

Teachers' perception towards the use of classroom-based assessment in English reading

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Abstract

Classroom-based assessments have been used in English Language Teaching (ELT) to assess and improve different skills of reading. The perception of teachers towards the use of classroom-based assessments according to previous studies is positive. The assessment provides each learner with his/her strengths and weaknesses. Due to the influence of both internal and external factors of teachers' perception towards the use of classroom-based assessments in reading, this quantitative study aims to find out the perception of teachers' towards implementing the use of classroom-based assessments in the Second Language Acquisition (SLA) of the reading classroom. As it is a study research, a survey strategy with a set of questionnaires will be carried out among teachers. The population and sample of this study will be primary school teachers in Klang Valley. The data has been being analyzed through descriptive and inferential statistics, the finding showed that there are a positive influence of internal and external factors of teachers' perceptions towards the use of classroom-based assessment in reading.

Keywords: classroom-based assessment, reading, perception, implementation, internal and external factors.

1.1 Introduction

There are models for alternative assessment that ESL teachers use in different countries as a guideline. These models are significant in the sense that they offer certain criteria that teachers may take into consideration to implement in their teaching classes. Alternative assessment processes such as classroom-based assessment that has been greatly influenced by the teacher's perception towards classroom-based assessment in reading. High priority is given to investigate to what extent internal and external factors of teachers would influence their perception towards the use of classroom-based assessment in reading. Classroom-based assessment in reading in the Malaysian classroom context is important, teachers in an educational institution should be aware of the type of assessment which might be influenced by internal and external factors and its effects on teachers' perceptions towards the use of classroom-based assessment in reading.

Over the last decade, researchers have conducted few studies in the field of teachers' perception towards the use of classroom-based assessment in reading especially in Malaysia. Therefore, this study will be conducted to investigate teachers' perception towards the use of classroom-based assessment in reading and to expand more literature review which might have influence teachers' performance and students' achievement. Teacher perception towards the use of classroom-based assessment in reading is a broad field. In this study, the researchers are going to have more emphasis on both internal and external factors that influence teachers' perception of classroom-based assessment in reading.

The main objective of this study is therefore to highlight the internal and external factors that influence teachers' perception towards classroom-based assessment in reading in ESL Malaysian classrooms.

This study will address the following research questions:

1. What are the internal factors that influence teachers' perception of classroom-based assessment in reading?
2. What are the external factors that influence teachers' perception of classroom-based assessment in reading?

2.1. Literature review

Classroom-based assessment has been referred to in different ways, such as "authentic assessment," "alternative assessment," "descriptive assessment," "performance assessment," and "teacher based assessment" (Hamayan, 1995; Wolf, 1993). Classroom-based assessment has been defined by (Airasian, 2005); "the process of collecting, synthesizing and interpreting information to aid in classroom decision making" (p. 2). Unlike standardized testing which evaluates student achievements and teachers' performance once by the end of the educational process, classroom-based assessments have more power permanent assessment and evaluation instruction, which have more emphasis to identify students' weaknesses and their personal needs.

(Airasian, 1991.p.15) mentioned that "classroom-based assessments occupy more of a teacher's time and arguably have a greater impact on instruction and pupil learning than to do the formal measurement procedures". Classroom-based assessments, aim to generate information iteratively to the whole educational institutions which will give high priority for the teachers to synthesize and analyze the progress and achievement of students to make instructional decisions that would be carried out within the classroom setting. In the traditional teaching process; teachers provide casual questioning, pencil and paper tests and informal evaluation (Genesee & Hamayan, 1991;Wixson, Valencia, & Lipson, 1994), within the last 20 years researchers give high priority to formalize the procedures of classroom-based assessment and extend its function as it is one of the fundamental processes in alternative assessment. According to Short, (1993); and Hurley & Tinajero, (2001), classroom-based assessment work as the core and is fundamental for achieving teaching and education proficiency by providing day to day help with teaching and learning progressivism. "Classroom-based assessment in its relation to reading comprehension has a great ability to measure complex reading tasks in a contextualized setting and can provide ample information about the use of reading strategies and skills by student". (Stiggins, 1999), (Shepard, 1995).

