feedback will be given to each learner individually the following week. **5. On the day of the assessment** a. The teacher briefly explains the assessment tasks again. b. The teacher makes sure that learners understand the procedure. c. Learners will be given a reading text with questions, and answer sheets. d. Learners have to complete part 1 by choosing one option for each item. e. Learners have to complete part 2 by writing the answer in the provided space. 6. **Administrative procedures**: The assessment takes place during one class period (40 minutes out of a 3-hour class). The teacher explains the assessment at the beginning of the class. The teacher administers the assessment to the whole class. Learners work individually. Learners read a reading passage and complete Part 1 and 2 in the answer sheets.

Task Characteristics

		TLU task 1: reading a given text, answer comprehension questions by completing comprehension tasks	**Assessment task 1: reading a given text, answer comprehension questions**
		Area of language ability the TLU task engages: recognizing vocabulary and structures, using reading strategies, reading for comprehension	**Area of language ability to be assessed:** reading for comprehension (identifying the main idea and supporting details)
Setting	*Physical circumstances*	The teacher is in front of the classroom. The learners work individually, in pairs, or groups.	The teacher is in front of the classroom. The learners were seated individually.
	Equipment/Materials	a reading text (from the textbook), paper/pencil	a reading text, written questions, and pens
	Participants	the teacher and learners (intermediate level)	the teacher and learners (intermediate level)
	Time of task:	during the class period (1-2 hours per period)	during the class period (20 minutes)
Input	*Form: Aural*	description of task 1, questions	teacher's description of the test
	Form: Visual	a reading text with reading comprehension questions/tasks	a reading text with short-answer questions of reading comprehension
	Language	English	English
	Teacher	short utterances describing and explaining the task. (Optional: an explicit instruction: reading strategies)	short utterances describing and explaining the test.
	Learner	short utterances, questions, and answers	

	Length: Aural	short	short
	Length: Visual	medium (a reading text with comprehension questions/tasks); complex grammar and vocabulary	medium (a reading text with short-answer questions of reading comprehension); complex grammar and vocabulary
	Topical content	There are 2 reading topics in the instruction. Each is composed of 2 reading texts as shown below. **Unit 2 Education** Reading 1: Preparing you for success, whatever you want to do Reading 2: Distance or face-to-face learning – what's the difference? **Unit 5 Manufacturing** Reading 1: A Brief History of Silk Reading 2: How is paper manufactured?	Test 1: Education – Online Learning vs Face-to-Face Learning Test 2: Manufacturing – The 6 steps of Tea Processing
Expected response	*Form: Visual*	Learners complete reading comprehension questions OR complete reading comprehension tasks that targeting identifying the main idea and supporting details.	Learners complete short-answer questions that targeting identifying the main idea and supporting details.
	Language	English	English
	Learner	short utterances, questions, and answers	short
	Length	20 minutes	20 minutes
	Topical content	There are 2 reading topics in the instruction. Each is composed of 2 reading texts as shown below. **Unit 2 Education**	Test 1: Education – Online Learning vs Face-to-Face Learning

		Reading 1: Preparing you for success, whatever you want to do Reading 2: Distance or face-to-face learning – what's the difference? **Unit 5 Manufacturing** Reading 1: A Brief History of Silk Reading 2: How is paper manufactured?	Test 2: Manufacturing – The 6 steps of Tea Processing

Task characteristics

		TLU task 2: reading the same text and have a discussion on inferencing questions	**Assessment task 2: reading the same text and discuss on an inferencing question**
		Area of language ability the TLU task engages: making inference	**Area of language ability to be assessed**: making inference
Setting	*Physical circumstances*	The teacher is in front of the classroom. The learners work individually, in pairs, or groups.	The teacher is in front of the classroom. The learners were seated individually.
	Equipment/Materials	a reading text (from the textbook), paper/pencil, discussion rubric	a reading text, a written inferencing question, and pens
	Participants	the teacher and learners (intermediate level)	the teacher and learners (intermediate level)
	Time of the task	during the class period (1-2 hours per period)	during the class period (20 minutes)
Input	*Form: Aural*	description of task 2, questions and answer	teacher's description of the test
	Form: Visual	a reading text with inferencing questions	a reading text with 1 extended-production-response question

	Language	English	English
	Teacher	short utterances explaining the task and the rubric. (Optional: an explicit instruction: the language used for giving an opinion, referring the source, agreeing and disagreeing, and summarizing)	short utterances describing and explaining the test.
	Learner	short utterances, questions, and answers	
	Length: Aural	short	short
	Length: Visual	medium (a reading text with inferencing questions); complex grammar and vocabulary	medium (a reading text with 1 extended-production-response question); complex grammar and vocabulary
	Topical content	There are 2 reading topics in the instruction. Each is composed of 2 reading texts as shown below. **Unit 2 Education** Reading 1: Preparing you for success, whatever you want to do Reading 2: Distance or face-to-face learning – what's the difference? **Unit 5 Manufacturing** Reading 1: A Brief History of Silk Reading 2: How is paper manufactured?	Test 1: Education – Online Learning vs Face-to-Face Learning Test 2: Manufacturing – The 6 Steps of Tea Processing

