

Exploring Teachers' Practices in Implementing Sociocognitive Reading Assessment in EFL Classrooms

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Article Info	Abstract
Received: 11 February 2026 Reviewed: 01 March 2026 – 30 May 2026 Accepted: 10 June 2026 Published: 30 June 2026	Purpose The purpose of this study is to explore teachers' practices in implementing sociocognitive reading assessment in EFL classrooms. It specifically aims to investigate how teachers integrating cognitive and social dimensions in reading assessment and what factors influencing their practices. Methodology This qualitative study involved EFL teachers from secondary higher education contexts. The data were collected through classroom observations, semi-structured interviews, and document analysis. The data were analyzed using a thematic approach to identify recurring patterns related to sociocognitive assessment practices. Results/Findings Based on the data collected through classroom observations, semi-structured interviews, and document analysis, the findings of this study are categorized into three elements : (1) teachers' practices in implementing sociocognitive reading assessment, (2) factors influencing teachers' practices, and (3) challenges faced by teachers. Implications The findings suggest the need for professional development programs to enhance teachers' understanding of sociocognitive assessment. Additionally, curriculum design and assessment guidelines should support more integrated and process-oriented reading assessment than traditional reading assessment practices in EFL classrooms.
Keywords: Sociocognitive reading assessment; EFL; teacher practice; classroom-based assessment; reading learning	

1. Introduction

Reading ability is one of the essential skills in learning English as a foreign language (EFL). It plays an important role in helping students understand information, enhance their knowledge, and develop critical thinking skills (Anaktototy & Lesnussa, 2022). However, several studies reveal that EFL students' reading ability still faces significant challenges. Students experience difficulties in understanding texts deeply and critically. This is inseparable from learning and assessment practices that still tend to focus on literal comprehension and final results rather than on the reading process itself (Chongsomboon & Chinwonno, 2024). In the classroom context, reading assessment is often manifested in the form of multiple-choice tests that emphasize correct or incorrect answers, thus failing to represent the complexity of the cognitive processes that occur during reading.

This problem is further compounded by research findings showing that assessment practices in EFL classrooms are still dominated by conventional approaches that do not holistically support the development of reading skills. For example, Parra and López (2024), in their systematic review, found that many teachers still use assessments as a final evaluation tool (summative) rather than as part of the learning process. Similarly, Bui (2023)

highlights a gap between teachers' beliefs about the importance of meaningful assessments and actual practices, which remain limited to traditional assessments. As a result, assessments have not fully functioned as a tool to improve learning, but merely as a means to measure learning outcomes.

Changes in the learning context, particularly since the COVID-19 pandemic, have also affected assessment methods in EFL classrooms. Zhang et al. (2021) found that teachers experienced substantial changes in assessment practices, especially regarding the integration of technology. However, these changes were not always accompanied by a sufficient understanding of effective assessment principles. In this situation, assessments tend to be more practical and efficient, but not necessarily more significant or authentic. This suggests that the problem in assessment lies not only in the method used but also in the teacher's conceptual understanding of assessment itself.

In contrast, numerous studies have begun to highlight the importance of more learning-oriented assessment approaches, such as formative and authentic assessments. Alazemi (2024) found that the application of AI-based formative assessment significantly increased the development of reading comprehension progress, as well as various positive psychological aspects—such as online academic enjoyment, personal best goals, and academic mindfulness—which reflect increased student motivation and involvement. Similarly, Ramdhani et al. (2024) emphasize that formative assessment significantly contributes to enhancing students' comprehension of learning materials, involving critical thinking skills, elevating learning motivation, and increasing active engagement in the learning process. Moreover, the application of authentic assessments can assist EFL students by promoting their confidence, autonomy, and self-regulation (Ismail et al., 2023). Although these approaches have been widely investigated, their application in the classroom still encounters various obstacles, such as limited time, inadequate training, and curriculum demands (Satmawati, 2025).

In addition, research also reveals that assessment practices cannot be separated from the social and cultural context of the classroom. The implementation of formative assessment is strongly influenced by the context of assessment policies and school culture, the available support and environment, and teachers' competence, experience, and perspectives, which must be aligned with students' characteristics (Lee & Mahmud, 2023; Terefe, 2025). Monteiro et al. (2021) also stated that teachers' perceptions of assessment greatly influence how they assess students' learning processes and outcomes in the classroom. Thus, to understand assessment practices holistically, an approach that is able to explore teachers' experiences and practices in an authentic context is needed.