2.2. Classroom-based assessment in reading

It is crucial for teachers to obtain information progressively of students' learning process. Through this progress and the process of classroom-based assessment in reading, teachers will be able to justify students' needs in a timely manner and keep their instruction ongoing with students' development. "Classroom-based assessments allow teachers to monitor students' development day by day". (Wiggins, 1992; Resnick & Resnick, 1992; Darling Hammond & Goodwin, 1993). Chamberlain & Medinos-Landurand, (1991:) stated: "Since classroom-based assessments are individually oriented, they will not face cultural bias to which state-mandated standardized tests are prone".

García & Pearson, (1994); and Hamayan, (1995) mentioned that ELLs can have greater interest from classroom-based assessments because it "allows for the integration of various dimensions of learning as related to the development of language proficiency" (p. 214). According to her central claim, this type of assessment and evaluations will provide greater opportunities to evaluate and measure many complex constructs such as language reading proficiency and accuracy in a contextualized setting. Yueming Jia, Zohreh R. Eslami & Lynn M. Burlbaw,(2006) & Yueming Jia,(2004), have mentioned as a result of their studies that "the assessments provide a well-integrated picture about students' strengths and weaknesses that can guide instruction and encourage greater educational equity for all students, additionally teachers have positive perception regarding classroom-based assessment in reading since ELLs are in a progressive period of language acquisition".

Although classroom-based assessment has attracted huge attention in the past decades, few studies have been done to understand ESL teachers' perception on using classroom-based assessment in reading. Understanding teacher's intuition and beliefs are important because teachers have a huge involvement in the process of teaching and learning. They are specialized in educational principles and theories. To add, teachers have a consequential role to decide what is needed and what will work best with their students. Classroom-based assessment has gained considerable attention in the past few decades; there has been little research in understanding ESL teachers' perceptions and use of classroom-based assessment in reading.

2.3. Teachers' perceptions and beliefs:

According to practitioners of educational principles and theories, understanding teachers' perceptions and beliefs are important especially because they have a huge influence on various teaching and learning processes. They also have a significant role in determining what is needed or what would work best with their students through their observations in their daily teaching. Teachers' perceptions and beliefs not only have considerable influence on their instructional practices and classroom behavior but are also related to students' achievement (Wilson & Wineburg, 1988; Grossman, Reynolds, Hollon, Anderson, & Roth, 1991; Ringstaff, & Sykes, 1985; Johnson, 1992; Morine-Dersheimer, 1983; Prawat & Anderson, 1988). Johnson's 1992 study indicated that "ESL teachers' classroom practices and behaviors are congruent with their perceptions and beliefs". (Prawat and Anderson 1988) stated that teachers' beliefs and perceptions influenced their students' problem-solving ability.

Thus, knowing the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms". (Commeysra, Osborn, & Bruce, 1994; Eslami-Rasekh & Valizadeh, 2004; Jegede & Taplin, 2000; Skelton, 2003; Zimmerman & Deckert-Pelton, 2003). The study among these researchers also revealed that there were three internal factors that

influenced the ESL teachers' perception of using classroom-based reading assessments: students, materials, and time. The focus should be on the use of classroom-based assessments and evaluation and understanding classroom teachers' perceptions. Additionally, Yueming Jia (2004) conducted a study that indicated that there were four major external factors that influenced the ESL teachers' perception of using classroom-based reading assessments; districts and school administrators, statewide mandated standardized testing, parents, and teamwork.

As it has been mentioned earlier, there are not many studies in the field of teachers' perception towards classroom-based assessment. Researchers derived a considerable attention in the past few decades to understand ESL teacher's perception and the use of classroom-based assessment in reading classes. The researchers will be conducting this study to have more emphasis on internal and external factors that influence teachers' perception towards classroom-based assessment as a result of its crucial role in conducting information regarding the extent of using and dealing with classroom-based assessment in reading in the field of assessment and evaluation inside the classroom.

3.1. METHODOLOGY

This study aims to explore ESL teachers' perceptions and use of classroom-based reading assessments. In this section, the researchers will discuss the methodology used in the present study.

3.2. Research design

Denzin and Lincoln (1994) point out that research design is "a flexible set of guidelines" (p.14) about how to proceed with the inquiry, which involves the theoretical assumptions, the strategies to collect and analyze data, and the control of variance. The present study implemented a quantitative approach. Quantitative research methods attempt to maximize objectivity, reliability, and generalizability of findings and are typically interested in prediction (Harwell, 2011). According to Harwell (2011), the key features of many quantitative studies are the use of instruments such as tests or surveys to collect data, and reliance on probability theory to test statistical hypotheses that correspond to research questions of interest.