Expected response	*Form: Oral*	Learners have a discussion on questions regarding the reading text. They are encouraged to support one another and argue for their positions based on the reading text. Learners in a group share their discussion. They are evaluated using a rubric and given feedback based on the rubric.	
	Form: Visual		Learners respond to a limited-production-response question. They are expected to state their issues clearly and support their responses based on the reading text.
	Language	English; learners' responses to questions	non-language
	Learners		medium
	Length	3-5 minutes	20 minutes
	Topical content	There are 2 reading topics in the instruction. Each is composed of 2 reading texts as shown below. **Unit 2 Education** Reading 1: Preparing you for success, whatever you want to do Reading 2: Distance or face-to-face learning – what's the difference? **Unit 5 Manufacturing** Reading 1: A Brief History of Silk Reading 2: How is paper manufactured?	Test 1: Education – Online Learning vs Face-to-Face Learning Test 2: Manufacturing – The 6 steps of Tea Processing

Task 2: Rating Scale (6 points)

	Effective	**Moderately effective**	**Ineffective**
	3	**2**	**1**
Comprehension and issue identification	The written response states their position clearly and represents a full understanding of the reading text.	The written response states their position quite clearly and represents mostly understanding of the reading text.	The written response states their position unclearly and represents a minimal understanding of the reading text.
Supporting evidence	The written response provides concrete evidence based on the reading text to support their position.	The written response provides fair evidence based on the reading text to support their position. Some information is not relevant.	The written response provides irrelevant or doesn't provide evidence based on the reading text to support their position.

Recording form

	Total score	**Score**
Part 1: Reading comprehension	8	
Part 2: Inferencing question		
Comprehension and issue identification	3	
Supporting evidence	3	
Total	**14**	

Comment: _____

_____

Appendix C

Learners' journal

Learner Information

Name: _____ Student ID: _____

Section: _____ Faculty of _____

Date: _____ Week: _____

Part 1: Reading Ability

Please rate the reading abilities that you think you have learned/practiced/developed ***today***.

	3	2	1
	Yes	**Not sure**	**No**
Lower-level reading processes			
1. I recognized most words in the passage very quickly.			
2. I understood the meanings of most words in the reading text.			
3. I guessed the meaning of some words from the context.			
4. I used my knowledge of sentence structures to help me understand the reading text.			
Higher-level reading processes			
5. I identified the main idea(s) of a reading text.			
6. If I did not understand the written text, I used some strategies to help me comprehend the reading text.			
7. I used my background knowledge to support text comprehension.			
8. I stated the discussion issues/questions and elaborate when necessary.			
9. I gave supporting evidence based on the reading text so that I could argue for my position.			

Part 2: Learning Engagement

Please rate the following statements regarding your behaviors, thoughts, and feelings for ***today's class***.

	3 **Agree**	2 **Not sure**	1 **Disagree**
Behavior engagement			
1. I paid attention in class			
2. I attended classes willingly			
3. When I was in class, I listened very carefully.			
4. I tried to do my best regarding my responsibilities in group work.			
5. When I was in class, I just acted like I was working.			
6. I shared information with my classmate.			
Cognitive engagement			
7. I planned to discuss what I have learned in this class with my friends out of class.			
8. I attended classes by getting prepared in advance.			
9. I enjoyed the challenges I encountered while learning.			
10. When I read a book, I asked myself questions to make sure I understand.			
Affective engagement			
11. I gave importance to studying together with my classmates (in a group)			
12. My teacher respected me as a person who thinks and behaves in my own way.			
13. My classmates respected my thoughts.			
14. My class was enjoyable.			
15. I felt myself as a part/member of a student group			
16. When we worked on something in class, I felt discouraged.			
17. I was bored in class.			
18. Most of the things we learned in class were useless.			
19. Sometimes I got so interested in a class that I didn't want to stop.			

Reflection

What did you learn today? _____

_____

What activities today did you like the most? _____

_____

What activities do you want to change or improve? _____

_____

Self-evaluation

How do you feel about the class today? _____

_____

Rate yourself on your performance today

1	2	3	4	5
Very poor	**Poor**	**Neutral**	**Good**	**Excellent**

Appendix D

Teacher's observation notes

Class Descriptive Information

Week _____ Date of the class: _____

Section _____ Time: _____

Student Information

Number of students (today/total): _____

Number of students (today/who arrive after class begins): _____

Number of students (today/who are absent): _____

Part 1: Classroom

What problems/difficulties did I have in the class?

_____

_____

_____

_____

_____

_____

How do students work as a class-group, small groups, pairs, or individuals?

_____

_____

_____

_____

_____

_____

How do students appear to relate to and interact with the teacher?

_____

_____

_____

_____

_____

_____

Do the students show interest in learning? How does it sustain until the end of the class?

How do students respond to questions in class after reading a passage?

How do students participate in a discussion on a reading passage?

How would I characterize the atmosphere of today's class?

Part 2: Learning Engagement

Please rate the following statements regarding your observation for ***today's class***.

