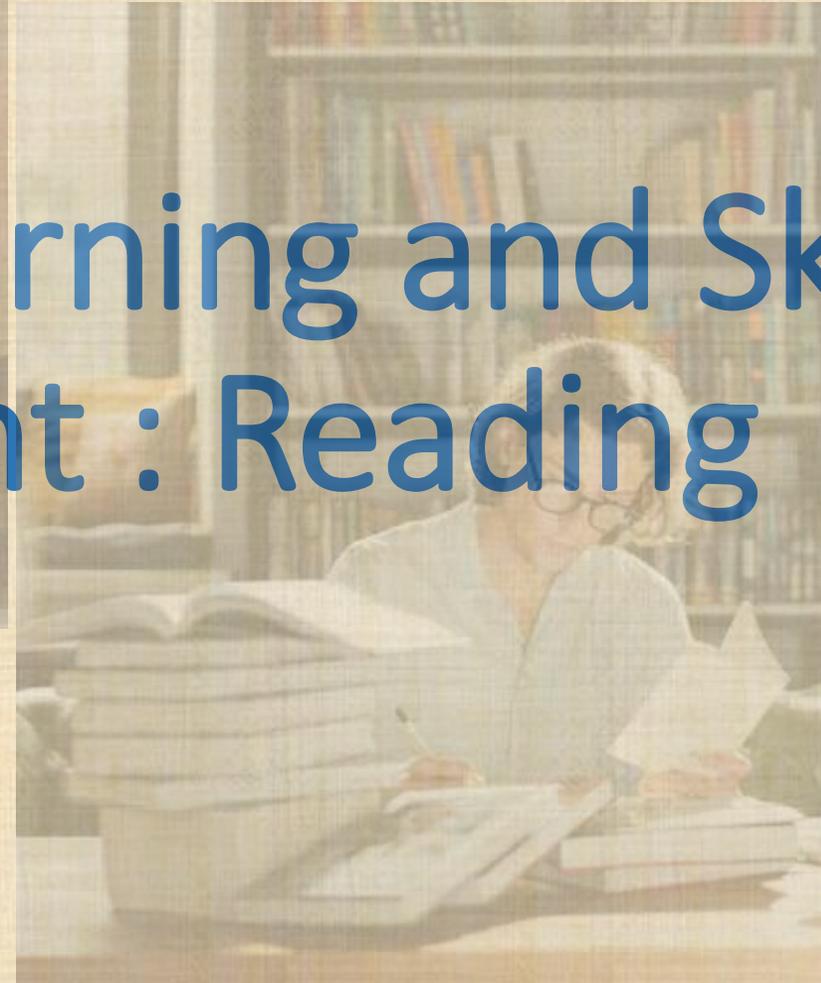
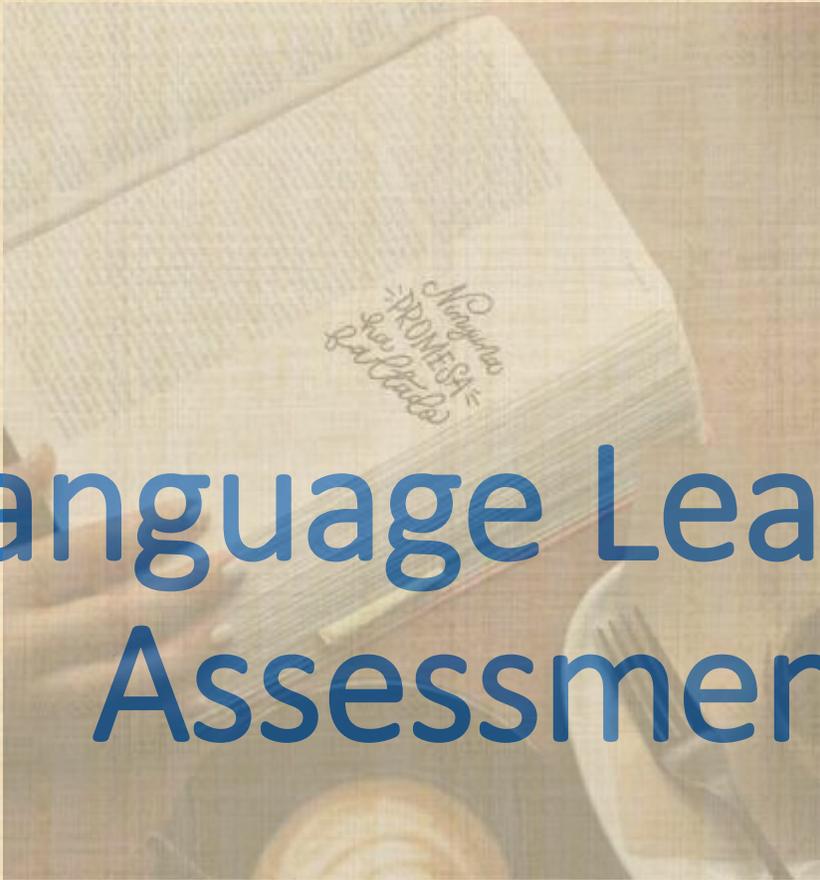


