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Comparative Analysis of Multi-Strategic Assessment Predictors in Reading Comprehension: A case Study of Pakistani Advanced EFL learners

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Abstract:

The inevitability of assessment in reading comprehension revitalizes English language instructions. The enhanced performance of Pakistani EFL graduate learners in reading comprehension is an ample indicator of their potential in synthesizing, evaluating and analyzing the text-oriented information. This study intends to (comparatively) diagnose the required potential of EFL students in processing inferential and general information through short and long texts by employing multi-strategic reading comprehension assessment modes. The qualitative and quantitative analyses of text passage questions, cloze tests and inferential questions surface a gap in the performance of Pakistani EFL students. The analysis of the data shows that general multiple short text questions result in better understanding of the text but inferential mode rendered considerable impediment for learners. The assessment is sought under Blooms taxonomy by applying four questionnaires as research tools. This research intends to detect the main difficulties and the obstacles that hamper students' text comprehension by visualizing higher level of questioning that results in developing higher order of thinking.

Keywords: Reading comprehension, multi-strategic assessment, assessment predictors, inferential seekers, English as foreign language, EFL learners

INTRODUCTION

In the process of learning and teaching, assessment is considered as one of the imperative pedagogical practices. This practice employs varied techniques that assist instructors accurately address learners' needs and enhance their competencies. Alternatively, it can be viewed as the pedagogical instructive activity that is needed to impart information to learners to properly identify

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their learning weaknesses and strengths. Broadly speaking, assessment offers opportunities for teachers to pinpoint their teaching goals and to know the extent to which the expected goals are attained. Essentially, it renders the teaching-learning process more effective and reliable as teachers can adjust their instruction and link it to the assessment results and student's needs.

Assessment, as an indispensable constituent of classroom instruction, is premeditated to detect learners' weaknesses or strengths. Based on assessment, instructors can take factual decisions to provide productive feedback to their students. Additionally, assessment should entail tools and techniques required for specific subjects and teaching objectives.

As for reading comprehension assessment, it encompasses diverse procedures and methodologies: diagnostic, formative and summative assessment. By employing these methods instructors can perceive learners' skills and adequacy to read, comprehend, interpret, and analyze, different kinds of texts. For an effective learning process, explicit reading comprehension activities are to be introduced in the EFL classrooms so that educationists and instructors could know how well learners are capable of building a sound understanding of the varied texts. Perceptibly, reading comprehension assessment needs required comprehensive criteria and practical measures or methodologies to assess reader's ability in understanding text.

This study attempts to explore the efficacy of measuring tools, techniques and modes to assess readers' ability in comprehending or grasping text. The EFL (English as Foreign Language) advanced learners (graduates) are comparatively assessed in making the text out. This study views how multi-strategic assessment helps in discerning and perceiving the understanding of the readers about a given text. The learners are assigned varied tasks: multiple choice questions, cloze tests, inferential tests and summarizing texts. The researchers by applying this mode of investigation judged well the effectiveness of the strategies employed and through assessment perceived the potential of the readers' understanding of the text. This mode of multi-strategic assessment helped in understanding and discerning the levels of readers' potential activated in inferential and cloze tests and, above all, text comprehension.

Reading is considered an essential skill for life as well as a necessary skill to succeed in academic life. It is a foundation stone for learning in general and inevitable for acquisition of languages in particular. Our society is exceedingly dependent on knowledge and information. There is a continuous overflow of information from abundant sources including both traditional and modern: the traditional—books, newspapers and magazines—and modern: digital sources. It stresses the inevitability of being able to navigate these sources and find out what is essential for both general life and academic needs. This requires multiple skills to navigate in the available sea of texts. The learners need necessary required skill to read multi-medially coupled with digitally and intertextually, in addition to mere reading of the text. In a highly informed society it is essential to equip ourselves with ability to integrate, understand and synthesize information from varied sources. Obviously, the importance of reading ability is enormous in this world of knowledge.

