The assessment of reading comprehension strategies: Practices of Jordanian public teachers at secondary level  

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Abstract  
The purpose of this article is to investigate the reading comprehension strategies used by Jordanian teachers at their classroom. An additional purpose was to describe and discuss the practices used by English language teachers at the secondary level to assess their students' reading comprehension. The participants of the study were twenty female teachers of the English language. They were purposefully chosen from the schools in Ajloun Directorate of Education in the second semester of the academic year 2014/2015. To answer the questions of the study, the researcher designed a survey card. qualitative analyses was used to analyze the results. The results of the study showed that the EFL teachers' indicates the importance of reading assessment which has been recognized as a crucial component of the effective teaching of reading. They used different reading strategies and reading assessment strategies. These strategies will involve word recognition lists and sentence completion tests, oral reading, text comprehension tests and reading self-assessment and the tools that are used to assist in collecting data, and for what aims of reading assessment that these strategies will be used.  

Key words: reading strategies, assessment, reading comprehension
Introduction

The English language outcomes are organized into four organizers, which correspond to the four skills of language use. These four main organizers are listening, speaking, reading and writing. Crystal (2003) stated that Foreign language teaching has changed from concentrating on the language components; grammar, vocabulary, and pronunciation to a focus on the communicative proficiency and the integration of four skills: reading, writing, speaking, and listening.

Reading skill is considered as one of the most crucial skills; it is an active mental process that improves concentration and focus. It is important in schools, colleges, in universities and in worksites. Furthermore, (Al Regeb,2009; Al Khawaldeh, 2011) affirmed that reading increases readers’ knowledge. It increases and builds vocabulary that helps readers to communicate with others, and it improves other language skills. Al khrisheh (2008) also emphasized that reading is always considered a crucial skill for EFL students because it offers an open window to further knowledge, learning and development. He also added that through reading, learners can travel to for – off lands and find out what is happening in our world by reading electronic journals and websites. Reynolds, 1998 emphasized that reading skill is increasingly seen as one of the most important skills. It determines both performance in other subject areas, such as science and the humanities, at the primary stage and also academic achievement at a much later stage.

The National Reading Panel( 2000) (NRP) described reading comprehension thus:
Comprehension is a complex process . . . often viewed as ‘the essence of reading.’ Reading comprehension is . . . intentional thinking during which meaning is constructed through interactions between text and reader. . . . The content of meaning is influenced by the text and by the reader’s prior knowledge and experience that are brought to bear on it. (pp. 4–5)

from previous we noticed that reading comprehension involves four components: the reader, the text, the activity, and the situational context. The reader is the one who is doing the comprehending, they are generally categorized as good readers and poor readers. The text is the reading material. Snow (2002) believed that the feature of any given text has an important impact on comprehension. While reading, the reader builds different representations involve surface code, the text base and the mental model. The activity refers to what kind of comprehension task, skill, strategy, or concept the reader is attempting to
perform (e.g., discovering the author’s main idea, understanding a sequence of events). The *situational context* of reading comprehension can be described as the actual setting where reading occurs, in addition to the first three essential components—the reader, the text, and the task—that occur within the situational context. Moreover, the NRP proposed that there are three major factors affect reading comprehension. Firstly, vocabulary instruction. Vocabulary learning and instruction has an important role in reading comprehension as a cognitive and interactive process. Secondly, active interactive strategic processes which are important and crucial to improve the reading comprehension. Thirdly, the preparation of teachers, the teachers is the main facilitator in the interactive strategic processes to develop the reading comprehension of their students. Armbruster and Osborn (2003) argued that reading comprehension result from interaction between the variables that are involved in the process of reading: the reader, the text, the strategies the reader employs, and the context.

Reading comprehension strategies are of great value and concern. Strategies are important to overcome the comprehension problems, help readers make sense of text, engage them meaningfully with the text, and then they become purposeful readers and good recipient. Duffy(1993) defined reading strategies as a set of plans that help students to develop their level of reading comprehension, approach the text effectively, control and adjust their comprehension, and to connect their prior knowledge to other parts of the text.

