L1 OR L2 MULTIPLE-CHOICE QUESTIONS: WHICH ONE HINDERS COMPREHENSION?

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Abstract. This study tried to investigate the Effect of L1 and L2 MC Questions on strategy use of 20 elementary students in Arak. I, the reading part of KET Test was administered to homogenize students. Then two MC reading tests of B (with L1 questions) and A (with L2 questions) were administered after which students were asked to fill Strategy Use Inventory. Also a questionnaire was handed out at the end of Test B Session in order to understand students’ attitudes towards the two tests of A and B. Scores of tests were compared two. The results, although was not significant, indicated that test B were easier for students as the Questions provided some clues for students to understand the meaning of words, main idea and purpose of the text and it was in consistence with the results of test score. The test scores were higher in test B than scores in test A. Also participants believed that the L1 questions helped them to understand questions better and it was not their misunderstanding of questions that led them to wrong answers. On the other hand, some students believed L1 questions made them confused. At the end suggestions for further research are provided.

Keywords: tests, questions, questionnaire, students, meaning.

Introduction. Reading, a means of providing input, has been of great importance in education. Teachers, curriculum designers, textbook writers applied teaching reading skill early at schools and universities. Although
teaching reading skill has been the matter of necessity, testing reading skill has been the matter of controversy. The 
controversies entered two areas:
1) No clear conclusion has been achieved about what effects different variables have on nature and difficulty of 
reading. Or more basically, what variables affect the nature and difficulty of reading.
2) As reading act, in contrast to speaking and writing, is receptive and not observable [1], we are not sure and aware 
of strategies language learners use through reading. In other words test developers are not sure whether test takers 
apply reading strategies that are intended by test developers through the test. That boomed plenty of studies about 
construct validity of reading tests. As Bachman [2-3] said in research, construct validity refers to the degree to which 
the research/test adequately captures the construct of interest. So a flood of studies undertaken to investigate the 
strategies students use to do tests through introspective and retrospective data collection and verbal protocol.
This research investigated what reading strategies elementary students use during the reading test and what is the 
effect of one variable (here the L1/L2 questions) on them. Also a qualitative study was done in order to understand 
students’ attitudes towards two different tests. At the end suggestions for further research are provided.
I- Review of literature:
1- Variables that affect nature of reading and difficulty of reading test items
1-1- Factors affecting the nature of reading:
In this part we are going to answer what affects reading?
Research into reading in the mother tongue has received too much attention from the researchers of the field, 
although the opposite is true about reading in the second language. As Alderson [4] mentioned in his book the factors 
that affect reading can be divided in two main groups. One group of researches delved into the factors within the 
reader. These factors related to the personal factors such as the 
readers’ knowledge of the language, skills and abilities, motivation and interest.. etc. And another group of researches dug into the factors related to the text to be 
read such as text topic and content, text type and genre. These variables are provided in the table below:

<table>
<thead>
<tr>
<th>Reader variables</th>
<th>Text variables:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schemata and background knowledge</td>
<td>Text topic and content</td>
</tr>
<tr>
<td>Formal schemata: knowledge of language</td>
<td>Text type and genre</td>
</tr>
<tr>
<td>Knowledge of genre/ text type</td>
<td>Literary and non-literary texts</td>
</tr>
<tr>
<td>Metalinguistic knowledge and meta cognition</td>
<td>Text organization</td>
</tr>
<tr>
<td>Content schemata</td>
<td>Traditional linguistic variables</td>
</tr>
<tr>
<td>Knowledge of subject matter/ topic</td>
<td>Text readability</td>
</tr>
<tr>
<td>Knowledge of the world</td>
<td>Typographical features</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>Verbal and non-verbal information</td>
</tr>
<tr>
<td>Criticism of schema theory</td>
<td>The medium of text presentation</td>
</tr>
<tr>
<td>Reader skills and abilities</td>
<td></td>
</tr>
<tr>
<td>Reader purpose in reading</td>
<td></td>
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<tr>
<td>Real world versus test taking</td>
<td></td>
</tr>
<tr>
<td>Reader motivation/ interest</td>
<td></td>
</tr>
<tr>
<td>Reader affect</td>
<td></td>
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</tbody>
</table>

1-2- Factors affecting the difficulty of reading test:
In this part we are going to answer what affects the assessment of reading.
Item difficulty and passage difficulty have been two factors affecting the difficulty of the texts [4]. And in 
consequence, enormous studies were done to estimate what leads to item difficulty and passage difficulty. In the 
Table below these two categories are provided in details.