This study is an attempt to find out the required suitable strategies for the enhancement of reading ability of the mature EFL learners and to assess learners' potentiality in making out the meaning of the text by attempting multi-strategic modes of reading comprehension. The most prestigious examinations in Pakistan are CSS and PMS where administrator and policy makers are selected for

the administrative structure. The two areas, précis and comprehension, are essential ingredient of the exams. Majority of the (about 90%) competitors remain unsuccessful. This study intends to find out the uneasiness and difficulties faced by the graduate learners—the potential candidate for these prestigious exams. It also intends to find out suitable pedagogical strategy to develop EFL learners' ability in reading comprehension.

This study intends to seek the answers of the following questions; How effective are the multi-strategic modes of testing reading comprehension of the EFL Pakistani learners? What is the suitability of comparative analysis of assessing EFL matures learners' performance in reading comprehension? How does Bloom's taxonomy function in the assessment of the reading comprehension of the advanced level Pakistani learners.

OVERVIEW OF READING COMPREHENSION

Comprehension is the ultimate quintessence and epitome of reading." Comprehension is the essence of reading and the active process of constructing meaning from text" (Durkin, 1993). Reading comprehension reflects complexity and is linked with cognitive processes. As a whole, reading comprehension is "a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text" (van den Broek & Espin, 2012). Comprehension is not merely dependent upon the characteristics of the reader, such as having prior knowledge and functioning memory, but it also relies on language processes, such as basic "reading skills, decoding, vocabulary, sensitivity to text structure, inferring, and motivation". It also needs effective use of strategic processes, such as "metacognition and comprehension monitoring". In course of time by gaining maturity in their comprehension skills, readers become able "to progress efficiently from the stage of learning to read to gain the ultimate goal of reading to learn" (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

Comprehension is also viewed as a cognitive process that involves thinking (Jennings, Caldwell, & Lerner, 2010; Paulson, Flurkey, Goodman, & Goodman, 2003). In the learning endeavour, a few thinking processes or cognitive operations are employed by efficient readers (Brown, Palinscar, & Armbruster, 2013; Learned, Stockdill, & Moje, 2013; Lipson & Wixon, 2009, Tompkins, 2011). It is observed that "students' comprehension is improved by developing the thinking that occurs during the process of reading" (Almasi, et. al., 2011; Dole, Nokes, & Drits, 2009; Martin & Kuke, 2001). In order to achieve this target, the cognitive operations indicated in Figure 1 are used for pre-, during-, and post-reading activities. These are taught in the EFL classrooms so that learners use the cognitive operations automatically as they actually read. These cognitive operations are listed here;

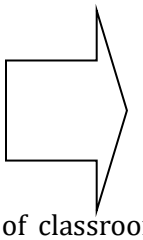
Figure 1: Cognitive Processes employed for effectual Reading Comprehension

SN	Cognitive Processes		Cognitive Processes
1	Compare	10	Make Connections
2	Respond Esthetically	11	Order
3	Infer	12	Inductive Analysis
4	Identify Important Ideas Or Themes	13	Prediction
5	Identify Supporting Details	14	Recognizing Story Grammar
6	Problem Solving	15	Reflect: Metacognition

7	Analysis	16	Visualize
8	Evaluation	17	Questioning
9	Identify Cause-Effect Relationship.	18	Summarizing.

The synthesis of the two—assessment and reading comprehension—facilitates learning process. The ultimate goal of learning process is to assess learners' performance in any of the four skills or to grab specific essence of the one particular skill. Reading comprehension is a unique skill that learners encounter every single day while engaged in reading newspapers, magazines, editorials, books, diaries and periodicals. "Reading maketh a full man", as Bacon asserts, and it is true reading is an inevitable skill that lays the foundation of knowledge. Reading comprehension is a lens through which educators and instructors can view the traces of knowledge acquired and skills mastered. This is because assessment is a tool that measures learners' ability to comprehend meaning, make inferences, evaluate ideas and analyse implications. Assessment takes varied modes and forms to judge the required potential of learners' performance. Classroom Assessment Cycle (Susan et al, 2005: 3) reflects four stages that learners and practitioners go through, it consists of:

1- Learning Target
2- Gathering evidence
3- Analyzing assessment data
4- Modify instruction



Involvement of Learners

Assessment, as an essential component of classroom instruction, is designed to detect learners' weaknesses, strengths and it is demanded of in any learning endeavour. Based on assessment, instructors can take right decisions and proffer constructive feedback to their students. Furthermore, assessment should entail tools and techniques that are required for specific subjects and teaching targets. As for the reading comprehension assessment, it involves different procedures and methodologies.

Types of Assessment

i- Diagnostic Assessment
ii- Formative Assessment
iii- Summative Assessment

By employing these methods, teachers can judge learners' abilities and adequacy to read, comprehend, interpret, and analyze different kinds of texts. For a successful learning process, specific reading comprehension activities are needed to be introduced in the EFL classrooms so that educationists and instructors could know how well learners are capable to build a sound understanding of the varied texts. Obviously, reading comprehension assessment needs required rational criteria and practical measures or methodologies.

This study intends to investigate the effectiveness of measuring tools, techniques and means to assess readers' ability in understanding text. The EFL (English as Foreign Language) higher level learners (graduates) are comparatively assessed in making the text out. This study views how multi-strategic assessment could help in knowing and perceiving the understanding of the learners

about a given text. The learners are assigned different tasks including Reading comprehension with multiple choice questions, Cloze test, Inferential tests and summarizing tests. The researcher by applying this mode of investigation could judge well the effectiveness of the strategies employed and through assessment perceive the potential of the readers' understanding of the text.

LITERATURE REVIEW

The body of research identifies the crucial importance of the reading comprehension (RC). RC is of vital importance not only in academic setting but also in everyday life. Whether learners are acquiring something new, increasing knowledge, searching information; they have to be able to read with comprehension. Reading is a complicated skill that demands considerable time and practice to develop (Lundahl 1998:175). Its complexity is vividly acknowledged in the body of research. It (RC) is one of the most multifarious and intricate behaviors in which humans engage. The researchers and theorists have been grappling with how to tackle reading comprehension effectively and varied theoretical models have been proposed during the current decades (McNamara & Magliano, 2009; Perfetti & Stafura, 2014).

The coordination of multiple linguistic and cognitive processes is what Reading comprehension requires, it includes, but not confined to, working memory, vocabulary, word reading ability, inference generation, comprehension monitoring and prior knowledge (Perfetti, Landi, & Oakhill, 2005). The multifaceted nature of reading comprehension is reflected in component models named as the Direct and Inferential Mediation Model (DIME; Ahmed et al., 2016; Cromley, Snyder-Hogan, & Luciw-Dubas, 2010; Oslund, Clemens, Simmons, & Simmons, 2018; Oslund, Clemens, Simmons, Smith, & Simmons, 2016). These models have been reasonably consistent in their findings. These models identify that vocabulary, both directly and indirectly, for younger adolescent learners is consistently the strongest predictor of reading comprehension. Moreover, these existing models also established that, although not as strong as vocabulary, inference-making, in addition to background knowledge also had strong direct and indirect effects on comprehension. At higher level for students, it is viewed "inference-making plays a stronger direct role in comprehension than vocabulary" (Cromley et al., 2010, replicated by Ahmed et al., 2016).

Multiple factors, across studies, play vital roles, including previous or background knowledge, vocabulary and inference making; they influence, both directly and indirectly, the process of reading comprehension from pubescent (adolescent) to young adult learners (readers). The models SVR and DIME have identified the underlying components to reading comprehension. The other well-known theorists have also attempted to examine the process of reading comprehension. Most theories of comprehension line up with Kintsch's (1988) Construction Integration (CI) model. It argues, in the construction phase, textual information and readers' knowledge automatically get activated. This is how readers integrate textual information with their background knowledge to make an overall mental representation. Similarly, the RAND reading model—influential reading framework for research and practice—defined reading comprehension as "the process of extracting and constructing meaning through interaction and involvement with written language" (RAND Reading Study Group 2002, 11).