Reading strategies are categorized differently. For example, Hussein (2007) stated that learning strategies are classified according to the level of information processing such as: "Metacognitive strategies", "Cognitive strategies", and "Social / affective strategies". O’malley and Chamot (1990:119-120) defined these three categories as follows:

- "Metacognitive strategies are higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity"
- "Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning".
- "Social / affective strategies represent a broad grouping that involves either interaction with another person or control over affect".
Good reading comprehension is the ultimate goal of reading instruction at all grade levels and for all children. Accurate assessment of reading comprehension is necessary to know if this goal is being met. Assessment, according to the Curriculum Corporation (1997), is “the process through which teachers identify, gather and interpret information about student achievement and learning”. It provides information teachers need in order to improve student learning”. The Jordanian Ministry of Education (2006) put down a list of guidelines that stress the integral role of foreign language education in developing the Jordanian students in four skills and other domains such as psychomotor, social, cultural and cognitive. One of these guidelines emphasizes on the need to vary the instructional strategies: selecting appropriate instructional strategies to ensure that all students achieve learning goals, and to select the new way of assessment strategies and tools. (Ministry of Education, 2006).

During my tenure as a classroom teacher, I learned that assessment fulfills a range of purposes for the teacher and students, e.g., by providing information about students’ progress and learning; evaluating the success of teaching approaches, and determining students’ achievement (Curriculum Corporation, 1997; Weeden, Winter & Broadfoot, 2002). In addition, reading assessment is essential to pinpoint key strengths and weaknesses in individual reading abilities. Assessment of reading proficiency is important as a way to understand students’ overall reading abilities and to determine if students are appropriately prepared for further learning. Through assessment windows, classroom teachers learned that it is the process of generating information, how they reflected on this information and how they used this information to guide their teaching and instructional decisions in the classroom. Besides, assessment enables the teachers to find out what strategies have worked well and what areas still need to improve. On other words, it enables teachers to assess individual differences in reading and to foster the comprehension strategies that characterize fluent reading.

The importance of reading comprehension strategies and reading assessment has been examined by many researches. Zahran (1992) conducted a study on the reading comprehension strategies used by tenth and eighth-grade students classified as good reader and poor readers while reading an English text. Thirty students from tenth grade classified as good readers and Thirty-eight students from tenth-grade classified as poor readers constituted the subjects of the study. The instruments of the study were: reading allowed protocol, two reading passages, and a class test. The results revealed that tenth grade students used the reading strategies which focused mainly on the use of strategies that involved their
interactions with the text, also good readers are better than poor readers in their use of reading strategies. The researcher recommended that teachers should make instruction of teaching reading strategies more systematic, and they should be more aware of reading styles and strategies.

Collado (1992) tried to find out which types of practice (instruction-standard or brainstorming) is more effective for increasing creative thinking with words in the students at San Francisco State University university. The subjects of the study were fifty students, 26 females and 24 males. The data were analyzed by using a one-way multivariate analysis of covariance statistical procedure. The findings of the study revealed that brainstorming instruction more effectively increased ideational fluency and originality, than did standard instruction. The results also indicated that the brainstorming strategy could be utilized to help students generate the ideas they need to execute their writing tasks.

A study was conducted by Jimenez (1996) aimed to examine the strategic reading processes of 8 bilingual Latinal children who were identified as successful English readers. The data were collected by using (a) think-aloud technique; (b) interviews; and (c) a measure of prior knowledge and passage recalls. The results of the study revealed that successful English reader possessed a qualitative unique fund of strategic reading knowledge. Almasi (2004) summarized that children need to learn declarative, procedural and conditional knowledge about comprehension strategies, and all three categories of knowledge need to be assessed. Declarative knowledge is essentially what knowledge, or knowledge about the strategy and what it is. Procedural knowledge concerns how to carry out the strategy, and declarative knowledge concerns when and why to use the strategy and this involves a high degree of met cognition.