<table>
<thead>
<tr>
<th>Factors affecting difficulty of reading test items</th>
<th>Factors affecting the difficulty of reading test texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language of questions</td>
<td>Background knowledge versus text content</td>
</tr>
<tr>
<td>Types of questions</td>
<td>Presence of text while answering questions</td>
</tr>
<tr>
<td>Testing skills</td>
<td>Text length</td>
</tr>
<tr>
<td>Role of grammar I reading tests</td>
<td>Testlets</td>
</tr>
<tr>
<td>Role of vocabulary in reading tests</td>
<td></td>
</tr>
<tr>
<td>Use of dictionaries in reading tests</td>
<td></td>
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<tr>
<td>Reading and intelligence</td>
<td></td>
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</tbody>
</table>

As the focus of my research was the effect of question type on reading tests strategies and students perception, a 
brief review of researches are provided below.

Language of questions:
Language of questions brings about one of the difficulties in reading tests. Whether the language of question should 
be harder than the text is a matter of importance. As Alderson [4] said:
“If the language of the questions is harder to understand than the passages themselves, the reader is presented with
additional level of difficulty, and we cannot tell whether poor performance is due to the passage difficulty or to that of the questions.” (p. 86)

And many test designers took it as a piece of advice to include questions in reading test easier than the passages in language. But the further issue is whether the questions should be in the first or second language for the L2 learners with the same L1?

Shohamy [5] found that MC and Open-ended questions in L1 were easier than the same questions translated into the L2. He provided the reasons behind the finding as follow:

1- The L1 questions reduced the respondents’ anxiety, especially among Low-level learners.

2- The L1 ordering gives some clues to the meaning of text, especially for MC items.

She also believed that the use of questions in L1 is more authentic because while they are reading, students translate the L2 text into L1, or ask the questions of L2 text in the L1. She also mentioned that based on item analysis which showed differential difficulty of distracters in the two languages, using L2 questions brings about more difficulty due to unfamiliar vocabularies.

2- Strategies in Test Taking:

Bormuth [6] was among the first persons requested for more attention to processes respondents undergo during the test. He believed no specific study had been done to investigate the strategy use during the test and mostly what the test designer/developers claimed were taken as the true reality. Since the late 1970s, studies gradually shifted from product-approach towards process approach, an approach that applied processes and strategies used by respondents rather than product or scores are of high importance. But the more studies were conducted the more complex the field seemed to researchers. As some researchers concluded in their researches some answers are seemed to be wrong because of lack of full understanding of the text, but in reality that’s for having an alternative, valid interpretation in mind. Or, as Cohen mentioned:

“Tests that are relied upon to indicate the comprehension level of readers may produce misleading results because of numerous test-wise techniques that readers have developed for obtaining correct answers on such tests without fully or even partially understanding the text.” or As Fransson [7] mentioned: “readers may not proceed via the text but rather around it”. So what is the importance of a test that does not measure the intended strategies and processes, if students can get the wrong answer by correct reason and the right answer for the wrong reasoning?

2-1 What is meant by test-taking strategy?

The definition of strategies always has been in the shadow of vagueness. Some defined strategies as something mental or behavioral, conscious or unconscious. In relation to the first part, as cited in Hsu, some researches believed that strategies are mental activities to acquire and improve L2. While others believe that they are more than mere mental activities. In relation to the second part some researchers defined strategies as operations used consciously, subconsciously, and unconsciously, but some others believed strategies as conscious ones [8-9]. Any way you take, in my research take the middle one; strategies are mental and behavioral, conscious and subconscious operations.

According to Cohen language learner strategies can be classified to two categories: language learning and language use. Language learning refers to strategies learner uses to promote her language learning acquisition like reading short stories to improve reading skill.