Reading comprehension is, exclusively, an interaction between reader, text, and task characteristics within a socio-cultural context. This model highlights the context-dependent nature of

comprehension. A reader may attain obvious understanding of a text when the text is easy and the task simple (e.g., answering multiple choice questions), but the same learner (reader) may struggle when (s)he comes across complex text on an unknown topic.

Consequently, it is recognized that several components of comprehension—such as prior knowledge and experience, and vocabulary—are learnt over time, making them hard targets for training and intervention. Therefore, the next section lists the cognitive skills and processes essential for the development of reading comprehension ability, followed by research supporting effective interventions for reading comprehension development.

The Role of Cognitive Skills in Reading Comprehension

- Fluency
- Vocabulary and Semantic Processing.
- Visualization
- Working Memory.
- Reasoning and Inference.
- The Role of Cognitive Strategies and Metacognition in Reading Comprehension
- The Role of Background Knowledge in Reading Comprehension

Finally, it is assumed comprehension is the "essence of reading and the active process of constructing meaning from text" (Durkin, 1993). Reading comprehension is "a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text" (van den Broek & Espin, 2012). Only the characteristics of the reader--such as prior knowledge and working memory—are not dependable but also other language components like basic reading skill, vocabulary, sensitivity to text structure, decoding, motivation and inferences are taken into consideration. Comprehension monitoring, meta-cognition are strategic processes that their effective use is required in the comprehension. Once readers get maturity in comprehension skills they can "efficiently progress from learning to read to the ultimate goal of reading to learn" (Yovanoff, Duesbery, Alonzo, & Tindal, 2005). This study attempts to assess learners' reading comprehension ability under the theoretical framework of Bloom's taxonomy. Research in variety of modes is marked in the body of research but this is a unique study.

Reading Comprehension under Bloom's Taxonomy Framework

Bloom's Taxonomy paves a way for successful assessment in reading comprehension. Benjamin Bloom and the co- educators he worked with, in 1956, worked out to classify the behaviors coupled with new information, They developed a "list of objectives that were sequenced from the simplest to the most complex or from factual to conceptual" (Slavin, 2009, p.413).

Bloom's objectives were classified into three domains:

1. **Cognitive objectives** are associated with facts and skills. Recalling, reciting, creating, designing, etc. are all cognitive objectives.
2. **Affective objectives** are those that display feeling and attitude and are often quite important in teaching and learning.
3. **Psycho-motor objectives** are related to the development of physical skills, movement and coordination. It includes actions such as imitation and manipulation (Atherton, 2005),

All these three working domains—cognitive, affective, and psychomotor—have considerable importance in defining crucial aspects of human development. Educationists took it as the taxonomy of the cognitive domain that gets the most attention. Task oriented and easily measurable, it is simply called as Bloom's Taxonomy.

Original and Revised Models of Taxonomy

Bloom's Taxonomy model consists of two versions, the old (1956) and the new (2001). The following figure displays both the old and revised model. The original taxonomy of Bloom had about six different categories referring to as a cognitive domain, each meticulously defined and reaching across subject denominations (Krathwohl, 2002). These categories are presumed to have hierarchical function and are presented in recent version in a pyramid form. The hierarchy starts from bottom up fashion.