Mohaidat (1997) explored the effect of brainstorming on the development of reading comprehension. The subjects of the study consisted of four ninth grade sections (119 students). They were divided into groups, the experimental group which consisted of two sections and they were instructed through the brainstorming strategy. While the control group consisted of the other two sections and they were instructed through the traditional method. The results of the study revealed statistical significance between the mean scores of the two groups in favor of the experimental group related to the effect of using the brainstorming technique.
Molly (2009) identified the frequency of reading comprehension instruction in middle and high school social studies and science classrooms. An additional purpose was to explore teachers’ perceptions of and beliefs about the need for reading comprehension instruction. The qualitative findings reveal that teachers did not feel qualified or responsible for providing explicit instruction on reading comprehension. Teachers pointed to the pressure to cover content in preparation for state standardized tests as barriers to providing reading instruction. Shang (2010) investigated Taiwanese EFL learners’ use of three reading strategies (cognitive, met cognitive, compensation strategies), their perceived impact on self efficacy, and the relationships between reading strategy use and perceived self-efficacy on their English reading comprehension. Fifty-three English-major freshmen from I-Shou University participated in this study. Three principle questions were addressed: (1) What is the most frequent use of reading strategies reported by individual students? (2) Is there any significant relationship between students’ self-reported reading strategy uses and self-efficacy beliefs on their English reading performance? (3) What are students’ attitudes toward the effect of reading strategy instruction? To examine the effects of strategic instruction on students’ reading performance, a qualitative interview technique and quantitative research methods including a paired-sample t-test and Pearson Product Moment Correlation were used to estimate the relationship between reading strategy use and perceived self-efficacy on students’ reading achievement. Results showed that the most frequent use of reading strategy was found to be met cognitive strategy, followed by compensation strategy, and then followed by cognitive strategy.

Nasser R, Piran (2011) investigated the effect of Extensive and Intensive Reading on Iranians’ EFL learners’ vocabulary size and depth. 120 participants studying English as a foreign language at Omid English Language Centre were chosen based on their Oxford Quick Placement Test (2004) scores. They were divided into two groups, intermediate and advanced. Then the students in each group were randomly further divided into two groups, one receiving Intensive Reading treatment, while the other Extensive Reading treatment. Two types of vocabulary test—Schmidt’s Vocabulary Levels Test (2001) and Read’s Word Associates Test (1998) were administered. Each was run twice, once before the treatment (IR/ER) as a pretest and once after the treatment as a post-test to check the effects of the two treatments on vocabulary size and depth of the participants. Two-way ANOVA was used to analyze the data. The results of the study showed that both IR and ER have an impact on...
learners' vocabulary size and depth significantly and that the students' vocabulary knowledge in terms of size and depth had increased. Moreover, the students at the intermediate level took more advantage of IR than ER, but in the advanced group the students benefited more from ER than IR. Finally the study demonstrated that reading both intensively and extensively can lead to vocabulary development in a way that the number of vocabulary which each learner knows in terms of each word's synonym, antonym and collocation will be improved significantly.

Grace (2011) described the practices used by teachers of 10 – 12-year-old children, in Western Australian (WA) schools, and their confidence in the assessment of children’s reading comprehension cognitive strategies (RCCS) such as summarizing, visualizing, questioning, making inferences and predicting. Such cognitive strategies are part of school curricula nationally and internationally. This study indicated that many teachers lack confidence and feel inadequately prepared. It also provided some legitimate insight into what teachers in WA are thinking, feeling and doing in the teaching and assessment of RCCS.

Manderville (2012) aimed at examining the effect of the questioning-as-thinking framework on comprehension levels in a high school setting and to test the intervention by comparing the results to a control group reading comprehension levels. The subjects of the study consisted of 75 Grade 11 and 12 students who received questioning-as-thinking instructional strategies consisting of think-aloud, question-answer relationship, and self-questioning. The results showed a significant difference in reading comprehension for question-answer relationship and self questioning strategies but not for the think-aloud strategy. Comparison of treatment control groups showed no statistical differences in reading comprehension.