Language use refers to those strategies learner uses on the task. As that is something mostly affect on the performance, it is of high prominence. Language use strategies according to Cohen include:

Test-taking strategies: The ones students use while acting upon tests like opting out, using shortcuts, test-wiseness. Or as Cohen and Upton [10] defined test-taking strategies are “those test taking processes which the respondents have selected and which they are conscious of at least to some degree”

Compensatory strategies: ones used to compensate for lack of knowledge or language. So a person who is low in language is expected to use more compensatory strategies. And in reality a large number of test taking strategies are compensatory as one may ignore part of the text as he/she does not understand it.

2-2 Strategies for taking multiple-choice test of reading:

Indirect tests, tests that does not reflect the authentic situations, especially multiple-choice tests is one of the most popular and world-wide-used -tests type because of its ease of administering, scoring, and its objectivity. As this MC tests manifest product that is scores, teachers and test developers are not aware of the strategies students use during the test. That raised the necessity for researchers to investigate its nature. So by the beginning of the process approach, lots of studies have been conducted to investigate the strategies and processes respondents undergo to answer the MC questions. Although that shed some light on the general test taking strategies, it was manifested that based on different factors and purposes applied in tests, readers used different strategies.

Before mentioning these factors let’s make a distinction between skills and strategies. Skills are unconscious, internalized reading abilities that facilitate reading activities in testing and non-testing situations. In contrast strategies are conscious operations learner use to enhance performance. And based on the purpose of the reading readers adjust their reading strategies.

Nevo [11] mentioned plenty of factors as determinant of strategies: Level of linguistic difficulty of the text, the topic of the text, the linguistic level of the questions, the content and phrasing of the questions, the location of information from the correct answers and the distracters as well as the level of cognitive activity.

Larson [12] studied 40 college ESL respondents. He used verbal report to investigate the strategies used by students. The test consisted of 400-word reading passage following with 10-item MC questions. 4 strategies emerged in this study:
1) They stopped reading alternatives when they got to the one that seemed correct to them,
2) They matched material from the passage with the material in the item stem and in the alternatives, and
3) They preferred a surface-structure reading of the test items to one that called for more in-depth meaning and inferencing.

Alvermann and Ratekin [13] studied the strategies ninety eight seventh and eighth grade subjects used during reading of a MC tests and an essay test. They used standardized interview in order to collect data. The results indicated that students during the essay task reread more frequently and use multiple strategies twice more than students did during the MC tests. Also it indicated that students during MC reading task used imaging less and went through the details and made personal connections with the text more in comparison to the essay test.

Farr, et.al [8] investigated the strategies college senior students at a major Midwestern university used in answering3 passages with 24 MC questions. 26 students were divided randomly into two groups of introspective and retrospective interview. As researchers mentioned 3 broad categories emerged as the result of data analysis: an overall approach to the test task, reading strategies, and test taking strategies. Also it was revealed that students used the following elements more common during reading the text: “In each subject’s approach to the test was a focus on getting to the questions as quickly as possible and then using the questions to direct a search of the passage to locate the best possible information to answer the questions.”

Far, Pritchard and Smitten [8] tried to investigate the strategies 26 college senior test takers used during MC reading tests through introspective and retrospective reports. The results indicated that respondents mostly used the questions to direct them through the text to find the answer which best suited it. They also argued that: “Considering the strategies used by their respondents, the multiple-choice reading comprehension test is a special kind of reading task, reading for specific information, supporting the construct validity of the multiple-choice test for one general kind of reading task.” (p.159)

Tsagari [14] did a validation study in order to understand the effect of various aspects of test method or formats. He conducted a study on Greek ESL graduate students’ comprehension using two different test formats (multiple choice and short-answer tests). He used test taking strategy checklist and a retrospective questionnaire to collect data. Also in order to validate the study more, two students also participated in verbal protocol. Results indicated that different abilities were measured by the same material but different formats.