Figure 1

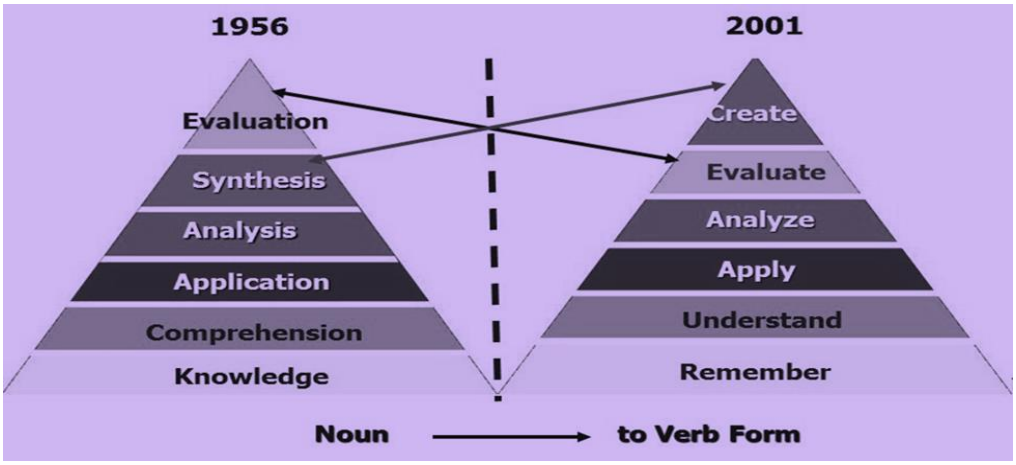


Figure 2: Bloom's Taxonomy Models

S. No.	Original Model (bottom up)	Revised Model (bottom up)
1	Evaluation	Creating
2	Synthesis	Evaluating
3	Analysis	Analyzing
4	Application	Applying
5	Comprehension	Understanding
6	Knowledge	Remembering

How Does Bloom's Taxonomy Help with Reading Comprehension?

In comparison of the two models, Bloom's original model reaped immense popularity and is still quite common and employed today and while exploring other resources, we find a number of variations of the model. Regardless of how the levels are organized and defined, "it is less important to consider at what level an individual question is being asked, and more important to ensure that a variety of levels are being utilized when composing reading comprehension questions" (Nelson, 2011). How does Bloom's Taxonomy help learners in reading comprehension? Comprehension is

taken as the second classification level of Bloom's Taxonomy, which help in assessing true reading comprehension skills. It works as if by using higher levels of questioning, learners will develop a higher level (order) of thinking. This study attempts to assess learners' reading comprehension ability under the theoretical framework of Bloom's taxonomy.

METHODOLOGICAL FRAMEWORK

This study primarily addresses the reading comprehension problems of the graduate learners and it also seeks assessment of their performance in understanding textual inferences and summarizing abilities. Qualitative analysis best suits the requirement and nature of this study as it requires interpretations of the written summaries. Some statistical measures also require quantitative assessment of the responses that is why this study employs both qualitative and quantitative methods for the analysis of the data. The research tools employed are four questionnaires including tasks 1 to 4 for multi-strategic assessment of the reading comprehension of the learners. The questionnaires include multiple choice questions, inferential driven questions, cloze test and summarizing a paragraph. Ten graduate students who are aspirants of competitive examination are selected for this study. Every student is administered 4 questionnaires to assess their performance in the reading comprehension. The study is helpful in comparative analysis of the multi-strategic mode of testing. The results from 4 modes are compared to assess their potential differentiation in solving cloze tests, MCQs and inferential questions. The body of research identifies that mere reading without making out meaning never help in intellectual growth of the learners. Inferential meaning and summarizing skill are considered high level skills that result in additive potential of the learners.