	3	2	1
	Agree	**Not sure**	**Disagree**
Behavior engagement			
1. When working on classwork, students appear involved.			
2. In my class, students do more than required.			
3. When my student doesn't do well, he/she works harder.			
4. When faced with a difficult assignment, the students don't even try.			
5. In my class, the students do just enough to get by.			
Affective Engagement			
6. In my class, the students are enthusiastic.			
7. In my class, the students appear interested.			
8. When working on classwork, they seem to enjoy it.			
9. When I explain new material, the students don't seem to care.			
10. When working on classwork in my class, the students seem uninterested.			

Appendix E

Semi-structure interview

Reading ability and reading process

Imagine when you are asked to read a reading text in the class,

1. If you find a word that you do not recognize, what do you usually do?
2. If you find a word that you recognize, but you are not sure about its pronunciation and meaning, what do you usually do?
3. If you find a sentence structure you are not familiar with, what do you do?
4. If you find a sentence structure you recognize, but you are not sure how it can be interpreted, what do you usually do?
5. How do you identify the main idea(s) and their supporting details as you are reading texts?
6. What strategies do you use to help you understand when you are reading? Can you describe them?
7. If you have to read something and you have no background on the content of the reading, what do you do? Can you describe what you do when you try to understand the text?
8. When you are asked to answer questions in class about the reading and answers to the questions are not in a reading text directly what do you do and how do you work with the text?

Learning Engagement

Behavioral Engagement

1. When you do not understand something in class, what do you do?
2. Do you attend English classes regularly? (If no, go to Q3.)
3. Do you sometimes skip class?
4. When learning in groups, do you help your group? (If yes, go to Q5. If no, go to Q6.)
5. In which ways? (e.g., taking notes and planning)
6. Can you tell me why you do not help your group?

Affective Engagement

7. What types of classes do you enjoy? Can you briefly describe them? (e.g., lecture, discussion, group work)
8. Which is your preference when attending reading class? Please briefly explain

Cognitive Engagement

9. What do you do to prepare for your classes?
10. How do these preparations help you learn in class?
11. Do you believe that you have tried your best **in learning English** when you have attended English courses (as far as you can remember)?
12. When you do not understand something in class, what goes through your mind?

Appendix F

Expert's evaluation summary:

the learning-oriented reading assessment model

	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
1. The design of the Learning-oriented Reading Assessment model is congruent with the conceptualized framework of learning-oriented assessment.	0.33		
2. The design of the Learning-oriented Reading Assessment model is congruent with the concept of reading processes (lower-level reading processes for decoding and higher-level reading processes for comprehension).	0.67		
3. The design of the Learning-oriented Reading Assessment model is congruent with the concept of reading instructional procedures (pre-, while-, post-activities)	0.67		

The procedures and tasks designed are appropriate and relevant.			Level of Congruence	Suggestion(s)/ Comment(s)	Revision
Procedures		**Tasks**			
Pre-reading activities	***Activating and building background knowledge***	Task 1: background knowledge	0.67		
	Identifying vocabulary and implementing vocabulary tasks	Task 2: Vocabulary identification	0.67		
		Task 3: Vocabulary implementation	0.33	Not sure what "implementation" means. To me, it should be more of a productive task. This is more like a vocabulary comprehension task.	The researcher uses the word 'implementation' because this task aims to encourage students to learn vocabulary from activities.
	Identifying language structures	Task 4: Language structures	0.67		

The procedures and tasks designed are appropriate and relevant.			**Level of Congruence**	**Suggestion(s)/ Comment(s)**	**Revision**
While-reading activities	***Implementing learning tasks***	Task 5: learning-oriented assessment task on reading comprehension	0.33	TLU task is unlikely to be as it's claimed. At least, it's not authentic in real-world situations, not including characteristics of the 'task' The example of a task can be: Benchmarking various courses for choosing one or two course(s). Ss work in groups and search for similar information as the given text.	
		Task 6: teacher's support for reading comprehension	0.33	Ss should be able to learn from the number of texts from Task 5. Then, they can generalize the reading strategies by themselves with the guidance of the T.	
		Task 7: learning-oriented assessment task on making inferencing from a reading text	0	Not sure if they really are qualified as inference questions. Not sure if the task would require synthesizing and evaluating the text. Ss present their chosen course by using the inferencing questions.	This comment should be put in 'a sample module: task 7'

The procedures and tasks designed are appropriate and relevant.			**Level of Congruence**	**Suggestion(s)/ Comment(s)**	**Revision**
		Task 8: learning-oriented assessment task on evaluating peers' performances	0.33	Other groups (that are listening to the presentation) should do peer-evaluation (take the roles like commentators)	
		Task 9: learning-oriented assessment task on feedback	0.33	Still unclear how to conduct their part? Should provide more details.	
		Task 10: teacher's support on the language used in a discussion	0.67		
Post-reading activities	***Reviewing reading comprehension***	Task 11: lesson revision	0.33	Not sure if the T/F questions are qualified as reviewing questions. Not sure if "structure" should also be reviewed: it is mentioned in the task description and it is not shown in the activity.	This comment should be put in 'a sample module: task 11' As students have done comprehension activity, this task is just to remind/recall what they have learned. The researcher thinks that T/F, multiple-choice, or short answer activities are appropriate. Revised: add an activity about the structure
	Reflecting classroom tasks	Task 12: classroom reflection	0	Seems simply "reviewing" not "reflecting"	This task aims to reflect the activities Ss have done in the class from the