Ruiting, WE and Jinjin Lu (2014) investigated to the effect of the reading assessment plan on monitoring the students’ learning progress. The participants were 21 primary students of mixed gender. The data gathering consisted of observation, teacher-student interactions, running records, using tests, and keeping reading profiles. Qualitative approach was used to analyze the data. The findings confirmed that careful planning was essential for effectively assessing students’ study and the students’ different English reading and writing abilities should be considered in deciding the difficulty of the plan.
Purpose of the study
Williamson (2004) stated that reading is a complex, active transaction between text and reader in which the reader uses not only the language of the text but also prior knowledge, personal associations, and cultural understanding to make meaning and construct interpretations. Since reading is a vital skill in language learning which aims at comprehension, reading comprehension is considered as one of the most crucial skills which should be acquired during teaching English. In light of what has been mentioned above, the researcher of this study tried to shed the light on the reading strategies that our teachers used in their classroom. It also tries to investigate how those English teachers assess reading comprehension strategies and their perceptions toward their assessment practices in this important area.

Statement of the Problem
In the field of EFL, there have been some efforts to study and investigate the teacher's attitudes toward the reading strategies and the effect of these strategies on their students' reading comprehension. During my experience as a teacher of English language in the Ministry of Education for eleven years, the researcher noticed that Jordan Secondary stage students are quite weak in English in general and reading in particular, as a result, they still find difficulties in reading comprehension. Al Regeb (2009) stated that the Jordanian secondary school stage students face a lot of difficulties when they read, especially in understanding what they read; he remarked that they cannot:

1) Identify the main idea in a reading text, 2) Identify supporting information, 3) Relate what they read to their background knowledge, 4) Identify the authors' point of view, 5) Identify relationships among ideas, 6) Draw conclusions from the text, 7) Explain the authors' purpose for writing the text.

The researcher believes that there are many reasons stand behind students' poor reading comprehension skills. I think that most of the EFL teachers don't vary the reading strategies and the tools they used to assess reading comprehension strategies. They may concentrate on assessing students' comprehension at the word and sentence levels rather than concentrating on teaching reading comprehension. It will be better to vary in the methods and strategies our teachers should use in teaching reading texts to achieve reading comprehension.
Questions of the study
This study attempts to answer the following questions:
1- What are the comprehension reading strategies do our Jordanian teachers use in their classroom?
2- What reading assessment strategies should be chosen as the most appropriate for the secondary classroom?

Significance of the Study
Since there is a profound need to explore the reading strategies and reading assessment strategies should be chosen as the most appropriate for the secondary classroom that our Jordanian public school teachers used, it is hoped that the findings of the study may provide teachers with insights into their reading performances and achievement in the classroom. The findings also may have an impact on improving the quality of teaching reading skills.

Definitions of Terms
These terms are defined in this study as follows:

- **Reading strategies**: The processes by which individuals analyze the given information in a contextually specific situation and create new ideas, concepts, or constructs based on their reading (Nuttal, 1982: 65). They are the strategies used to teach reading in the classroom.

- **Reading comprehension**: It is defined as the language learners' ability to understand and comprehend a written text to find the main idea and specific information (Ministry of Education, 2002). In this study, it is the process of using prior knowledge to understand the various written text.

- **Assessment**: The act of collecting information about individuals or group performances in order to understand their learning.

- **Reading assessment strategy**: The tools are used to assess the reading strategies in the classroom.

Method and Procedures
This section presents the methods and procedures that were used to conduct this study. It includes participants of the study, research instruments, procedures, statistical analysis, data collection and data analysis procedures.
Participants of the study

According to Shank (2002), selection of study participants depends on research topic, questions, availability, and other study characteristics. Due to the purpose of this study, the participants of the study were 20 EFL female teachers. They were purposefully chosen from the schools in Ajloun Directorate of Education for the academic year 2014/2015.

Instruments of the study

For the purpose of obtaining information needed to achieve the objectives of the study, the researcher developed a survey card with semi-structured interviews. Public and private schools will participate in this research.

a. The survey enquired about teachers’ strategies for teaching reading and assessing reading comprehension strategies. Much information collected through the survey included demographic details such as: the teacher’s qualifications, and number of years of teaching. In addition, the survey card involved semi-structured interviews of approximately one hour each, to collect qualitative data about the assessment of RCS. The interviewees were asked to describe their assessment practices and articulate their reasons for using them.

b. Validity of a survey

Content Validity of the survey

To validate the survey, a jury of specialists in EFL, applied linguistics, linguistics, was asked to examine it, and provide their comments and suggestions. The suggestions were as the follows: Rewriting some items to make them clearer and more understandable, deleting some irrelevant items and adding new ones, dividing some items to more than one, moving some items from domain to another, grouping some of the items together. All their suggestions were taken into consideration when producing the final form of the survey.