# Language Learning and Skill Assessment : Reading



# Nature of Reading

- Reading is a form of brain processing by decoding written manuscripts for meanings.
- Many claimed that success in reading is comprehension.



# Nature of Reading

- Reading is a skill which can help improve thinking, idea systematization, language learning, and ideas for creativity.
- Reading can support literacy improvement and imagination.
- The accurate use of language can be nurtured through reading.
- Reading habit can support life-long learning.



# ENGLISH READING LEVEL TEST

## About The Reading Test

- Read the text, then try to answer the questions.
- There are 20 questions, and you see one at a time in a random order. The answers are not in the same order as the text.
- Some questions are easier; some are more difficult. Don't worry if you don't know the answer!
- Try not to use a dictionary – the idea is to find your natural level.

<https://www.oxfordonlineenglish.com/english-level-test/reading>

## Free online IELTS Reading practice tests

You will be allowed 1 hour to complete all 3 sections of the IELTS Academic or General Reading test. Prepare with our free materials.

### Choose which test you need to prepare for:

[Free online IELTS Academic Reading practice test - paper](#)

Practise for your IELTS Reading test with our free practice test.

[Free online IELTS General Training Reading practice test - paper](#)

Practise for your IELTS General Reading Test with our free practice test.

<https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/reading>

## Microskills

Language knowledge : What does a student need to learn in order to read?

1. Grapheme and orthographic

pattern discrimination

2. Language chunks

3. Reduced word forms

(from their normal form)

4. Grammatical boundaries/core of words/ more grammar rules (tense, pluralization, comparison and etc.)



5. Word order pattern/ semantic modification (linguistic significance)

\*interpretation

6. Major and minor constituents

in sentence formation

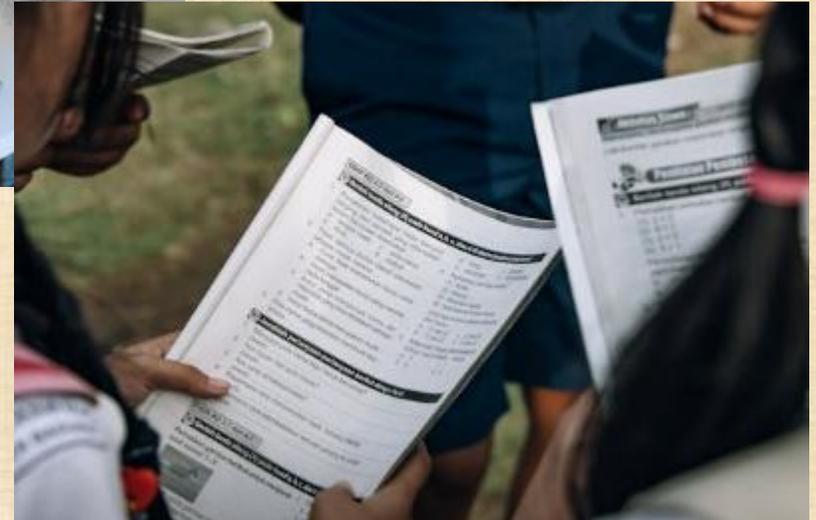
7. Meanings in different

word categories

8. Methods of using cohesive devices in a

reading text (Idea link among information parts)

9. Appropriate information processing speed (finding specific information)



# Macroskills

Communicative functions: What does a student need to learn in order to read?

1. Rhetoric discourse and interpretation form styles and art of communication
2. Intention and purposes of an author/ literal and implied meanings
3. Real-world knowledge to make inference while reading (time, place, cause, effect)



4. Relationship among information parts  
(main idea, supporting details, techniques  
of idea linking: exemplification, comparison  
and contrast, chronological order)

5. Roles of culture

6. A battery of reading strategies (guessing, noticing, key words)



# Types of Reading

Perceptive



Selective



Interactive



Extensive



# Reading Assessment/Evaluation

## 1. Perceptive reading

Able to recognize letters, words, punctuation, and grapheme symbols

### Read aloud

A test taker reads separate letters, words, phrases and sentences.  
Recognizable utterances are considered as correct ones.