The data will be collected through a questionnaire to analyze it quantitatively in order to explore the internal and external factors that influence teachers' perception of classroom-based assessment in reading.

3.3. Sampling and Selection Criteria

In this study, researchers chose ESL teachers from primary schools in Klang Valley. They are chosen through random sampling.

The key selection criteria for the participants include:

1. Certified in-service ESL teachers
2. At least one-year teaching experience.

Choosing certified ESL teachers as participants for this research is based on the assumption that they will have knowledge about methodology and theoretical knowledge of teaching English as a Second Language. The key selection criteria for the schools are:

1. Number of ESL students in the school (over 100 students)

2. Qualified teachers (As defined in the above)

3.4. Participants Description:

The subjects of the present study are 28 elementary school ESL teachers. They are from nine schools in four school districts. Due to confidentiality considerations, the participants were assigned pseudo-names such as Number 1, Number 2 and etc.

3.5. Data Collection

Questionnaires have been used to gather the data. Advantages of questionnaires include increased speed of data collection, low or no cost requirements, and higher levels of objectivity compared to many other methods of primary data collection.

4.1. Data Analysis

Data analysis is the process by which a researcher draws out “meaning” from the collected data. Drawing out meaning involves summarizing, interpreting, comparing, and categorizing what the study participants have said and how they have acted in a particular context (Merriam, 1998).

It is a technique used to statistically reduce raw data in order to make presentation, interpretations, and conclusions on the findings of the study. In this study, descriptive and inferential statistical analysis was employed. The frequency distribution, central tendencies, percentages, mean and standard deviation were calculated. The researchers, with the help of a statistician, calculated the frequency distribution of perception, percentages, measures of central tendency such as the mean and standard deviation.

This questionnaire is prepared for the partial fulfillment of a course in MEd (TESL). This survey is conducted to study teachers’ perception towards the use of classroom-based assessment in reading. The final version is a 26-item questionnaire based on a five-point Likert scale, with scores ranging from one (strongly disagree) to five (strongly agree) as it can be shown in Table (1).

Table (1) Fifth Likert scale

Weighted mean	Opinion	Weight
4.20-5	Strongly agree	5
3.40-4.19	Agree	4
2.60-3.39	Neutral	3
1.8-2.59	Disagree	2
1-1.79	Strongly disagree	1

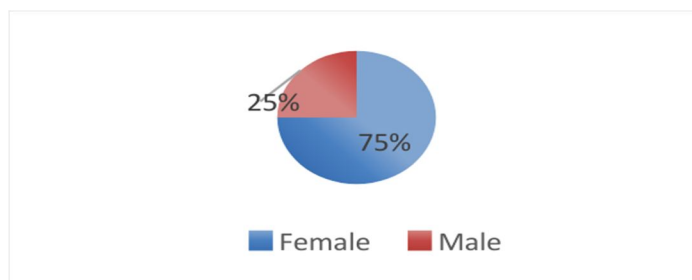
4.2. Representation of the results

4.2.1. Analysis of demographic data:

Table 1: Demographic Data of Respondents

	Variables	Frequency	%
Gender	Female	21	75.0
	Male	7	25.0
	Total	28	100.0
Experience	Less than 5 years	8	28.6
	More than 5 years	20	71.4
	Total	28	100.0
Reading level	Most are above average	2	7.1
	Most are average	17	60.7
	Most are below average	7	25.0
	Reading levels varies greatly	2	7.1
	Total	28	100.0

Table 1 above reveals the distribution of the respondents; clearly, most of the participants are females (75%), while males represent a quarter of the sample size (25%).

**Figure 1: the percentages of the respondents` gender**

It can be seen from Table 1 that around 2/3 of the participants have experienced more than 5 years (71.4%), while approximately the third of the participants have experienced less than 5 years (28.6%).