Reliability of the interview card

Inter-rater reliability

The inter-rater reliability of the survey card was tested by administrating it by one of the researchers and a well qualified teacher of English to a pilot sample that consisted of 4 female and male teachers who were chosen from similar participants other than the participants of the study. The researchers computed the correlation between the two analyses.
using Pearson correlation. Table 4 presents the degree of the analysis agreement between them.

**Table 1: Degree of the analysis agreement between the two analyses.**

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<thead>
<tr>
<th>Categories</th>
<th>Degree of the agreement</th>
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<td>Interview card</td>
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<tr>
<td>Reading professional learning opportunities according to the teachers' qualifications, years of teaching and gender</td>
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<tr>
<td>Reading comprehension strategies used by secondary school teachers</td>
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<td>Reading assessment tools employ by teachers to collect data</td>
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<td>Main aims of reading assessment</td>
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From Table 1, it is clear that the total coefficient of agreement between the researcher and the raters was high (.96) which is acceptable for the purpose of this study.

**Intra-rater reliability**

The intra-rater reliability of the survey card was measured by one of the researchers who used the interview card on a pilot sample that consisted of 4 female and male teachers who were chosen from similar participants other than the participants of the study. Then the researchers analyzed their responses to the questions to get more information about the assessment of reading comprehension strategies. The researchers computed the correlation between the first analysis and the second one using Pearson Correlation. Table 2 presents the degree of agreement between the first analysis and the second analysis.
Table 2: Degree of agreement between the first analysis and the second analysis.

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<th>Categories</th>
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Procedures of the Study

The study was carried out in the following manner:

1. Reviewing the related literature to establish a theoretical background.
2. Preparing the instruments of the study and verifying their validity and reliability.
3. Getting the approval from Ajloun Directorate of Education to conduct the study in its' schools.
4. Meeting the participants of the study to clarify the purpose of the study.
5. Meeting EFL teachers to schedule the researcher's visits to their classrooms.
6. Distributing the survey card to find out the assessment strategies.
7. Analyzing the teachers' answers to the survey items.
8. Using the proper statistical techniques to analyze the collected data according to the questions of the study.
9. Drawing the conclusions and recommendations at the close of the study.

Findings and discussion of the Results,

Qualitative methods were used because the researchers sought to gain a better understanding of teachers' practices in the context in which they work. In this study a survey card was used as the main method of data collection. The teachers' responses will be
described. Accordingly, mixing two methods will provide the researchers with opportunity to address the study questions from a variety of perspectives.

Findings and discussion of the results

Results of the first and second questions

The first and the second questions ask about the comprehension reading strategies do our Jordanian teachers use in their classroom and the reading assessment strategies should be chosen as the most appropriate for the secondary classroom. The figure below shows the overview of the plan of reading assessment on the dimensions of what the reading strategies and assessment strategies will be used, what tools will be used to assist in collecting data, and for what aims of reading assessment that these strategies will be used.

Figure 1
OVERVIEW OF READING ASSESSMENT
According to the main aim of this study which focus on assessing the reading strategies that our teachers used in their classroom and investigating how those English teachers assess reading comprehension strategies, in this important area

Many reading strategies will involve brainstorming, skimming, scanning and decoding.

Brainstorming strategy helps readers set a purpose for reading, generate what they know about a topic, furthermore, it enables them to connect their prior knowledge to that ideas they already know about the subject matter of the text. Brainstorming aids in activating the prior knowledge of the reading and enhancing reading comprehension.

Skimming refers to looking only for the general or main ideas. This strategy works with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don’t read everything. You read only what is important to your purpose. Teachers teach their students to follow these steps to skim the text correctly.

1-Read the title because it is shortest possible summary of the content.
2- Read the first paragraph completely. If there are subheadings, read each one, looking for relationship among them.
3-Read the first sentence of each remaining paragraph i.e. The main idea of most paragraphs appears in the first sentence.
4- Look for some clue words like wh – words, proper nouns, qualifying objectives...etc.

