



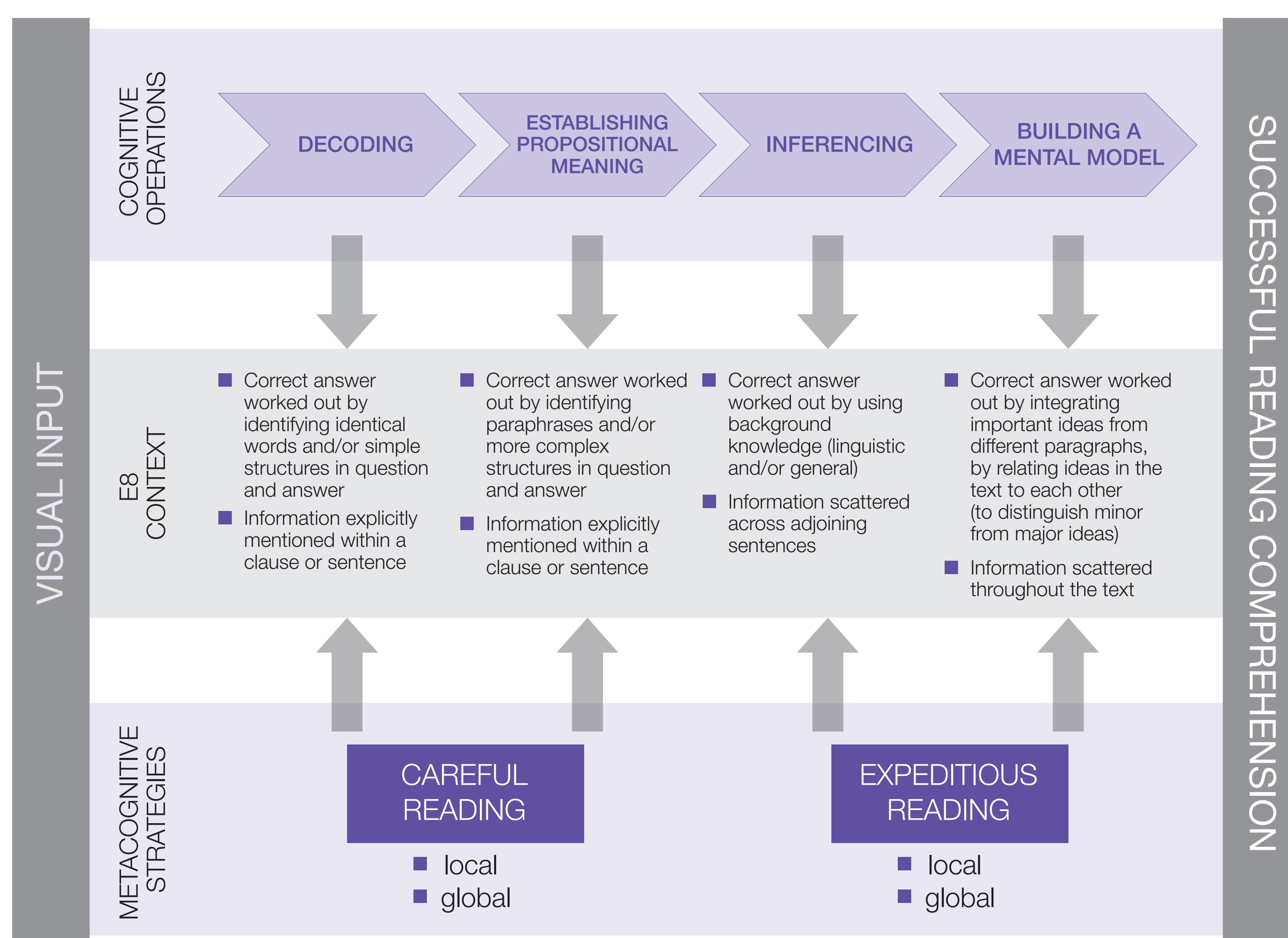
READING FOR SUCCESS:

Investigating Readers' Cognitive Processes in Austrian EFL Reading Tests

PURPOSE OF THE STUDY

The nationwide assessment of English as a foreign language (EFL) in Austria in 2013 (E8 reading test) revealed that a significant number of students cannot read sufficiently after four years of learning EFL. As previous research has shown (Siller & Kipman, 2018), this lack of reading comprehension skills is closely related to the cognitive and metacognitive processes (Khalifa & Weir, 2009) at play when dealing with reading comprehension tasks. Hence, it is of utmost importance to investigate how (un)successful students deal with such reading comprehension tasks to learn more about the students' skills and the test. Such findings will fuel changes in assessment literacy and transitions in test development alike.