The procedures and tasks designed are appropriate and relevant.			**Level of Congruence**	**Suggestion(s)/ Comment(s)**	**Revision**
					beginning until this task, so it is different from Task 11. Revised: change the description from 'review' to 'reflect'
	Evaluating reading ability	Task 13: learning-oriented assessment task on reading ability self-evaluation	0.33	Still unclear how to conduct their part? Should provide more details.	
	Evaluating learning performance	Task 14: learning-oriented assessment task on learning performance self-rating	0	Still unclear how to conduct their part? Should provide more details.	
		Task 15: learning-oriented assessment task on sharing self-evaluation and self-rating	0	Still unclear how to conduct their part? Should provide more details.	
The sequence of the tasks is appropriate.			2		
A sample module					
The content and materials in Task 1 are appropriate.			0.33		
The content and materials in Task 3 are appropriate.			0.33		
The content and materials in Task 5 are appropriate.			0.33		
The content and materials in Task 7 are appropriate.			0		
The content and materials in Task 11 are appropriate.			0.33		

Additional Comments

I think it's quite a risk to use the term 'Task' if it is not clearly defined. If it's replaced by Activity or Step, that may allow the reader to have clearer understanding

and have less doubt on the activities in each ‘Task.’ However, if you can change the activities based on task characteristics, it would be much more interesting than traditional techniques of teaching like doing worksheets or doing exercises. All in all, you need to define the term in order to use it throughout your study to avoid confusion for the readers. Your work showed that you’ve put a lot of efforts in studying and merging the language tasks and test tasks. So, the clarification on the characteristics of ‘task’ would give yourself a vivid understanding of your instruction, which will lead to the accurate design of other modules.

Appendix G

Expert's evaluation summary: end-of-unit tests

Items		Level of Congruence	Suggestion(s)/ Comment(s)	Revision
End-of-unit test 1				
Passage: Online Learning vs Face-to-Face Learning				
The content of the passage in the assessment task is relevant to the content of the passages in the TLU tasks.		0.67		
The administrative procedures of the assessment task 1 are relevant to the administrative procedures of the TLU task 1. *(please refer to the comparison between TLU tasks and assessment tasks document)*		0.67		
The administrative procedures of the assessment task 2 is relevant to the administrative procedures of the TLU task 2. *(please refer to the comparison between TLU tasks and assessment tasks document)*		0.67		
The task characteristics of the assessment task 1 is relevant to the task characteristics in the TLU task 1. *(please refer to the comparison between TLU tasks and assessment tasks document)*		0.67		
The task characteristics of the assessment task 2 is relevant to the task characteristics in the TLU task 2. *(please refer to the comparison between TLU tasks and assessment tasks document)*		0	Aural - visual	

Items		Level of Congruence	Suggestion(s)/ Comment(s)	Revision
The passage used in the end-of-unit test 1 is appropriate. *(please refer to the comparison of reading texts learned and tested using readability, vocabulary analysis, syntax analysis table)*		0.67	Language style need to be checked	
Part 1				
1	Identifying main idea	0.67	Comments in the test	
2	Identifying specific details	0.67		
3	Identifying specific details	0.67		
4	Identifying specific details	0.67		
5	Identifying specific details	0.67		
6	Identifying specific details	0.67		
Part 2				
1	Making inference	0	Not inference questions The answer can be found in the passage without inferencing. Perhaps something about 'learning styles?	rewrite the item
2	Making inference	0		

Items		Level of Congruence	Suggestion(s)/ Comment(s)	Revision
End-of-unit test 2				
Passage: The 6 steps of Tea Processing				
The content of the passage in the assessment task is relevant to the content of the passages in the TLU tasks.		0.67		

Items	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
The administrative procedures of the assessment task 2 are relevant to the administrative procedures of TLU task 2. *(please refer to the comparison between TLU tasks and assessment tasks document)*	0.67		
The administrative procedures of the assessment task 2 is relevant to the administrative procedures of the TLU task 2. *(please refer to the comparison between TLU tasks and assessment tasks document)*	0.67		
The task characteristics of the assessment task 2 is relevant to the task characteristics in the TLU task 2. *(please refer to the comparison between TLU tasks and assessment tasks document)*	0.67		
The task characteristics of the assessment task 2 is relevant to the task characteristics in the TLU task 2. *(please refer to the comparison between TLU tasks and assessment tasks document)*	0.67	Oral - visual	
The passage used in the end-of-unit test 2 is appropriate. *(please refer to the comparison of reading texts learned and tested using readability, vocabulary analysis, syntax analysis table)*	0	Language style need to be checked Some words are specific to the tea-production process and may be added to help readers. E.g.	