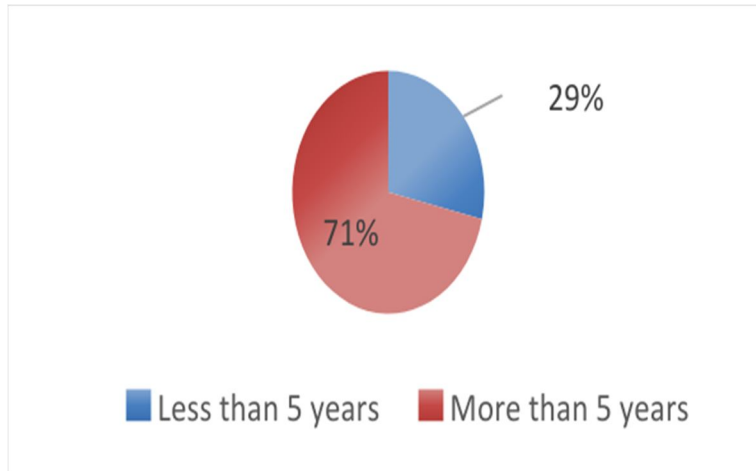


Figure 2: the percentages of the respondents` experience

Obviously, Table 1 shows that most of the respondents 60.7% reported that the reading levels of most of their students are average. Whereas, 25% of the respondents mentioned that the reading level of most of their students is below average. Besides, 7.1% respondents mentioned that the reading levels of most of their students are above average. Also, the same percentage of 7.1% of the respondents stated that the reading level of most of their students varies greatly

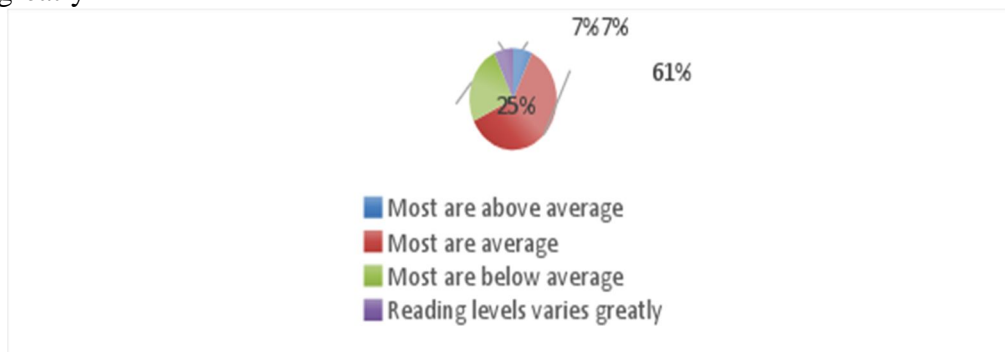


Figure 3: the percentages of the reading level of most of the respondents` students

4.2.2 Using of classroom-based assessment in reading inside the classroom with your students:

Table 2 Using of classroom-based assessment in reading

Using	Frequency	%
Usually	14	50.0
Sometimes	8	28.6
Often	6	21.4
Total	28	100.0

Table 2 indicates that half of the samples are usually using classroom-based assessment in reading inside the classroom with their students. More than quarter of the respondents sometimes use classroom-based assessment in reading inside the classroom with their students. Moreover, around

20% of the participants often are using classroom-based assessment in reading inside the classroom with their students

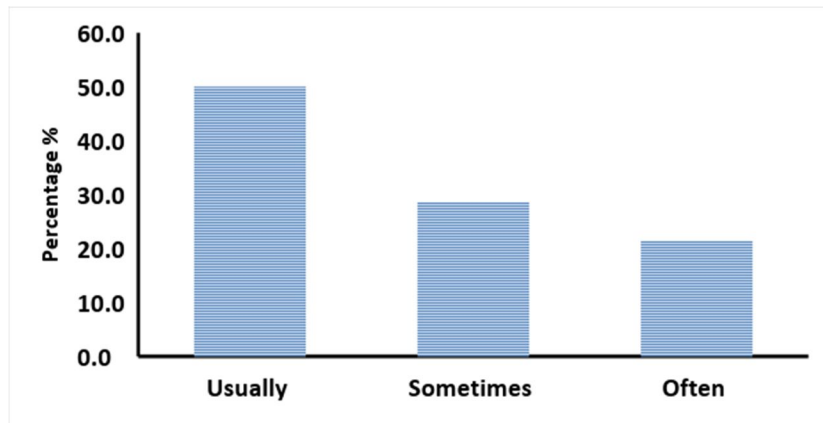


Figure 4: the percentages of using of classroom-based assessment in reading

4.3. Answering the questions of the study

The first question: “What are the internal factors that influence teachers’ perception of classroom-based assessment in reading??”