The study views comparative analysis of the multi-strategic mode of comprehension assessment under theoretical frame work of Bloom's Taxonomy. Bloom's Taxonomy proffers a significant framework for instructors to employ to focus on higher order critical thinking. The suggested hierarchy of levels this taxonomy assists "instructors to: designing performance tasks, crafting questions for conferring with students, and providing feedback on student work". This resource is divided into six different levels. Questions for Critical Thinking can be employed in the educational setting (classroom) to extend all echelon of thinking within the cognitive domain. The level hierarchy helps in "improving attention to detail, increased comprehension and problem solving skills". This study employs level I (comprehension: meaning making, understanding), IV analysis (theme finding) and VI Evaluation (conclusion finding). This multi-strategic assessment could help theoreticians and practitioners in employing classroom instructions. There are a number of researches which target single or double strategies but this study attempts 4 ways strategy to integrate learners' skill in understanding and comprehending the text. This multi-tasking assessment would open up new vistas for further researches.

DATA ANALYSIS, RESULTS AND DISCUSSIONS

This study basically attempts to find out the potential barriers faced by Pakistani mature graduate learners in understanding implications of the text's message. It also views how multi-strategic assessment helps practitioners or instructors in framing their classroom activities and modifying their instruction. Philip B. Gough and William Tunmer (1986) explicate reading comprehension as the formula: "Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)".

(www1). The multiplication indicates the fact that everything that is worked out to facilitate reading will multiply the result. It also alludes that if one of the elements is missing, it means multiplication of zero will result in zero. As a result, if there is no clear understanding of what is read, there is no actual reading; it can be concluded then that there is no reading comprehension. For effective comprehension ability, decoding textual implications is necessary along with the language comprehension.

In this present study learners were administered 4 questionnaires including different tasks. The potential respondents were 10 male and female students. They completed 4 tasks. Task-1 offered sentence level reading and students were asked to write the meanings of underlined words or to punctuate sentences, or to correct the sentences grammatically. The Task -2A includes a text passage followed by ten questions offering multiple choice options. Task-2B invited respondents for inferential responses and lastly, Task-4 cloze mode test offered ten multiple choice options. The results inferred from the data collected from this study reflect varied possibilities. The following Result Matrix pictures the performance of the students in different categories:

Table-1: Results TASK-1 to 4

	Respondents	**Task-1**	**Task-2 A**	**Task-2 B**	**Task-3**	**Task-4**
		Sentence Reading (%)	**Text Passage Reading (%)**	**Summarizing Activity (%)**	**Inferences Test(%)**	**Cloze Test (%)**
1	Respondent 1	62.50	20.00	60.00	00.00	70.00
2	Respondent 2	87.50	70.00	50.00	00.00	80.00
3	Respondent 3	62.50	60.00	70.00	33.33	70.00
4	Respondent 4	37.50	50.00	40.00	00.00	60.00
5	Respondent 5	62.50	50.00	50.00	00.00	80.00
6	Respondent 6	75.00	40.00	60.00	33.33	80.00
7	Respondent 7	50.00	20.00	NA	66.66	50.00
8	Respondent 8	87.5	70.00	80.00	33.33	80.00
9	Respondent 9	62.5	40.00	80.00	33.33	60.00
10	Respondent 10	50.00	40.00	40.00	33.33	50.00
	Overall Average	79.68 %	46.00%	53.00%	23.30%	68.00%