Items		Level of Congruence	Suggestion(s)/ Comment(s)	Revision
			Steep, crafting, cell	
Part 1				
1	Identifying main idea	0.67		
2	Identifying specific details	0.67		
3	Identifying specific details	0.67		
4	Identifying specific details	0.67	2 answers?	
5	Identifying specific details	0	Too easy?	
6	Identifying specific details	0.67		
Part 2				
1	Making inference	0	Not inference questions	
2	Making inference	0		

	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
The time allotment is appropriate for the test. (Each test takes 40 minutes)	0.67		
In Part 1 of the end-of-unit test 1, the scoring key and points give are appropriate.	0		
In Part 1 of the end-of-unit test 2, the scoring key and points give are appropriate.	0	Be prepared for other possible answers that may come up and consistency of scoring A Bank of answers allowed should be created. And should be double rated	

	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
		using the same key	
The rating scale used in Part 2 is relevant and appropriate.	0		

Appendix H

Expert's evaluation summary: learners' journal

	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
Objectives of learners' journal (as mentioned above)	0.33	- It's not about 'how'. It's more about 'what'	
The three-level rating scale used in Part 1 is appropriate. (Yes, Not Really, No)	0.33	"2" should be "not sure" Not appropriate for some items	
The three-level rating scale used in Part 2 is appropriate. (Agree, Not Sure, Disagree)	0.33	**No. 2 is problematic.**	
The open-ended questions and a rating score used in Part 3 are appropriate.	0.33	There is no "Part 3". Not sure if you want to make a clear cut between "self-evaluation" and "class reflection," but the questions are not really under the right categories. I feel it would be more natural to put "1" on the left and "10" on the right.	Revise rating scale from 1-10 to 1-5 and label numbers.
The number of items in Part 1 is appropriate.	0.33	Not sure if you need all of 1-3. Not sure if it covers all the three aspects	

	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
		under the lower-level process.	
The number of items in Part 2 is appropriate.	0.67		
The number of items in Part 3 is appropriate.	0.67		
Part 1: Reading Ability			
Lower-level reading processes (for decoding)			
I recognized most words in the passage very quickly.	1	The wording or the scale description should be revised to correspond with the directions. The directions ask to rate ability, so the scale should be e.g. poor and excellent. The wording seems to elicit a yes/no whether the participants did the actions in the items.	The researcher didn't change per advised because she wants to know whether students have done/learned/developed such acts or not.
I understood the meanings of most words in the reading text.	1		
I guessed the meaning of some words from the context.	0.67		
I used my knowledge of sentence structures to help me understand the reading text.	1		

	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
Higher-level reading processes (for comprehension)			
I identified the main idea(s) of a reading text.	0.67		
If I did not understand the written text, I used some strategies to help me comprehend the reading text.	0.67	Seem irrelevant.	It's relevant regarding the reading processes saying that proficient readers use strategies to help them understand and interpret the reading text.
I used my background knowledge to support text comprehension.	0.67		
I stated the discussion issues/questions and elaborate when necessary.	0.33	Seem irrelevant.	Yes, students will understand these two questions as they do these activities in the lessons. It also implies the ability to make inferences from the reading text. However, the researcher didn't want to use 'inference' in the journal.
I gave supporting evidence based on the reading text so that I could argue for my position.	0.33	Seem irrelevant. Do the students understand this question? Should it be in Thai?	

		Level of Congruence	Suggestion/ Comment	Revision
Part 2: Learning Engagement				
Behavior engagement				
1. I pay attention in class.	Positive conduct	0.33	Sounds more like "involvement".	Revised: past tense
2. I attend classes willingly.	Positive conduct	1		Revised: past tense
3. When I am in class I listen very carefully.	Positive conduct	1		Revised: past tense
4. I try to do my best regarding my responsibilities in group work.	involvement	1		Revised: past tense
5. When I am in class, I just act like I am working.	involvement	0.67	The honesty of the answer? How about… my friends did more of the work…	Revised: past tense
6. I share information with my classmate	involvement	1	Rewrite 3, 6 Which information	Revised: past tense
Cognitive engagement				
7. Besides doing my lessons, I further study for my classes	Investment	0.67	The language use might need revision. Make it clearer?	Delete this item
8. I plan to discuss what I have learned in this class with my friends out of class.	Self-regulation	0.67		Revised: past tense
9. I attend classes by getting prepared in advance.	Self-regulation	0.67	The language use might need revision. Adjust words/tense	Revised: past tense
10. I enjoy the intellectual difficulties I encounter while learning.	investment	1		Revised: past tense Changed 'intellectual difficulties'

		Level of Congruence	Suggestion/ Comment	Revision
				to 'challenges'
11. When I read a book, I ask myself questions to make sure I understand.	Self-regulation	1	Rewrite 7, 9-11 Please clarify	Revised: past tense Delete 'a book'
Affective engagement				
12. I give importance to studying together with my classmates (in a group).	value	1	Adjust tense	Revised: past tense
13. My teacher respects me as an individual.	Belonging	0.67	Adjust wording	Revised: past tense Changed: from 'as an individual' to 'as a person who thinks and behaves in my own way'
14. My classmates respect my thoughts.	Belonging	0.67		Revised: past tense
15. My class is entertaining.	Emotion	0.67	Enjoyable?	Changed: from 'entertaining' to 'enjoyable'
16. I feel myself like a part/member of a student group.	Belonging	1		Revised: past tense
17. When we work on something in class, I feel discouraged.	Emotion	1		Revised: past tense
18. I am bored in class.	Emotion	1		Revised: past tense
19. Most of the things we learn in class are useless.	Value	1		Revised: past tense
20. Sometimes I got so interested in a class	emotion	1	Rewrite 13, 14, 15, 18	Revised: past tense

		Level of Congruence	Suggestion/ Comment	Revision
that I don't want to stop.				