While scanning strategy refers to looking only for a specific fact or piece of information without reading everything, the main purpose of this strategy is to extract specific information without reading through the whole text.

For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning exercises ask students to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details.

Scanning also allows you to find details and other information in a hurry way, through:

1-After gaining an overview and skimming, identify the part of the text that probably contains the information you need.
2- Read the question again, or be clear what it is you are looking for.
3- Scan the text. As soon as your eye catches an important word or phrase, stop.
Intensive Reading (IR) occurs when the learner is focused on the language rather than the text. For example, answering comprehension questions, learning new vocabulary, studying the grammar and expressions in the text, translating the passage, or other tasks that involve the student in looking intensively (inside) the text. Most often all the students read the same short text that the teacher decided. Brown (2000, p: 312) stated that "IR reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, theoretical relationships, and the like".

Although IR focuses the learner on certain aspects of the language, it is usually done with difficult texts with many unknown words that require the learner to use a dictionary. This means the reading is slow and that there are few opportunities for the learner to learn to read effectively. This prevents the development of fluent eye movements that are so necessary to improve one's reading skill. Unfortunately some teachers only know this method and believe that by teaching the vocabulary and grammar that is all the learner needs. This is not so, they also need practice in reading and to be trained in developing reading skills.

In this strategy the reader focuses on:
- looking at main ideas versus details
- understanding what is implied versus stated
- making inferences
- looking at the order of information and how it effects the message
- identifying words that connect one idea to another
- identifying words that indicate change from one section to another

In addition, our teachers indicate the importance of reading assessment which has been recognized as “a crucial component of the effective teaching of reading" Winch, Johnston, March, Ljungdahl, and Holliday (2006, p. 135). Due to the importance of reading assessment, many strategies of assessing students’ reading skill are made available for teachers to choose for use in the classroom. The main question is that what reading assessment strategies should be
chosen as the most appropriate for the classroom? From the figure above we notice that these strategies will involve word recognition lists and sentence completion tests, oral reading, text comprehension tests and reading self-assessment and the tools that are used to assist in collecting data, and for what aims of reading assessment that these strategies will be used.

**A. Reading orally**
Singleton (1997), who claimed that reading comprehension cannot be measured accurately when someone has been asked to read aloud, however, the process of dealing with correct pronunciation and expression can interfere with reading comprehension. In this strategy teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems. Brown (2000) indicated that oral reading can serve as an evaluative check on bottom-up

**B. Word Recognition Lists and Sentence Completion Tests**
Word recognition lists and sentence completion tests can be tested regularly. Students can read word lists loud to the teacher and complete sentences by filling in the correct word. The teacher gives the immediate oral and written feedback. The formal word tests and sentence completion tests can be conducted weekly. Owen (1992, p. 96) argued that “word recognition lists and sentence completion tests are highly reliable in test-retest situations, but tell us little about the child’s success on a range of everyday reading tasks”. Sentence completion sentences offer lots of clues about the meanings of the missing words, so make use of those clues by reading the sentence thoroughly. Note words that indicate contradiction like “but” or “though,” and pay attention to the relation of different concepts mentioned in the sentence.

**C. Text Comprehension Tests**
Students read the text which is prepared before silently then answer questions silently in a prescribed amount of time. Teachers can prepare several types of tests such as multiple choices, matching, true-false, cloze, short-answers, and summarizing information. Both teachers and students will thus be more clearly aware of the teaching and learning progress.

**D. Reading self-assessment:** Student self-assessments Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning.
Students need to monitor their own progress and move towards successful independent learning. Learning will be more effective when the learners actively engaged and make more contribution to their own learning (Bowell & Heap, 2001).

Kulm,(1994:p.73) suggests that “students who are able to evaluate their own thinking and learning processes have higher achievement”. As students will not automatically have the skills to undertake self-assessment, it is important for the teacher to provide models of learning, e.g., samples of learning logs and journals for students to record their reading progress. Self-assessment leads students to a greater awareness and understanding of themselves as learners. One of the most ways that students can use to evaluate their learning is portfolio.