In the context of reading assessment, the sociocognitive approach provides a more comprehensive perspective by perceiving reading as a process that involves interaction between the reader, the text, and the task. This approach not only emphasizes the cognitive aspect but also considers social and contextual factors in the reading process. Cotrus et al. (2013), through the concept of dynamic assessment, also emphasize the importance of viewing assessment as a dynamic and interactive process, rather than just static measurement. In addition, the integration of assessment and learning through scaffolding, collaborative learning, and self-assessment has been proven to improve reading skills while reducing students' anxiety (Ibrahim et al., 2023).

However, most previous research has focused more on the effectiveness of particular approaches on student learning outcomes, so it is still limited in exploring how assessment practices are actually implemented by teachers in the classroom. Ismail (2023), for example, examines students' self-regulated learning, autonomy, and self-efficacy regarding authentic assessment, but has not explored in depth the practices of teachers in implementing it. Derakhshan and Ghiasvand (2022) and Lei and Lei (2025) highlight teachers' perspectives and difficulties in assessment, but have not deeply explored the implementation of sociocognitive reading assessment in the EFL classroom setting.

This reveals a clear research gap between modern assessment theory—particularly sociocognitive reading assessment—and real classroom practice. Most studies are still quantitative or focused on learning outcomes, while in-depth exploration of teachers' practices in implementing sociocognitive-based assessments is limited. Therefore, this research is important to understand how EFL teachers apply sociocognitive reading assessment in their learning practices, as well as the influencing factors and challenges faced in its implementation.

Based on this description, this study aims to explore teachers' practices in implementing sociocognitive reading assessment in EFL classrooms. This research is expected to contribute not only to the development of assessment theory but also to more effective and meaningful learning practices, particularly in improving students' comprehensive reading skills at SMP Negeri 10 Sinjai.

2. Literature review

Recent research in English as a Foreign Language (EFL) education emphasizes a move away from traditional assessment toward more dynamic methods. Sociocognitive approach focus on combining cognitive processes and social interaction in reading evaluation. This shift emphasizes how teachers design, understand, and apply assessment procedures in actual classroom environments.

Study on teachers' assessment practices indicates that teachers have different perspectives on assessment.

It includes formative and summative objectives. Guo (2025) found that EFL educators demonstrate varied assessment perspectives. These perspectives were influenced by institutional requirements and students' proficiency levels. Teachers commonly integrate formative and summative approaches, which directly affect the assessment of reading skills in classrooms. This reveals that teachers' beliefs significantly influence sociocognitive assessment methods, primarily in understanding students' reading comprehension.

Based on a sociocultural perspective, Nufus et al. (2025) highlights that social interactions, support systems, and contextual factors significantly determine assessment methods. It shows that experienced teachers frequently use formative assessment through interactive feedback and cooperative learning. These methods aligned with sociocognitive concepts like Zone of Proximal Development (ZPD).

Novice teachers on the other hand tend to rely on more to outcome-based assessment or traditional methods. This gap indicates that sociocognitive reading assessment demands not only theoretical understanding but also pedagogical experience and training. It aligns with Nguyen et al. (2023) that teachers' assessment methods in the classroom remain primarily rely on conventional testing techniques. It is caused by several challenges faced by the teachers. The sociocultural challenges faced by the teachers including institutional policies and cultural expectations. It is the tension between policy expectation and classroom condition which hinders the implementation of innovative assessment practices.

In reading context, Alzahrani and Almalki (2025) reveal that EFL teachers apply various teaching and evaluation methods that reflect both cognitive activities such as understanding and decoding and teaching methods such as motivation, and involvement. However, there is significant variability in implementing these practices and inconsistent application of sociocognitive principles throughout classrooms. This variation implies that teachers have not developed a systematic structure to effectively implementing sociocognitive reading assessments.

Furthermore, Studies on language assessment literacy (LAL) highlights the importance of teacher competence in assessment. Nurisma et al. (2025) found that novice and experienced teachers have different approaches to reading assessment, especially within online learning settings. Experienced teachers show greater adaptability and reflective approaches, whereas inexperienced teachers find it challenging to align assessment activities with learning objectives. This indicates that sociocognitive assessment requires a comprehensive understanding of assessment, including the ability to create tasks that reflect both cognitive and social aspects of reading.

Faziah et al. (2025) reveal that effective reading instruction integrates scaffolding, interactive questioning, and comprehension strategies which align with sociocognitive approaches. The assessment should be integrated into teaching process rather than treated as a separate activity. These integration remains as a continuous classroom interaction in teaching process. Rozimela et al. (2025) also demonstrates the significance of reflective teaching in improving teachers' teaching and assessment methods. Teachers who reflect before, during, and after lessons can more effectively assess student learning and adjust their evaluation methods as needed. This is consistent with sociocognitive viewpoints that regard assessment as an ongoing and dynamic process.