Although MC test format was not part of his research, Miyoko Kobayashi [15] concluded that test format and text organization had significant effect on reading comprehension performance. “When texts were clearly structured, the more proficient students achieved better results in summary writing and open-ended questions. By contrast the structure of the text made little difference to the performance of the less proficient students. This suggests that well-structured texts make it easier to differentiate between students with different levels of proficiency.,” (p. 193)

Rupp, Ferne, Choi [16] tried to investigate the processes students use in test-taking situation in contrast to non-test taking situation in reading comprehension tests. He believed that test taking situation induces processes on the part of the respondents not comparable to the situation in which they read for pleasure or learning. 10 cognitive interviews were conducted with non-native English readers in order to gather qualitative data about 3 different passages with different kinds of MC questions from can TEST. The first test was administered as the preparation test, in the second test after each question students were asked to explain the reason behind selecting that specific choice. In the third one, students were required to think aloud during the test and explain for clarification. The results indicated that participants mostly started with macro level strategies in order to get the feeling and understanding of the text and questions, then based on the level of item and text difficulty they used particular micro level strategies. He also mentioned that interaction between text and questions had been hardly influenced according to the question type difficulty and plausibility of the distracters.

Cohen and Upton [6] investigated the test-taking strategies used by test takers while completing the reading tasks in the ‘reading’ section of the Language Courseware Materials.

The study tried to investigate strategies used by respondents to respond to the three broad categories of question types, including the more traditional ‘single selection’ multiple-choice formats (i.e., basic comprehension and inferencing questions) and the new selected response (multiple selection, drag-and-drop) reading to learn items. The participants, 32 high intermediate to advanced non-native speakers of English, participated in the concurrent verbal protocol while doing the reading test. These results emerged from data analysis:

“What was of importance for respondents was getting a correct answer not learning or gaining from the texts. Also two reading strategies used to answer most item types were emerged: reading a portion of the passage carefully and repeating, paraphrasing, or translating words, phrases, or sentences-or summarizing paragraphs/ passage to aid or improve understanding. The six common test management strategies that were frequently used across items were:
1) Going back to the question for clarification: rereading the question.
2) Going back to the question for clarification: paraphrase (or confirms) the question or task (except for basic comprehension- vocabulary and pronoun reference items).
3) Reading the question and then reads the passage/portion to look for clues to answer either before or while considering options
4) Considering the options and postpones consideration of the option (except for inferencing-insert text items).
5) Selecting options through vocabulary, sentence, paragraph, or passage overall meaning
6) Discarding options based on vocabulary, sentence, paragraph, or passage overall meaning as well as discourse structure.

In an unpublished thesis, Hsu [9] investigated strategies deployed by 1064 senior high school students in the English test of SHAAE (Senior High Academic Ability Examination) - a national examination which can be regarded as a university entrance examination for the students in their final year of senior high. Participants had a reading test and then completed a Strategy Use Questionnaire.

The findings indicated that Taiwanese senior high school students are strategic readers/ test takers.

“Their English Language Knowledge and Strategy Use contribute to their reading test performance. However, compared with that of English Language Knowledge, the contribution of students’ Strategy Use to their reading test performance is smaller.” (P. ii)

In sum, too many studies have been done to investigate the effect of test type and format on testing strategies, but few has been conducted to understand the effect of language of the questions on test scores and language strategies. So the present study was set up to gain further insight into the effects of language of MC questions (L1 OR L2) on the students’ strategy use and their test score. Also the research tried to understand what are the students’ attitudes towards the two tests (one with L1 MC Questions, and one with L2 MC Questions). So the article has tried to answer these questions.

1- Is there any significant different between the reading strategy use of participants in test A and test B?
2- Is there any significant difference between the test scores of test A and test B?
3- What are the participants’ attitudes towards test A and test B?

Methodology. Participants. The population sample consisted of 20 female students learning English as a Foreign Language (EFL) in Arak, Iran. All of the learners had studied English for a minimum of 9 month in Iran Institute, where I conducted my research and they were in the 13-27 age range. 7 students were high school students, 8 university students, and 5 secondary students. All students were selected from EG4 (Elementary grade, level 4) and PEG1 (Post-Elementary Grade, level 1) English classes. I chose these two levels because students are somehow familiar with the basic linguistic knowledge so they would not have a hard time reading the texts.