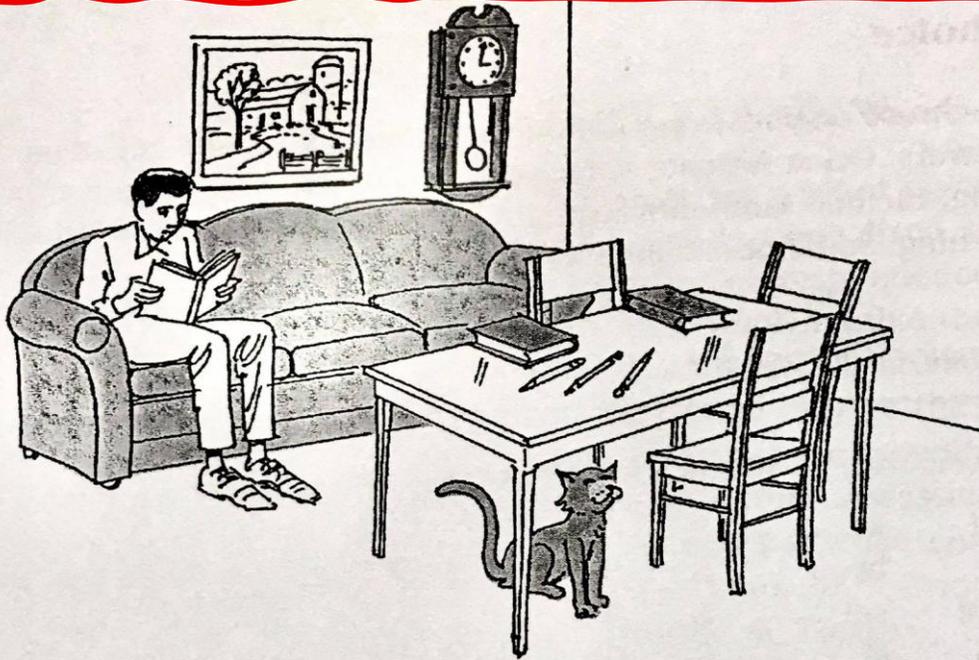
## Multiple choice

*Test-takers read:\**      Circle S for same or D for different.

- |         |     |   |   |
|---------|-----|---|---|
| 1. led  | let | S | D |
| 2. bit  | bit | S | D |
| 3. seat | set | S | D |
| 4. too  | to  | S | D |

*\*In the case of very low-level learners, the teacher/administrator reads directions.*

## Picture cued items



*Test-takers hear:* Point to the word that you read here.

cat

clock

chair

*Test-takers read:*

1. The pencils are under the table. T F
2. The cat is on the table. T F
3. The picture is over the couch. T F

## 2. Selective reading

Able to understand and to read several features of lexical, grammatical and discourse structure of a language

*Contextualized multiple-choice vocabulary/grammar tasks [R]*

### Multiple choice

1. Oscar: Do you like champagne?

Lucy: No, I can't \_\_\_\_\_ it!

- A. stand
- B. prefer
- C. hate
- D. feel

2. Manager: Do you like to work by yourself?

Employee: Yes, I like to work \_\_\_\_\_.

- A. independently
- B. definitely
- C. impatiently
- D. rapidly

## Matching

### *Selected response fill-in vocabulary task [R]*

---

1. At the end of the long race, the runners were totally \_\_\_\_\_.
2. My parents were \_\_\_\_\_ with my bad performance on the final exam.
3. Everyone in the office was \_\_\_\_\_ about the new salary raises.
4. The \_\_\_\_\_ listening of the counselor made Christina feel well understood.

Choose from among the following:

disappointed

empathetic

exhausted

enthusiastic

## Editing

Multiple-choice grammar editing task (D. Phillips, 2001, p. 219) [R]

*Test-takers read:* Choose the letter of the underlined word that is not correct.

1. The abrasively action of the wind wears away softer layers of rock.

A

B

C

D

2. There are two way of making a gas condense: cooling it or putting it under

A

B

C

D

pressure.

3. Researchers have discovered that the application of bright light can sometimes

A

B

be uses to overcome jet lag.

