A Formative evaluation of reading comprehension classes in high schools: deficiencies and suggestions

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This study investigates an important area of English language teaching and learning. In fact, it aims to examine the present situation of teaching reading skills of English by discovering the problems which high school third graders encounter in reading an English text. In other words, this study discusses recent developments in reading pedagogy by evaluating the different sub-skills involved in the reading process and then through an empirical study examines whether both higher and lower order sub-skills are tackled in the reading syllabus, and taught properly. The population of the study was a group of one hundred third-grade high school students. The methods for empirical investigation in the study include students' and teachers' questionnaire, students and teachers' interview, classroom observations. The reading components of the syllabus and the reading materials were also evaluated. Then relevant statistical analyses were utilized to analyze the participants' production. The results revealed that students had many problems with reading comprehension which was because teachers used traditional approaches and methodology to teach reading in classes. In other words, evaluation of reading comprehension (RC) classes indicated that English teachers did not treat RC properly.