Analysis of Results: TASK-1 to TASK-4

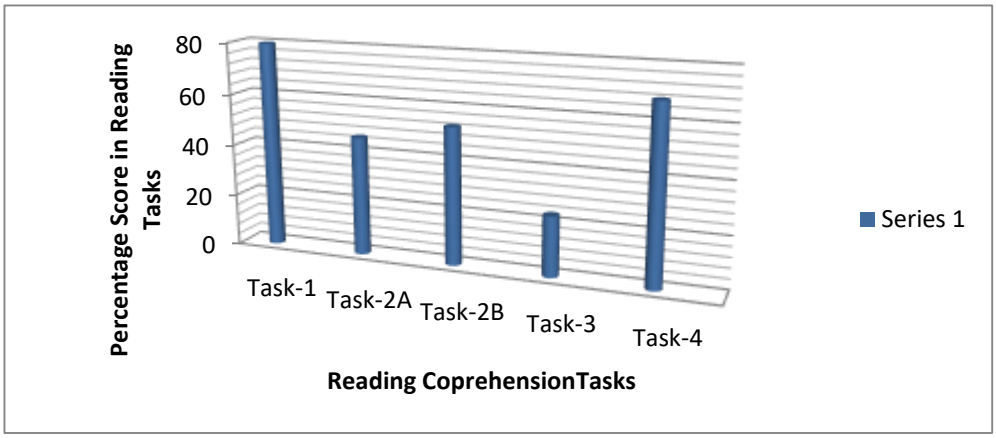
Table (1) reflects learners' performance in the selected four reading strategies. The comparison of these four categories identifies considerable gap in the learners' performance. Task-1 displayed slight variation in comparison to other tasks. The majority of respondents remains successful in answering maximum questions correctly. The overall average of correct responses is 79.68%. The individual performance in answering Task-1 varies from 37.50% to 87.50%. When compared it with Task-2A, a vital difference is noted. The overall difference between Task-1 responses and

Task-2A responses is 33.68%. There is sheer decline in results from 79.68 to 46.00%. This difference reflects respondents were quite at ease in task-1 because the question length was short and responses were to be derived from length one line to maximum 4 lines. This mode of reading comprehension indicates respondents' concentration level. It was quite comfortable for learners to pay attention by activating their cognitive potential. The long term memory and retention are the other factors needed to be activated in inciting text passage responses. The comprehension of long passage about 30 lines posed hindrance for the respondents to activate their cognitive skills. It seems it was bit difficult for respondents to find the meanings and synthesize the information required. It was also seen the range of responses in percentage varies from 20% to 70%. The gap of 50% reflects significant difference in the group of ten respondents.

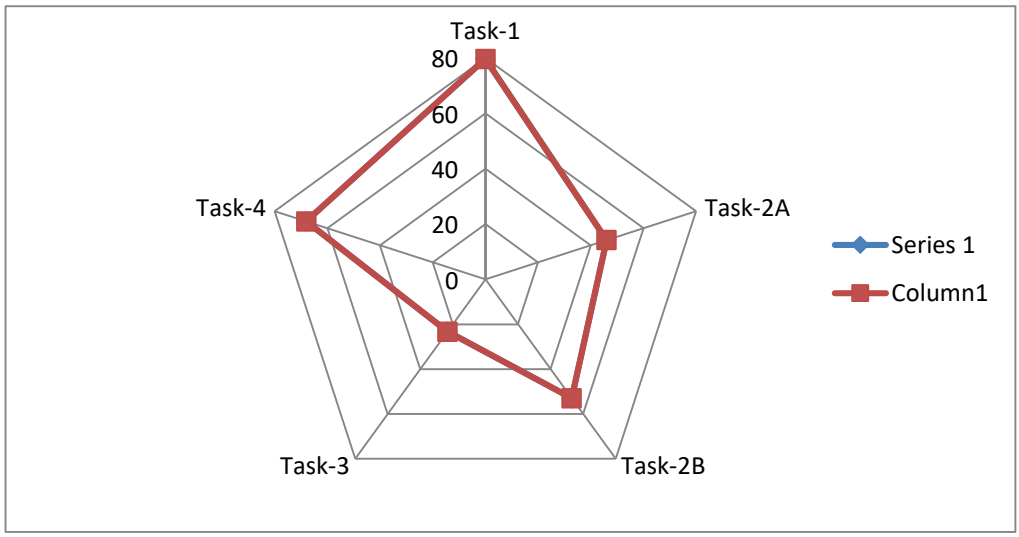
The elicited responses from Task-2B in summarizing the passage in 100 words were presenting drastic difference in performance. Summarizing skill is considered as high level activity in reading comprehension. The results reflect average performance of the majority of the respondents. The rage of difference lies from 40.00 % to 80.00 %. The overall assessment in this précising activity shows performance about 53.00 %. Overall summarizing the passage or to extract theme of the passage seemed inciting better performance.