C

D

## Picture cued task

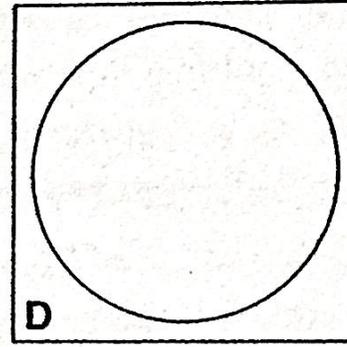
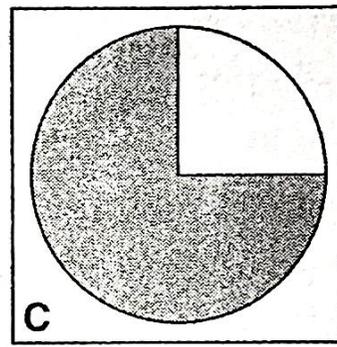
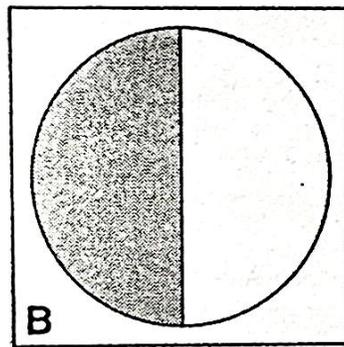
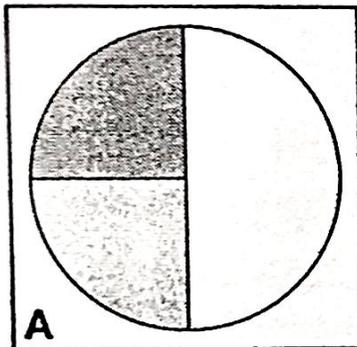
*Multiple-choice picture-cued response (D. Phillips, 2001, p. 276) [R]*

*Test-takers read a three-paragraph passage, one sentence of which is:*

*During at least three-quarters of the year, the Arctic is frozen.*

*Click on the chart that shows the relative amount of time each year that water is available to plants in the Arctic.*

*Test-takers see the following four pictures:*



### 3. Interactive reading

Able to have reader-text interaction for meaning negotiation through the use of schemata while reading a certain longer paragraph or text

#### Cloze task

The recognition that one's feelings of (1) \_\_\_\_\_ and unhappiness can coexist much like (2) \_\_\_\_\_ and hate in a close relationship (3) \_\_\_\_\_ offer valuable clues on how to (4) \_\_\_\_\_ a happier life. It suggests, for (5) \_\_\_\_\_, that changing or avoiding things that (6) \_\_\_\_\_ you miserable may well make you (7) \_\_\_\_\_ miserable but probably no happier.

## Cloze task

A test taker needs to delete irrelevant words while reading.

### Cloze-elide procedure

The recognition that one's now feelings of happiness and unhappiness can under coexist much like love and hate in a close then relationship may offer valuable clues on how to lead a happier with life. It suggests, for example, that changing or avoiding my things that make you miserable may well make you less miserable ever but probably no happier.

## Impromptu reading plus questions

There is a passage and a series of questions testing reading comprehension.

There can be about 1) main idea 2) idioms or phrases 3) inference 4) grammar 5) details 6) irrelevance 7) supporting points and 8) vocabulary.

Besides its multiple choice format, a short-answer format is an alternative.

## Ordering

After reading, a test of understanding can be conducted by reordering details or important points of a story or an event series.

**Put the following sentences in the correct order:**

- A it was called "The Last Waltz"
- B the street was in total darkness
- C because it was one he and Richard had learned at school
- D Peter looked outside
- E he recognized the tune
- F and it seemed deserted
- G he thought he heard someone whistling

## Information transfer

Providing charts, maps, graphs, diagrams and other type of information presentation is allowed to include to test reading.



After reading from materials or provided information, a test taker needs to convert nonverbal information into comprehensible outputs.



In so doing, the language ability and schemata work together.

That is, a test taker must be able to:

- understand specific type of graphics or presentation structure
- understand numbers, headings or symbols used in a reading piece
- understand relationships among parts of the read information
- read between the lines

## 4. Extensive reading

It is reading a longer and more complicated text. Reading reports, research or project proposals are of this reading level and this focuses on meaning and top-down process.

Skimming : quick reading to get some important points and a concept

Summarizing: writing important points in brief

Responding: writing to express opinions toward an issue

Notetaking and outlining: grabbing only important points in a test taker's own understanding.

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