OPERATIONALIZING READING

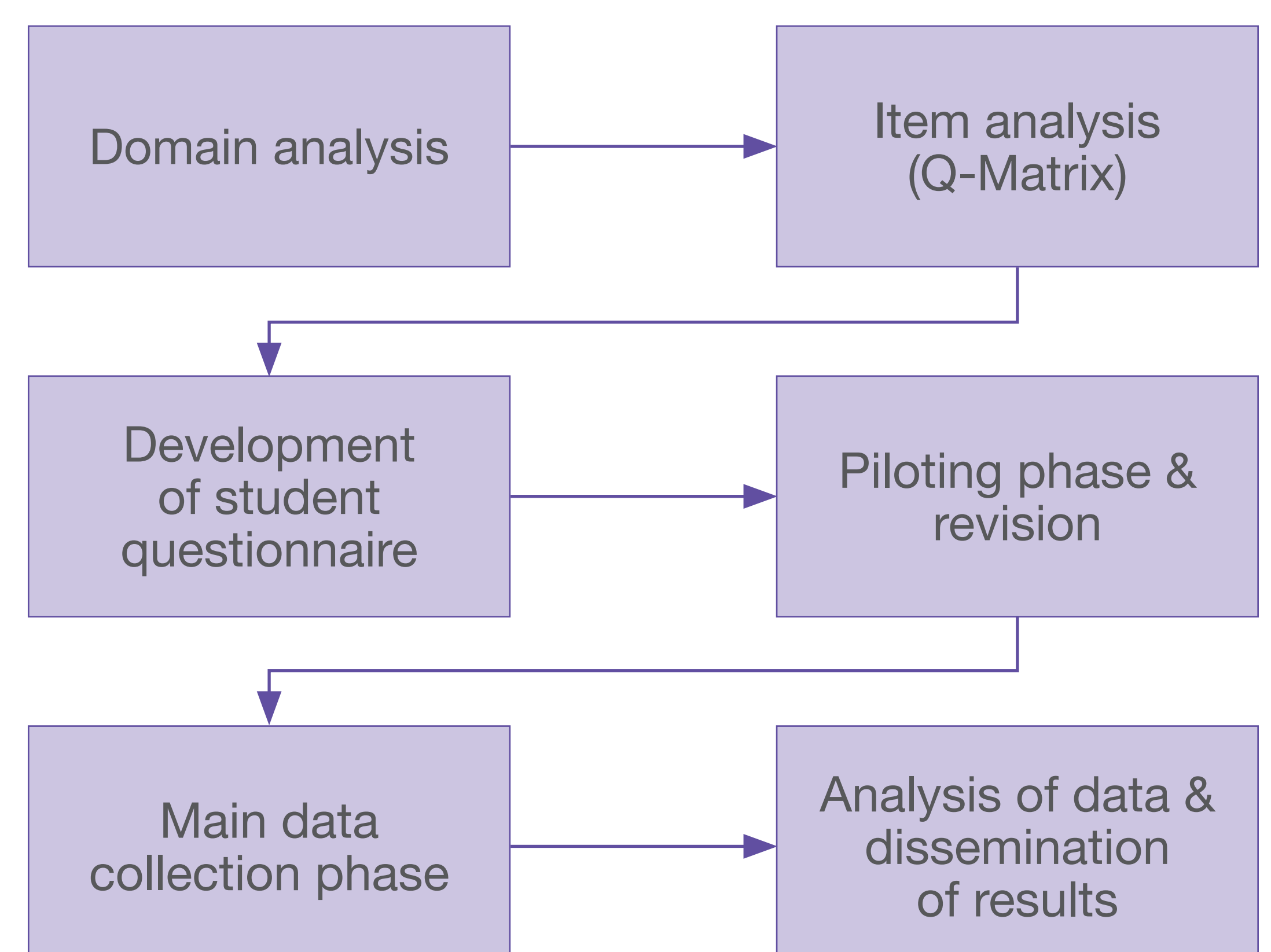


adapted from Brunfaut & McCray (2015), Grabe & Stoller (2011), Perfetti & Stafura (2014), Siller & Kipman (2018) and Urquhart & Weir (1998)

RESEARCH QUESTION

How do more and less skilled EFL readers differ with regard to their approaches towards responding to E8 reading test tasks?

RESEARCH DESIGN



EXPECTED OUTCOMES AND RESULTS

The intended goals of this project are to learn more about the reading processes and strategies adopted by students in order to improve test developers' understanding of the particular tasks. Such findings should then inform necessary transitions a test such as the E8 reading test needs to undergo in order to improve cognitive validity. The novel perspective adopted by looking at how students arrive at (in)correct solutions will shed a new light onto the test and the tasks.

References:

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