The results from Task-3 are markedly different statistically. The performance of the students was found drastically declined. This area displayed poor results as compared to the rest of the categories. The categories consisted of questions required inferential responses. Inference generation, "the ability to integrate information within or across texts using background knowledge to fill in information not explicitly stated is an essential component of language comprehension" (Kendeou, McMaster, & Christ, 2016; Kintsch, 1988). It is also viewed as "inference generation is a general skill important for communication and learning at all stages of development". This important skill needs language competence in addition to cognitive competence. The results identify lack of training in this particular area in the reading comprehension. The range of responses rests in between 00.00% to 66.66%. The 40% respondents could not even answer these inferential questions, the rest 50% respondents could answer only up to 33.33 % of the total. Only one (1.00) % respondents could reach the range of 66.66%. The overall performance that was assessed fell to just 23.30% in comparison to the rest of the categories. The students were also assessed in filling the blanks in the cloze test. The cloze test consisted of ten blanks with 40 options to choose from. The average score varies from student to student. It ranges from 50.00% to 80.00%. The overall performance assessed in this Task-4 was 68.00 %. If we cross compare the results among all categories, the Task-1 and the Task-4 generated fairly good results, 79.68% and 68.00 % respectively. The area that turned out to be the strongest was Task-1, short questions and answers part of the assessment. The second strongest area, of the four categories, was cloze test. The students' performance in these tasks remains better as compared to the other three categories. The weakest area is the most challenging one, inferential responses. Pakistani students normally lack in practice in doing inferential questions. Their classroom practices are mainly focused on examination preparation activities—summary reproduction, essay writing, subjective long questions etc. It is bit struggling for the respondents to infer meaning and information from a text that needs inferential responses. The graphical representation displays the correlation among the four assessed categories. The following graph identifies the highest and the lowest levels in assessment in reading comprehension.

Graph-1: Comparative Analysis of the Assessment in Reading Comprehension



Graph-2: Correlation between the Highest and Lowest values



CONCLUSION

Reading comprehension is a complex and multifarious phenomenon that is hard to master. There is a room to improve it, but it needs strenuous efforts. Stagnant scores in inferential inciting responses are likely due to multiple reasons including the ones outlined in this research. Improving EFL graduates' reading comprehension requires concerted endeavours from linguistics researchers, educators, and policymakers to relinquish short-term gains on measures that tap low-level comprehension for long-term solutions that take years to develop. In order to gain high level reading comprehension, long term sustainable planning is needed for the improvement of high level reading skill. In addition, an early and sustained focus on mounting background knowledge, vocabulary, inference, and comprehension monitoring skills is indispensable to improve reading comprehension across varied levels of EFL learners.

This research revealed that the assessment procedures for reading comprehension have significant role in teaching mechanism equally benefitting both the teacher and the taught. This activity requires a number of mechanisms, methods and strategies that activate stimulus in students to display their leaning potential to their instructors. On the other hands, it makes respondents aware to encounter their weaknesses and strengths; consequently, it would help them in improving their reading comprehension skills. The results of this study suggest that in order to assess the reading comprehension, teaching instructors should employ multi-strategic measures as relying on single mode would not effectively measure students' reading comprehension ability in true essence. According to Weir (2005), the real objective of the reading comprehension test is to assess reading strength without stressing on grammar or spellings. This notion may turn misleading because without taking into consideration the language errors—spellings, grammar and punctuation—expertise in reading skill will never be gained. Moreover, the major gap that this study discloses is to activate the cognitive tendency and thinking habits in the students so that they could draw inferences in the given situation in any language oriented test. Enhanced practice at higher level is recommended in text passages for students to answer evaluative, thematic and analytical questions. Lower level multiple questions can best serve the low level practice. The findings of this study are aligned with the Bloom's Taxonomy, which assesses true reading comprehension skills and recommends that by "using higher levels of questioning, students will develop a higher order of thinking."

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