A portfolio is a purposeful collection of significant work carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance. It offers a visual demonstration of a student’s achievement, capabilities, strengths weaknesses, knowledge, and specific skills. Another way is learning log. In learning log students maintain a simple log to record at the end of each day what they learned that day. They may record sentences or a bulleted list based on the teacher’s direction. The table below show that there are some differences among the teachers’ performance in qualification, and experience

<table>
<thead>
<tr>
<th></th>
<th>Numbers of the teachers</th>
<th>Frequency</th>
<th>Experience</th>
<th>Qualification</th>
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<td>.40</td>
<td>6-10</td>
<td>Bach.</td>
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<tr>
<td>Skimming /scanning</td>
<td>9</td>
<td>.45</td>
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<td>Decoding</td>
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<td>Bach./master</td>
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<td><strong>Assessment strategies and tools of collecting data</strong></td>
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<tr>
<td>Reading orally</td>
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<td>.20</td>
<td>6-10</td>
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<td>Reading self assessment</td>
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<td>Text comprehension</td>
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<td>.30</td>
<td>11-15</td>
<td>Bach./master</td>
</tr>
<tr>
<td>Word recognition lists and sentence</td>
<td>12</td>
<td>.30</td>
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Undoubtedly the most common strategies the observed teachers used, or prompted students to use, were skimming and scanning as high as 45%. Those teachers have bachelor and master degree and they have experiences in teaching English as foreign language from 11-15 years. These strategies identify the main idea in a reading text, and supporting information. Good readers can decode the main ideas in the text as they read. Duke and Pearson (2002) suggested that “As they read, good readers frequently make predictions about what is to come.” This strategy helps readers set a goal for reading and focus their thinking. On one hand, this finding is not strongly consistent with AlQatawneh (2005) where he proved that Jordanian EFL learners encounter severe difficulties in understanding English language texts whether a fact or a detail, on the other hand many researchers indicate that our students usually use these strategies in order to understand the reading texts.

Looking through the Table, one may see a fair percentage of EFL teachers as employing brainstorming strategy. The researchers saw that 40% of teachers teaching strategies for brainstorming. Teachers insist that this strategy helps readers set a purpose for reading, generate what they know about a topic, and aids in activating the prior knowledge of the reading and enhancing reading comprehension. The results agreed with those found by Mohaidat (1997) when he found that there is a statistical significance between the mean scores of the two groups in favor of the experimental group related to the effect of using the brainstorming technique.

The least frequently practiced strategy (15%) was intensive reading strategy. Unfortunately, through the interview, the researcher found that some teachers only know this method and believe that by teaching the vocabulary and grammar that is all the learner needs. This is not so, they also need practice in reading and to be trained in developing reading skills. In fact the results of this part of the question did not agree with the results arrived at by Nasser R, Piran (2011), who investigated the effect of Extensive and Intensive Reading on Iranians’ EFL learners’ vocabulary size and depth, found that both IR and ER have an impact on learners’ vocabulary size and depth significantly and that the students’ vocabulary knowledge in terms of size and depth had increased. Moreover, the students at the intermediate level took more advantage of IR than ER, but in the advanced group the students benefited more from ER than IR. Finally the study demonstrated that reading both intensively and extensively can lead to vocabulary development in a way that the number of vocabulary which each learner knows in terms of each word's synonym, antonym and collocation will be improved significantly.
Conclusion

This study has explored the assessment of reading comprehension strategies: Practices of Jordanian public teachers at secondary level. In conclusion, these reading assessment strategies assessed the most important dimensions of reading skills that the teacher needs to know about students’ learning. Teachers are busy people with more work to do than can be done in the time they have available. Teachers are deeply directed to instruct reading comprehension strategies in addition to assess these strategies through steering their students to locate the main idea and identify its relation to reading comprehension. In light of the results of this study, extensive amount of research still needs to be undertaken in order to provide teachers with the most effective assessment strategy to monitor students’ learning progress. This would be a worthwhile goal for both students and teachers since they are important to overcome the comprehension problems, help readers make sense of text, engage them meaningfully with the text, and then they become purposeful readers and good recipient.
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