	Level of Congruence	Suggestion/ Comment	Revision
Part 3: Reflection and Self-evaluation			
What are you learning today?	0.67	Present simple might not be the most appropriate tense to use here.	Revised: past tense
What activities today do you like the most?	0.67	Present simple might not be the most appropriate tense to use here.	Revised: past tense
What do you want to change or improve?	1		Added: 'activities'
How do you feel about the class today?	1		
Rate yourself on your performance today **10 9 8 7 6 5 4 3 2 1**	0.67	Meaning of 1-10?	Revise rating scale from 1-10 to 1-5 and label numbers.

Additional Comments:

The participants are Thai? → need to use a Thai version?

Appendix I

Expert's evaluation summary: teacher's observation notes

	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
Objectives of teacher's observation notes (as mentioned above)	0.33	Purpose 3	
The open-ended questions used in Part 1 are appropriate.	0.67		
The three-level rating scale used in Part 2 is appropriate. (Agree, Not Sure, Disagree)	1		
The number of items in Part 1 is appropriate.	1		
The number of items in Part 2 is appropriate.	1		
The number of items in Part 3 is appropriate.	0.33	No part 3	
The information in Class Descriptive Information is appropriate. **Class Descriptive Information** Week _____ Date of the class: _____ Section _____ Time: _____	1		
The information in Student Information is appropriate. The number of students (today/total): _____ Number of students (today/who arrive after class begins): ___ Number of students (today/who are absent): _____	1		
Part 1: Classroom			
What problems/difficulties do I have in the class?	0.33	Adjust tense Shouldn't it ask about Ss?	Revised: past tense

		Level of Congruence	Suggestion(s)/ Comment(s)	Revision
How do students work as a class group, small groups, pairs, or individuals?		1		
How do students appear to relate to and interact with the teacher?		1		
Do the students show interest in learning? How does it sustain until the end of the class?		0.67	Should give examples of some observable behaviors	
How do students respond to questions in class after reading a passage?		1		
How do students participate in a discussion on a reading passage?		1		
How would I characterize the atmosphere of today's class?		1		
Part 2: Learning Engagement				
Behavior engagement				
11. When working on classwork, students appear involved.	Positive conduct	1		
12. In my class, students do more than required.	Positive conduct	1		
13. When my student doesn't do well, he/she works harder.	Positive conduct	0.67		
14. When faced with a difficult assignment, the students don't even try.	involvement	1		
15. In my class, the students do just enough to get by.	involvement	1		
Affective Engagement				

		Level of Congruence	Suggestion(s)/ Comment(s)	Revision
16. In my class, the students are enthusiastic.	Emotion	1	Should give examples of some observable behaviors	
17. In my class, the students appear happy.	Emotion	0.33	Engaged? Interested? Should give examples of some observable behaviors	Revised: interested
18. When working on classwork, they seem to enjoy it.	Emotion	0.67	Should give examples of some observable behaviors. What's the difference between 7 and 8?	
19. When I explain new material, the students don't seem to care.	value	1		
20. When working on classwork in my class, the students seem uninterested.	belonging	0.33	How is it related to 'belonging'? Participate in activity, comfortable in class	

Additional Comments:

-1 0 +1

Check grammar

Appendix J

Expert's evaluation summary: semi-structured interview protocol

Does the item congruent with the objective stated?	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
***Objective**: to collect detailed information on learners' reading ability and reading processes*			
Imagine when you are asked to read a reading text in the class, 1. If you find a word that you do not recognize, what do you usually do?	1		
2. If you find a word that you recognize, but you are not sure about its pronunciation and meaning, what do you usually do?	1		
3. If you find a sentence structure you are not familiar with, what do you do?	1		
4. If you find a sentence structure you recognize, but you are not sure how it can be interpreted, what do you usually do?	0.67		
5. How do you identify the main idea(s) and their supporting details as you are reading texts?	1		
6. What strategies do you use to help you understand when you are reading? Can you describe them?	1		
7. If you have to read something and you	1		

Does the item congruent with the objective stated?	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
have no background on the content of the reading, what do you do? Can you describe what you do when you try to understand the text?			
8. When you are asked to answer questions in class about the reading and answers to the questions are not in a reading text directly what do you do and how do you work with the text?	1		
***Objective**: to collect detailed information on learner's learning engagement*			
Behavioral Engagement			
1. When you do not understand something in class, what do you do?	1		
2. Do you attend English classes regularly? (If no, go to Q3.)	1	Define regularly?	'regularly' means that students might not attend class when it is necessary.
3. Do you sometimes skip class?	0.33	Seems unnecessary; repeating item 2.	
4. When learning in groups, do you help your group? (If yes, go to Q5. If no, go to Q12.)	1		
5. In which ways? (e.g. taking notes and planning)	1		
Affective Engagement			
6. What types of classes do you enjoy? Can you	0.67	Not sure if you need both items 6 & 7.	