3. Research method

3.1. Research design

This research uses a qualitative approach with a case study design. The qualitative approach was chosen because this study aims to explore in depth the practice of teachers in implementing sociocognitive reading assessment in EFL classrooms in a real context (Creswell, 2019). Case studies are used because they allow researchers to understand phenomena holistically in a particular setting, especially in classroom assessment practices. This approach emphasizes understanding the meaning, experience, and practice carried out by teachers, so that it is in accordance with the objectives of exploratory research.

3.2. Research participants

This research was conducted at SMP Negeri 10 Sinjai which implements learning English as a foreign language (EFL). The study participants consisted of:

- English teachers (EFL teachers) who actively teach reading
- Number of participants: 3 teachers
- Participant criteria: Have at least 2 years of reading teaching experience, Have used assessments in reading learning, and willing to be a research participant.

The selection of participants was carried out by purposive sampling technique, which is to select the subjects that are considered most relevant to the research objectives..

3.3. Research instruments

Lincoln and Guba (1985) stated that triangulation is one of the important strategies in qualitative research to strengthen the credibility and validity of data interpretation. The data in this study was collected through the following techniques:

- Observation sheet, this instrument uses a checklist to record assessment practices in the classroom which Focus on the sociocognitive aspects of reading.
- Interview guide, it contains open-ended questions related to teacher assessment practices.
- Documentation Checklist, it was used to identify the types and forms of assessment.

3.4. Procedures of data collection

In collecting the data, the researcher used the following procedures, such as:

- Observations were carried out to directly observe teachers' practices in implementing reading assessments in the classroom. Observations were focused on: type of assessment used, interaction between teachers, students, and texts, and implementation of sociocognitive aspects (reader–text–task). Observation is carried out 3 times per teacher and uses observation sheets as a guide.
- Interviews were conducted in a semi-structured interview to explore: teachers' understanding of reading assessment, practice done in the classroom, factors influencing the practice, and challenges faced by the teacher. Interviews were recorded and transcribed for further analysis.
- The documents collected include: assessment instruments (tests, assignment, rubrics), lesson plan, and teaching materials. Documentation was used to strengthen the data from observation and interviews.

3.5. Technique of data analysis

The data analysis in this study uses a thematic analysis approach to identify, interpret, and organize patterns of meaning that emerge from the research data. This approach was chosen because the research focuses on an in-depth understanding of teachers' practices in implementing sociocognitive reading assessments in EFL classrooms, the factors that influence its implementation, and the challenges faced by teachers in the practice.

The research data was obtained through classroom observation, semi-structured interviews, and document analysis. The analysis process was carried out gradually and systematically following the Miles, Huberman, and Saldaña models which included data condensation, data display, and conclusion drawing/verification. At this stage, all data from observations, interviews, and documents are transcribed and read repeatedly to gain a comprehensive understanding of the content of the data. The researcher then conducts the coding process by marking the parts of the data that are relevant to the focus of the research. The data that has been categorized is then presented in the form of descriptive narratives, thematic tables, and interview excerpts to facilitate data interpretation. The last stage is carried out by drawing conclusions based on the data patterns that emerge. The researcher verifies the data through triangulation of sources and techniques to ensure the validity of the research findings. Triangulation was carried out by comparing data from observations, interviews, and learning documents.

4. Results

Based on data obtained through semi-structured interviews, classroom observations, and document analysis, the findings of this study are categorized into three main elements, namely: (1) teachers' practices in implementing sociocognitive reading assessment, (2) factors influencing teachers' practices, and (3) challenges faced by teachers. The results of the study indicate that although teachers have attempted to implement a sociocognitive approach, its implementation is still influenced by various contextual conditions.:

4.1. Interview findings

4.1.1. Teachers' practices in implementing sociocognitive reading assessment

The results of the study showed that the three teachers implemented various assessment strategies that reflect sociocognitive principles, namely combining cognitive processes with social interactions and real contexts.

4.1.1.1 Use of varied and interactive assessment tasks

Extract 1 – T1, interview

"I don't only use multiple-choice questions because I think they only show whether students know the correct answer or not... So, I often ask students to find the main idea, summarize the text in their own words, and answer open-ended questions."