The internal factors that influence teachers’ perception of classroom-based assessment in reading, the frequencies, percentages, mean and standard deviations have been used, as shown in the following tables.

Table 3 the internal factors that influence teachers’ perception of classroom-based assessment in reading

No.	statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	Rank	Opinion
1	Does Classroom-Based Assessment in reading affect your teaching?	Freq	1	6	4	17	-	3.32	0.94	6	Neutral
		%	3.6	21.4	14.3	60.7	-				
2	Are you willing to use Classroom-Based Assessment in reading?	Freq	-	1	2	21	4	4.00	0.61	2	Agree
		%	-	3.6	7.1	75.0	14.3				
3	Do you have self-motivation support of using Classroom-Based Assessment in reading?	Freq	-	2	4	20	2	3.79	0.69	5	Agree
		%	-	7.1	14.3	71.4	7.1				
4	Do you support using Classroom-Based Assessment in reading?	Freq	-	1	-	22	5	4.11	0.57	1	Agree
		%	-	3.6	-	78.6	17.9				

5	Do you feel comfortable to use the given textbook to conduct Classroom-Based Assessment in reading?	Freq	-	-	7	18	3	3.86	0.59	4	Agree
		%	-	-	25.0	64.3	10.7				
6	Do you feel confident when you use Classroom-Based Assessment in assessing reading?	Freq	-	1	3	21	3	3.93	0.60	3	Agree
		%	-	3.6	10.7	75.0	10.7				
Overall Average								3.83	0.67		Agree

Table 3 revealed that the participated samples agreed on the internal factors that influence teachers’ perception of classroom-based assessment in reading, where the average of their responses was 3.83 from total score 5 according to Likert scale. The internal factors that influence teachers’ perception of classroom-based assessment in reading have been arranged based on the mean as follow:

- The statement (4) ranked (1), with average reaching (4.11), and the standard deviation of (0.57).
- The statement (2) ranked (2), with average reaching (4.00), and the standard deviation of (0.61).
- The statement (6) ranked (3), with average reaching (3.93), and the standard deviation of (0.60).
- The statement (5) ranked (4), with average reaching (3.86), and the standard deviation of (0.59).
- The statement (3) ranked (5), with average reaching (3.79), and the standard deviation of (0.69).
- The statement (1) " ranked (6), with average reaching (3.32), and the standard deviation of (0.94).

The second question: “What are the external factors that influence teachers’ perception of classroom-based assessment in reading?”

To clarify the external factors that influence teachers’ perception of classroom-based assessment in reading, the frequencies, percentages, means and standard deviations have been used, as shown in table 4.

Table 4 the external factors that influence teachers’ perception of classroom-based assessment in reading

No.	Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	Rank	Opinion
1	Does your certificate (in the English language) help you to conduct Classroom-Based Assessment in reading?	Freq	-	1	3	18	6	4.04	0.69	1	Agree
		%	-	3.6	10.7	64.3	21.4				
2	Does the National Education Policy provide enough facilities to conduct Classroom-Based Assessment in reading?	Freq	-	3	16	5	4	3.36	0.87	5	Neutral
		%	-	10.7	57.1	17.9	14.3				