Design and Instruments. 23 volunteer students participated in this study from two EG4 and PEG1 levels. 3 tests included in this study. First a reading part of KET test and background information form were administered to homogenize the first pool of students and get personal information respectively. The extremes (3 students) were discarded and 20 students remained as the main sample of the research. Students had 1 hour to answer the questions.

The second test (test A) included two texts. The first one entitled Cell phones had 6 three-choice questions, and the second one, Love at First sight, had 7 questions. All questions were in English. Their lengths were 383 and 578 words respectively.

The third test (test B) included, like the second one, two texts. Their titles and lengths are Helping others, 379 words, and Great places to visit, 381 words. The number of three-choice questions was the same as test A. All the questions were translated in Persian. One MA student of English Translation from Allame Tabataba’I University translated the questions from English to Persian and another one made some revisions and mismatches between the translators were discussed. Students had 45 minutes to finish the second and third tests. There was a one week span between two tests to prevent the effect of the first test on the second one.

After the second and third tests, six-point Likert Type Strategy Use Inventory was delivered to students. The SU Inventory was taken from an unpublished thesis by Wei-Tsung Hsu [9], so it’s the reliability and validity were confirmed. The SUI was translated into Persian and revised in order to prevent any misunderstanding by the same MA students of translation respectively.

Also an open-ended questionnaire was handed out at the end of the third session to understand the students’ attitudes towards the two tests. The questionnaire was in Persian, again to prevent any misunderstanding and students were asked to answer in Persian.

Results. The results are divided to 3 sections:

The result of the Strategy Use Inventory, the result of the questionnaire, test scores

The Result of the Strategy Use Inventory. A paired t-test was run between each question of test A and test B to find out whether there was a significant difference between the strategy uses of participants in both tests. The table in the results indicated that an increase in the mean of 51 questions of strategy use, a decrease in the mean of 20 questions and 1 with no change were observed from reading test A to reading test B.

So it showed that although the differences were not significant, the participant used the same strategies mentioned in the questionnaires more, some less, and one the same as the MC question Language changed from L2 to L1 in test A and test B respectively.

The Result of the Questionnaire. This open-ended questionnaire consisted of 4 questioned delivered to students at the end of the third session in order to understand student’s attitudes towards the two reading tests. The questions were as follow:

1- Which reading test was harder for you? The reading test with English (L2) MC Questions or the reading test with Persian (L1) MC Questions?
2- In your opinion, which test (The reading test with English MC Questions or the reading test with Persian MC Questions) manifests your reading skill better? Why?
3- Did the translation of questions help your reading? Why?
4- If you were a teacher, which test (The reading test with English MC Questions or the reading test with Persian MC Questions) do you choose to assess your students’ reading skill? Why?

The table below will show the results:

<table>
<thead>
<tr>
<th>Number</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L1 MC 35%</td>
<td>L1 MC 45%</td>
<td>Yes 65%</td>
<td>L1 MC 25%</td>
</tr>
<tr>
<td></td>
<td>L2 MC 50%</td>
<td>L2 MC 45%</td>
<td>No 15%</td>
<td>L2 MC 70%</td>
</tr>
<tr>
<td></td>
<td>Both 15%</td>
<td>Both 10%</td>
<td>No difference 20%</td>
<td>Both 5%</td>
</tr>
</tbody>
</table>

The result of test scores. Both tests A and B include 13 MC Questions in L2 and L1, respectively. The table below shows the scores. For each correct and incorrect answer the participants got and lost 1 point, respectively.

Table 4. Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test A</td>
<td>10.1000</td>
<td>20</td>
<td>1.58612</td>
<td>.35467</td>
</tr>
<tr>
<td>Test B</td>
<td>10.6000</td>
<td>20</td>
<td>1.87504</td>
<td>.41927</td>
</tr>
</tbody>
</table>

As the table shows the mean of the test B is higher than test A, but this difference is not significant. So students in test B did better than test A although it was not significant.

Discussion

Discussion of the Strategy Use Inventory

Although the result did not show any significant change in the strategy use of students across test A and B, but these differences are worth to be discussed.