Does the item congruent with the objective stated?	Level of Congruence	Suggestion(s)/ Comment(s)	Revision
briefly describe them? (e.g. lecture, discussion, group work)		Reading class or general class?	
7. Which is your preference? Please briefly explain	0.33		Add ‘for reading class’
Cognitive Engagement			
8. What do you do to prepare for your classes?	0.33	Rewrite 8, 10, 11	
9. How do these preparations help you learn in class?	1		
10. Do you believe that you have tried your best when you have attended English courses (as far as you can remember)?	0.33	In doing what?	Add ‘in learning English’
11. When you do not understand something in class, what goes through your mind?	0.67	Not clear Any example?	
12. Can you tell me why you do not help your group?	0.67	It might be more appropriate to embed this item under item 4. The language might need revision to make it less negative to encourage response. Too obvious	Move item 12 to under item 5

Appendix K

Research information and a consent form

เอกสารข้อมูลสำหรับผู้มีส่วนร่วมในการวิจัย

ชื่อโครงการวิจัย การพัฒนารูปแบบการวัดประเมินผลการอ่านที่เน้นกระบวนการเรียนรู้เพื่อพัฒนาความสามารถทางการอ่านภาษาอังกฤษและส่งเสริมความยึดมั่นผูกพันกับการเรียนของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศระดับปริญญาบัณฑิต

ชื่อผู้วิจัยหลัก น.ส. ระวีวรรณ เวียงแสง **ตำแหน่ง** นิสิตปริญญาเอก

สถานที่ติดต่อผู้วิจัย หลักสูตรภาษาอังกฤษเป็นภาษานานาชาติ บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

อีเมล raveewanv@hotmail.com

1. ขอเรียนเชิญท่านเข้าร่วมในการวิจัย ก่อนที่ท่านจะตัดสินใจเข้าร่วมในการวิจัย มีความจำเป็นที่ท่านควรทำความเข้าใจว่างานวิจัยนี้ทำเพราะเหตุใด และเกี่ยวข้องกับอะไร กรุณาใช้เวลาในการอ่านข้อมูลต่อไปนี้อย่างละเอียดรอบคอบ ท่านสามารถสอบถามได้ หากถ้อยความใดไม่ชัดเจน หรือขอข้อมูลเพิ่มเติมได้

2. โครงการวิจัยนี้จัดทำขึ้นเพื่อ พัฒนารูปแบบการสอนเพื่อพัฒนาทักษะการอ่านภาษาอังกฤษ โดยนำทฤษฎีด้านการวัดประเมินผลมาปรับใช้ และศึกษาผลที่ได้จากการนำรูปแบบไปใช้ในห้องเรียนภาษา ประโยชน์ที่คาดว่าจะได้รับจากการวิจัยนี้คือ พัฒนาการสอนรูปแบบใหม่ เพื่อเป็นทางเลือกให้ครูภาษาอังกฤษนำไปประยุกต์ใช้ในชั้นเรียน และขยายขอบเขตการใช้ประโยชน์จากการวัดประเมินผล ด้านการส่งเสริมกระบวนการเรียนรู้

3. ท่านได้รับเชิญให้เข้าร่วมการวิจัยนี้เนื่องจาก ท่านเป็นนิสิตที่ลงเรียนรายวิชาภาษาอังกฤษพื้นฐาน และในรายวิชานี้เนื้อหาส่วนหนึ่งเน้นการพัฒนาทักษะการอ่านภาษาอังกฤษ จำนวนผู้เข้าร่วมการวิจัยทั้งสิ้น 30 คน ระยะเวลาที่จะทำวิจัยทั้งสิ้น 1 ภาคเรียน

4. หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว ผู้วิจัยจะขอ สัมภาษณ์ท่าน ให้ท่านร่วมทำกิจกรรมในชั้นเรียน ตอบแบบบันทึกหลังเรียน และทำแบบทดสอบภาษาอังกฤษ ในประเด็นเกี่ยวกับ การจัดการเรียนการสอนในชั้นเรียน กระบวนการและวิธีการเรียนของท่าน และความรู้สึกของท่านที่มีต่อการจัดการเรียนตามรูปแบบที่ผู้วิจัยได้พัฒนาขึ้น โดยใช้เวลาในการสัมภาษณ์ ประมาณ 10-15 นาที ใช้เวลาในการตอบแบบบันทึกหลังเรียน ประมาณ 10-15 นาที และใช้เวลาในการทำแบบทดสอบภาษาอังกฤษ ประมาณ 3 ชั่วโมง (ตามวันและเวลาที่ผู้วิจัยกำหนด)

5. ข้อมูลที่ได้ทั้งหมด ผู้วิจัยจะขออนุญาตบันทึกเสียง/บันทึกเป็นลายลักษณ์อักษร และจะเก็บไว้เป็นข้อมูลทางวิชาการเพื่อศึกษาต่อภายหลังเสร็จสิ้นการวิจัย

หนังสือยินยอมเข้าร่วมในการวิจัย

สถานที่ .....