3	Does the National Education Policy provide you with enough information to teach through Classroom-Based Assessment in reading?	Freq	-	3	17	4	4	3.32	0.86	7	Agree
		%	-	10.7	60.7	14.3	14.3				
4	Does standardized test demotivate teachers of using Classroom-Based Assessment in reading?	Freq	1	17	9	1	-	2.36	0.62	10	Disagree
		%	3.6	60.7	32.1	3.6	-				
5	Is the time helpful to conduct Classroom-Based Assessment in reading?	Freq	-	4	10	14	-	3.36	0.73	6	Neutral
		%	-	14.3	35.7	50.0	-				
6	Does the headmaster support you in using Classroom-Based Assessment in reading?	Freq	1		3	18	6	4.00	0.82	2	Agree
		%	3.6		10.7	64.3	21.4				
7	Do your peers support you in using Classroom-Based Assessment in reading?	Freq	-	2	1	20	5	4.00	0.72	2	Agree
		%	-	7.1	3.6	71.4	17.9				
8	Do the students feel comfortable using Classroom-Based Assessment in reading?	Freq	-	-	3	25	-	3.89	0.31	3	Agree
		%	-	-	10.7	89.3	-				
9	Does the syllabus motivate a teacher to Classroom-Based Assessment in reading?	Freq	-	3	9	16	-	3.46	0.69	4	Agree
		%	-	10.7	32.1	57.1	-				
10	Does the environment encourage teachers to Develop students' background knowledge through classroom-based assessment in reading?	Freq	-	4	10	14	-	3.36	0.73	5	Neutral
		%	-	14.3	35.7	50.0	-				
11	Does the textbook specify to conduct reading through classroom-based assessment and activities?	Freq	1	4	13	9	1	3.18	0.86	9	Neutral
		%	3.6	14.3	46.4	32.1	3.6				
12	Does the textbook materials are good	Freq	-	3	15	9	1	3.29	0.71	8	Neutral

	enough to improve students' achievement?	%	-	10.7	53.6	32.1	3.6				
	Overall Average							3.45	0.73		Agree

Table 4 revealed that the participated samples agreed on the external factors that influence teachers' perception of classroom-based assessment in reading, where the average of their responses was 3.45 from total score 5 according to Likert scale. The external factors that influence teachers' perception of classroom-based assessment in reading have been arranged based on the mean as follow:

- The statement (1) ranked (1), with average reaching (4.04), and the standard deviation of (0.69).
- The statement (6) ranked (2), with average reaching (4.00), and the standard deviation of (0.82).
- The statement (8) ranked (3), with average reaching (3.89), and the standard deviation of (0.31).
- The statement (9) ranked (4), with average reaching (3.46), and the standard deviation of (0.69).
- The statement (2) ranked (5), with average reaching (3.36), and the standard deviation of (0.87).
- The statement (5) ranked (6), with average reaching (3.36), and the standard deviation of (0.73).
- The statement (3) ranked (7), with average reaching (3.32), and the standard deviation of (0.86).
- The statement (11) ranked (8), with average reaching (3.29), and the standard deviation of (0.71).
- The statement (10) ranked (9), with average reaching (3.18), and the standard deviation of (0.86).
- The statement (4) ranked (10), with average reaching (2.36), and the standard deviation of (0.62)

5. Conclusion:

The current study highlighted the importance of studying the internal and external factors influence teachers' perception towards the use of classroom-based assessment in reading in ESL Malaysian classrooms. Teachers' perceptions and views towards classroom-based assessment have been greatly influenced by internal and external factors. This study indicated that teachers are the direct practitioners of classroom-based assessments in reading, and their assessment practices are based on their internal and external factors concern which provided a high level of motivation to use classroom-based assessment in reading. Teachers are familiar with the assessment procedure to provide guidance for instruction and support for student learning.

The data analysis of the questionnaire indicated how internal and external factors have positively influenced teachers throughout the field of teachers' perception towards classroom-based assessment teaching in reading such factors as facilities, time management and the support by the minister, willingness, and suitable textbooks. What is more important is to consider that teachers have improved their formal teaching through classroom-based assessment, while they have also developed their knowledge on how they apply it more effectively inside the classrooms. Supported by these assessment processes, teachers were able to detect those aspects to be improved and took the necessary actions for making a decision. To sum up, it could be stated that they are motivated towards classroom-based assessment in reading with positive internal and external factors. This result is consistent with the findings of the previous studies on investigating the relationship between internal and external factors and its influence on teachers' perception towards classroom-based assessment teaching in reading. Yueming Jia (2004) conducted a study that indicated that there were four major external factors

that influenced the ESL teachers' perception of using classroom-based reading assessments; districts and school administrators, statewide mandated standardized testing, parents, and teamwork.

6. Limitations of the study:

The finding of the study is limited to the participants in the small number of (28) teachers. The present study may have limited validity for foreign language teachers in different city or country. Therefore, it is difficult to generalize the findings of the study to all SLA teachers. Moreover, not all of the variables influencing foreign language teaching are controlled. For instance gender.