- The results indicated an increase in the strategy use of participants. Some most important ones will be discussed. (The numbers indicate the number of statement in the Strategy Use Inventory)

3. When I took the test, I tried to use clues from test questions to decide whether to read a particular part of the passage.

4. When I took the test, I tried to read the passage quickly for particular information.

21. When I read a sentence, I though whether it was related to test questions.

22. When I read a sentence, I noticed it was related to test questions.

26. During the test-taking process, I read the relevant information about the test question and immediately answered it.

33. When I did not understand a part of the passage, I tried to get clues from test questions to help me understand it.

59. When I answered test questions, I tried to find a related paragraph by using clues from test questions.

As the statements said, in Test B (with L1 MC Questions) students used the questions more as the clue in order to understand meaning of the words, get the idea of the text and read a particular part of the passage. So translation did not hinder but increase understanding of the text. Also as number 26 indicates, participants got to the answer more quickly in test B, as Shohamy [5] said L1 MC Questions are easier to answer.

5. When I read the passage, I tried to translate a word to Persian.

12. During the reading process, I tried to translate the whole sentence into Persian.

As you see, the participants used more translation in test B than in test A, as the questions were in Persian. So students were also assessed in their translation skill because they should translate the English text in order to match it to the questions.

37. When I read the passage, I tried to skip confusing parts of the passage, e. g; time or people’s names.

Here participants got help more from L1 MC Question to understand the meaning of the words, main idea, and purpose of the text, and they got back to questions more often than when they were answering the L2 MC questions. So they tried to skip the confusing parts in order to get to the questions and use the translations as the clue for more understanding.

38. When I read the passage, I tried to ask myself questions about what I read.

That was exactly in consistent with what Shohamy [5] said, “The use of questions in the L1 may also be more ‘authentic’ in that students are likely to ask themselves questions of L2 text in their first language”. So the L1 questions eased asking questions for students.

67. When I answered test questions, I had confidence in the answer I chose.

The statement here indicated that participants were more confident in answering questions in test B than in test A. And it is in consistent with the results of scores. Scores were higher in test B than in test A.

- The results indicated a decrease in the strategy use of participants. Some most important ones will be discussed. (The numbers indicate the number of statement in the Strategy Use Inventory)

7. When I encountered an unknown word, I tried to mark it.
8. When I encountered an unknown word, I tried to guess its meaning by breaking it into parts.
14. During the process, I tried to substitute a word in the sentence to help me understand the meaning of the sentence.
31. When I read the passage, I tried to integrate the information from different parts of the passage.
35. When I read the passage, I tried to mark key points in the passage.
51. When I did not understand the paragraph, I tried to reread it.
58. When I did not get an answer to a test question, I tried to skip it and return it later.

As the statements above shows, Test B was easier and less challenging for students, as they were too much dependent on the clues available in the L1 questions. So the text did not challenge them to try to guess the meaning of the words, or integrate the information of different part for better understanding. It was easier for students to get back to questions and get help out of them.

45. During the reading process, I was aware that I understood a part of the passage.
46. During the reading process, I was aware that I did not understand a part of the passage.

As most of understanding, based on the result, came from the questions clues and students were in rush to get to the questions, they were less aware of the state of understanding.

64. When I answered test question, I tried to mark the differences among options.
68. When I answered test questions, I tried to spend more time on difficult test questions.

As number 64 indicates, the test was easier for students and they got to the answers immediately and more easily. So less inference, comparison and contrast in options were used. Also as the test was easier for them they spent less time on the questions.

- Discussion of attitude questionnaire

At the end of test B session, students were asked to fill the attitude questionnaire, in order to understand how was students’ perspective toward two tests of A and B (L1 and L2 MC Questions). Below the results will be discussed:

**Questions number 1:** Which reading test was harder for you? The reading test with English MC Questions or the reading test with Persian MC Questions?

50% of students said test A was harder than test B and this claim was in consistent with the results taken from the SUI. 35% believed test B was harder and 15% believed there was no difference. The reasons mentioned in the previous sections.