วันที่ ..... เดือน ..... พ.ศ. .....

ข้าพเจ้า ซึ่งได้ลงนามท้ายหนังสือนี้ ขอแสดงความยินยอมเข้าร่วมโครงการวิจัย

ชื่อโครงการวิจัย การพัฒนารูปแบบการวัดประเมินผลการอ่านที่เน้นกระบวนการเรียนรู้เพื่อพัฒนาความสามารถทางการอ่านภาษาอังกฤษและส่งเสริมความยึดมั่นผูกพันกับการเรียนของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศระดับปริญญาบัณฑิต

ชื่อผู้วิจัยหลัก น.ส. ระวีวรรณ เวียงแสง

สถานที่ติดต่อผู้วิจัย หลักสูตรภาษาอังกฤษเป็นภาษานานาชาติ บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

อีเมล raveewanv@hotmail.com

ข้าพเจ้า **ได้รับทราบ**รายละเอียดเกี่ยวกับที่มาและวัตถุประสงค์ในการทำวิจัย รายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ และประโยชน์ซึ่งจะเกิดขึ้นจากการวิจัยเรื่องนี้ โดยได้อ่านรายละเอียดในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด และ**ได้รับคำอธิบาย**จากผู้วิจัย **จนเข้าใจเป็นอย่างดี**แล้ว

ข้าพเจ้าจึง**สมัครใจ**เข้าร่วมในโครงการวิจัยนี้ ตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย โดยข้าพเจ้ายินยอมเข้าร่วมทำกิจกรรมในชั้นเรียน รับการสัมภาษณ์ ตอบแบบบันทึกหลังเรียน และทำแบบทดสอบภาษาอังกฤษ จากผู้วิจัย ทั้งนี้ ผู้วิจัยจะขออนุญาตบันทึกเสียง/บันทึกเป็นลายลักษณ์อักษร และจะเก็บไว้เป็นข้อมูลทางวิชาการเพื่อศึกษาต่อภายหลังเสร็จสิ้นการวิจัย

ข้าพเจ้ามีสิทธิ์**ถอนตัว**ออกจากการวิจัยเมื่อใดก็ได้ตามความประสงค์ **โดยไม่ต้องแจ้งเหตุผล** ซึ่งการถอนตัวออกจากการวิจัยจะไม่มีผลกระทบทางลบต่อการเรียนของข้าพเจ้าทั้งสิ้น

ข้าพเจ้าได้รับคำรับรองและคำยืนยันว่า ผู้วิจัยจะปฏิบัติต่อข้าพเจ้าตามเอกสารข้อมูลที่เป็นคำชี้แจงผู้เข้าร่วมการวิจัย และข้อมูลใดๆ ที่เกี่ยวข้องกับข้าพเจ้า ผู้วิจัยจะ**เก็บรักษาเป็นความลับ** โดยจะนำเสนอผลการวิจัยเป็นภาพรวมเท่านั้น ไม่มีข้อมูลใดในการรายงานที่จะนำไปสู่การระบุตัวข้าพเจ้า ยกเว้นในกรณีที่ข้าพเจ้ายินยอมด้วยความเต็มใจ

ข้าพเจ้าได้ลงลายมือชื่อไว้เป็นสำคัญ นอกจากนี้ข้าพเจ้าได้รับสำเนาเอกสารข้อมูลซึ่งเป็นคำชี้แจงผู้มีส่วนร่วมในการวิจัย และสำเนาหนังสือยินยอมไว้แล้ว

ลงชื่อ	ลงชื่อ.....
(น.ส. ระวีวรรณ เวียงแสง)	(.....)
ผู้วิจัยหลัก	ผู้มีส่วนร่วมในการวิจัย

VITA

NAME	Raveewan Viengsang
DATE OF BIRTH	21 June 1989
PLACE OF BIRTH	Bangkok, Thailand
INSTITUTIONS ATTENDED	M.A. in English as an International Language Program, Graduate School, Chulalongkorn University B.Ed. (1st class honor) in Secondary Education (Major: English), Faculty of Education, Chulalongkorn University
HOME ADDRESS	Bangkok, Thailand
PUBLICATION	Viengsang, R., & Wasanasomsithi, P. (2020, November). Promoting Learning Engagement on EFL Undergraduates Learners through Learning-oriented Reading Assessment Model. 18th AsiaTEFL International Conference, KINTEX Convention Center, Goyang, South Korea. Viengsang, R., & Wasanasomsithi, P. (2016, May). Implementing the Use of Learning-oriented Assessment in a Language Classroom to Promote Learner-Centeredness in Learning and Testing. Poster Session presented at the 3rd Annual Conference of Asian Association for Language Assessment (AALA), Bali, Indonesia.
AWARD RECEIVED	Thailand Research Fund - The Royal Golden Jubilee Ph.D. Program (PHD/0058/2559)