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Appendix

Questionnaire

Teachers' Perception towards the Use of Classroom-Based Assessment In Reading

Dear Sir/Madam,

This questionnaire is prepared for the partial fulfillment of a course in MEd (TESL). This survey is conducted to study teachers' perception towards the use of classroom-based assessment in reading. It would be our utmost pleasure if you could spend few minutes of your precious time to complete the questionnaire based on your perspective as a teacher in using classroom-based assessment in reading. The information collected will be kept confidential and will be used to serve only academic purposes. Your cooperation in completing this questionnaire is much appreciated.

Brief information regarding Classroom-based assessment:

Classroom-based assessment is "the process of collecting, synthesizing and interpreting information to aid in classroom decision making" (Airasian, 2005). Activities that would be conducted within this type of assessment in reading such as fill in the gap, true/false questions, reading aloud, matching task and short answer task. Classroom-based assessment in reading is a method to assess students in their reading. It is an informal assessment and evaluation while the class is being carried out in order to help students' learning. This type of assessment is different from standardized assessment where the focus is only on students' scores. Moreover, standardized assessment does not directly focus specifically on student performance in the target language (Brown, 2003)

Section A: Background Information

Instructions: Please respond to the following statements/questions by marking (/) in the appropriate box.

1. What is your gender?

- Female
 Male

2. Your teaching experience.

- Less than 5 years
 More than 5 years

3. According to your experience, how would you describe the reading level of the students in your classroom?

- Most are above average
 Most are average
 Most are below average
 Reading levels varies greatly

4. How do you use Classroom-Based Assessment in teaching reading with your students? Briefly explain.

5. The tasks used for Classroom-Based Assessment in reading that you use in your classroom. (You may choose more than one)

- Fill In The Gap Activities
True/False Questions
Multiple Choices Questions
Writing Response
Short Answer Questions
Others (Please Specify)

6. How often do you use Classroom-Based Assessment in reading inside the classroom with your students?

- Usually
Sometimes
Often
Never
Rarely

Explain briefly

Section B: Respondents' internal factors that influence teachers' perception towards the use of classroom-based assessment in reading.

Instruction: Please respond to the following statements by marking (/) in the appropriate column according to the options below.

*Note that all the five options provided next to the question below will be evaluated as:

- 1. = Strongly Disagree
2. = Disagree
3. = Neutral
4. = Agree
5. = Strongly Agree

		1	2	3	4	5
7.	Does Classroom-Based Assessment in reading affect your teaching?					
8.	Are you willing to use Classroom-Based Assessment in reading?					
9.	Do you have self-motivation support of using Classroom-Based Assessment in reading?					
10.	Do you support using Classroom-Based Assessment in reading?					
11.	Do you feel comfortable to use the given textbook to conduct Classroom-Based Assessment in reading?					
12.	Do you feel confident when you use Classroom-Based Assessment in assessing reading?					

Section C: Respondents' external factors that influence teachers' perception towards the use of classroom-based assessment in reading.

Instruction: Please respond to the following statements by marking (/) in the appropriate column according to the options below.

*Note that all the five options provided next to the question below will be evaluated as:

- 1. = **Strongly Disagree**
- 2. = **Disagree**
- 3. = **Neutral**
- 4. = **Agree**
- 5. = **Strongly Agree**

		1	2	3	4	5
13.	Does your certificate (in English language teaching) help you to conduct Classroom-Based Assessment in reading?					
14.	Do you feel that the National Education Policy provide enough facilities to conduct Classroom-Based Assessment in reading?					
15.	Do you feel that the National Education Policy provide you with enough information to teach through Classroom-Based Assessment in reading?					
16.	Does a standardized test demotivate you from using Classroom-Based Assessment in reading?					
17.	Is the time you have to teach conducive to conducting Classroom-Based Assessment in reading?					
18.	Does the headmaster support you in using Classroom-Based Assessment in reading?					
19.	Do your peers support you in using Classroom-Based Assessment in reading?					
20.	Do the students feel comfortable using Classroom-Based Assessment in reading?					
21.	Does the syllabus motivate you to Classroom-Based Assessment in reading?					
22.	Does the environment encourage teachers to develop students' background knowledge through classroom-based assessment in reading?					
23.	Does the textbook specify conducting reading through classroom-based assessment and activities?					
24.	Are the textbook materials for reading good enough to improve students' achievement through classroom-based assessment?					