**Questions number 2:** In your opinion, which test (The reading test with English MC Questions or the reading test with Persian MC Questions) manifests your reading skill better? Why?

9 students answered English MC Questions manifest their reading ability better because:
1. The understanding of English questions themselves is of importance. (1).
2. When we read an English test, it also evaluates our translation skill too, because as we read an English test, we translate it to Persian. (2)
3. Persian text helps us to understand the text better, but in English test we have to struggle more to understand it, so we learn more. (2)
4. English test is harder to answer and there are some unfamiliar words that should be understood if you are going to answer them correctly, so you struggle more and more and consequently you learn more out of English than Persian test. (3)
5. Persian questions are good for Persian reading tests and English questions are good for English reading tests. (1)

9 students answered Persian MC Questions manifest their reading ability better because:
1. When I answered Persian questions, I was more confident in answers, because I could understand the options completely, but in English questions I was not sure enough, even though I understood the text completely. Sometimes I was sure of my answer but It turned to be wrong. (6)
2. Persian questions helped me to understand the text better. It gave me some clues to infer some meaning. (2)
3. I could understand the difference of options better. (1)

Also two students answered both L1 and L2 questions were the same for them and no one had advantage over the other. So here, there was no difference between test A and B.

**Questions number 3:** Did the translation of questions help your reading? Why?

13 students answer yes because:
1. I could understand the stem and options better, so I was more certain in my answers. (6)
2. I always translate the text into Persian when I read it. So translation helped me to find out my translation was correct or not. (3)
3. It provided some clues to understand the text and what was the text about better. (3)
4. When I read the Persian questions, I got back to the text to find the answer, and I had to translate it to English to match it to the text. So it helped my Persian to English translation. (1)

3 students said No because:
1. Translation really made me confused. (3)

4 students answered test A and B made no difference for them because:
1. The reading text itself is important. When you understand the text you can answer the questions whether they are in L1 or L2. (4)
Question number 4: If you were a teacher, which test (The reading test with English MC Questions or the reading test with Persian MC Questions) do you choose to assess your students’ reading skill? Why?

Surprisingly the answers of participant were completely the opposite of answers of question 3. 14 students answered English questions, because:

1. If students understand the text better, they can answer the questions no matter what their language is (L1 or L2). (4)
2. Students come to English class to learn English so the test questions should be in English, too. (6)
3. Students should learn how to translate into Persian. That is part of the reading skill. (2)
4. Teacher can assess students ability and proficiency in question comprehension, too. (2)

5 students answered Persian Questions, because:

1. Students can answer the questions with more confidence. In other words they can understand the stem and options better, and it is not their misunderstanding or lack of word/grammar knowledge in the questions that leads to wrong answers. (4)
2. Its comprehension is easier for students. (1)
3. 1 student mentioned that both are good for comprehension, and no one has advantage over the other.

As you see although questions number 3, and 4 asked the same content, students’ attitudes were completely different. It indicates that attitudes would be different from different perspectives, from students’ perspective, Persian questions were more suitable as they got some clues to them, they helped them to get the text more, they were easier to answer, etc. but from teachers’ perspective English questions were more suitable as students come to class to learn English and English texts provide more learning opportunities. Also teachers can find out about students’ proficiency in the questions comprehension and English to Persian translation.

Conclusion. In sum, this article tried to investigate whether the reading strategy use of participants, their test scores, and attitudes were different across the two tests of A and B. The results indicated that test scores of test A were higher than test B. It seems that test B was easier for students than test A. And it was in consistent with what students mentioned in the questionnaire. 50% believed test A was harder, and 35% believed test B was harder. The reasons emerged. 13 students mentioned L1 questions gave us some clue to understand the text, to guess some words, and what the text was about and we could understand the stem and options more and it was not the misunderstanding of the questions that lead to wrong answer, so it showed the reading ability more and better. On the other hand 3 believed the L1 questions made them confused, and they were suitable for Persian reading texts. Some also had the opposite view. It emerged that students had different attitudes from different perspective. From a teacher perspective, 14 students believed English tests were more suitable for assessing reading skill as students come to class to learn English and English questions provided more learning opportunities and challenges, also the teacher can assess students question comprehension too.

Although this article provided useful information for English teachers and researchers, it has its limitations. The sample was limited to 20 students as it was near Nowrooz and come classes were over, so the researcher did not have access to more participant. So the replication of this study with more participants is recommended. Also the reading tests used in the research was not the standardized tests. All the texts were taken from Select Reading Book of Pre-Intermediate level. So the results cannot be generalized to standardized ones. Also the MC Questions were Three-Choice not Four-choice. So the study can be done with standardized tests and male participants, as all were female in this research. Therefore useful insights could be gained in understanding aspects of reading phenomena.

References

AN ANALYSIS OF ARISTOTLE’S THEORY OF JUSTICE

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Abstract. The analysis of Aristotle’s theory of justice, based on the general natural model in the field of political philosophy, often means with his teleology approach. So that the whole existence is purposeful and all beings are aimed at that purpose that originates from its existence, and the main item of that purpose is of course, acquiring a great bliss (human flourishing) and achievement of bliss without justice is impossible. Because justice is like a pillar on which you can build the roof of bliss, and where there is no justice, bliss will not exist. Now let’s examine bliss first, then we can better understand the concept of justice. Hence, the author of this essay in analyzing Aristotle’s theory of justice shows that justice means justice (in the sense of justice in distribution and justice in correction) of total and fundamental virtue; that is, concepts such as right, law, Ethics, integrity, equality, goodness, and ... are justifiable to the concept of secondary justice and its derivation or based on it. In general, the question about justice is the most comprehensive question that has emerged around various epistemological areas such as philosophy of morality, philosophy of politics and the philosophy of rights. Without such a fundamental question, such areas of thought would not be found.

Keywords: justice, distributive justice, correctional justice, mediocrity, bliss and Aristotle.

Introduction. The concept of justice is the most fundamental concept in the philosophy of ethics, politics and law. Various questions that are considered about the behavior and the right way of life at the individual, collective, political and operational levels, or public agents, or what about the rights and duties of the individual and the nature of the economic and social policies of governments are all located under the general concept of justice. Also, balancing between ends and goals of human life, such as bliss, bliss, virtue ... and the balancing between private and public ends and finally, the balanced utilization of wealth and the way in which it is distributed is part of the debate on justice.

However, the topic of justice is not purely theoretical, it is essentially action-oriented, and it can be said that in this respect, its main subject matter is to determine the criterion for judging about interactions of human beings in different levels and domains. The issue of justice in this recent meaning blends with the related together categories and concepts, such as equality, morality, law, fairness and freedom. In other words, if in the theoretical field, the category of justice is to some extent distinguishable from the mentioned categories, but in the realm of action, this is not really possible. Therefore, the concept of justice in its broad sense, have unbreakable bondage with all the concepts and values that are courageous and respectful for humans. In all societies, human beings always have a sense of justice in the text, and with it, they organize their lives, values, norms and relationships.

Hence, it can be said that justice, in the sense of justice, in a special sense (justice in distribution and justice in correction), is to Aristotle's point of view, a universal and fundamental virtue; that is, concepts such as right, law, morality, honesty, equality, goodness and ... are justifiable to the concept of secondary justice, derived from it or based on it. In general, the question about justice is the most comprehensive question that has emerged around various epistemological areas such as philosophy of morality, philosophy of politics and the philosophy of rights. Without such a fundamental question, such areas of thought and knowledge would not be found. In much a way that the whole being is endless, and all beings are aimed at it, which is the purpose of its existence, and the main object of that end is, of course, acquiring the great bliss (human flourishing) and achieving bliss without justice is impossible. Because justice is like a pillar where you can build the roof of bliss on it. And the element of justice in ethics is highlighted in such a way that without it, the achievement of bliss can not be realized, and where there is no justice, bliss will not exist. We are now trying to examine the nature of bliss, because then we can better understand the concept of justice.

A. What is bliss. Aristotle, in describing the nature of bliss, mentions the three types of life (life based on pleasure, wealth, and honor), and he knows a life blissful that is correlate with thinking and reflection. He believes bliss