Extract 2 – T2, interview

“...I also include activities like group discussions, role-playing, and short written responses”

Extract 3 – T3, interview

“I usually assess students through different types of tasks, such as identifying key information, making conclusion, and connecting the text to their own experiences. I also use project-based tasks where students analyze a text and present their understanding.”

All teachers used not only multiple-choice questions but also more complex forms of assessment. T1 used tasks such as determining the main idea, summarizing the text, answering open-ended questions, and explaining sections of the text in their own words. T2 used group discussions, role-plays, and short written responses to assess students' understanding and communication skills. Meanwhile, T3 used project-based assignments, text analysis, and student-generated questions. These findings indicate that teachers strive to assess higher-order thinking skills, such as analysis, interpretation, and reflection, rather than simply measuring memorization.

4.1.1.2 Relating texts to students' experiences

Extract 4 – T1, interview

“Before we start reading, I usually ask some simple questions related to the topic. For example, if the text is about school rules, I ask them about their own experiences with rules at school. ”

Extract 5 – T2, interview

“I usually choose topics that are familiar to them, like school life or local culture.”

Extract 6 – T3, interview

“I often ask students to relate the text to their own experiences.”

The teacher also strives to connect the texts to students' prior experiences and knowledge. T1 begins the lesson with questions related to students' experiences. T2 selects texts relevant to students' lives, such as local culture and school life. T3 asks students to connect the text's content to their personal experiences. This demonstrates that reading comprehension is not only individual but also influenced by the social context and students' experiences.

4.1.1.3 Process-based assessment and feedback

Extract 7 – T1, interview

“I don't just look at whether the answer is correct or not. I pay more attention to how they explain their ideas. ”

Extract 8 – T2, interview

“I look at how they explain their ideas, how they show evidence from the text, and how clearly they express their understanding. So, I focus on their thinking process, not just right or wrong answers.”

Extract 9 – T3, interview

“I evaluate students based on their ability to analyze and reflect on the text, not just whether their answers are correct or incorrect. I pay attention to how well they understand the message of the text.”

Teachers emphasize students' thinking processes rather than right or wrong answers. T1 assesses students based on how they explain ideas and reflect. T2 uses a rubric that assesses explanations, evidence from the text, and clarity of ideas. T3 provides in-depth feedback to support students' reading strategies. In addition, teachers involve students in the assessment process through discussion, self-reflection, and peer assessment.

4.1.1.4 Use of authentic materials

Extract 10 – T1, interview

“I try to use texts that are close to their daily life, like short messages or announcements, so they can relate the reading to real situations.”

Extract 11 – T3, interview

“I also try to use authentic materials, such as online articles or short stories, and ask students to respond in ways that relate to real-life communication.”

Teachers use authentic texts such as online articles, short stories, and everyday life texts. T1 uses texts such as short messages and announcements, while T3 uses online articles relevant to real life. This makes the assessment more meaningful and contextual.

4.1.2. Factors influencing teachers practice

4.1.2.1 Curriculum and school policies

Extract 12 – T1, interview

“...the last challenge is the curriculum. Because I have to allow that but sometime the material is not suitable with the student need...Besides that, school policies also affect what I do.”

Extract 13 – T3, interview

“I also try to use authentic materials, such as online articles or short stories, and ask students to respond in ways that relate to real-life communication.”

The curriculum is the primary reference in designing assessments. T1 stated that she must align assessments with school standards and policies. While providing structure, the curriculum can also be a limiting factor in teachers' flexibility in developing more exploratory sociocognitive assessments. This demonstrates the tension between standardization and pedagogical innovation.

4.1.2.2 Students characteristics and needs

Extract 14 – T1, interview

“...Some students can understand texts easily, but others still struggle. So, it is difficult to design one assessment that fits all students.”

Extract 15 – T2, interview

“Students' abilities are also very different. Some students, especially those with lower ability, need more support.”

Extract 16 – T3, interview

“Students' abilities also create challenges. High-achieving students usually enjoy these kinds of tasks, but lower-achieving students may feel less confident, which can affect their participation in class.”

Differences in student abilities and characteristics significantly influence assessment design. T1 addresses differences in student ability levels within a class. T2 emphasizes student motivation and participation, while T3 highlights differences in student learning styles.

4.1.2.3 Teacher understanding of sociocognitive assessment

Extract 17 – T1, interview

“Before, I focused more on correct answers. But now, I understand that reading is not only about getting the right answer. It is also about thinking, interpreting, and connecting ideas.”

Extract 18 – T2, interview

“I try to include more interactive and meaningful activities, where students can use their background knowledge and share their ideas.”

Extract 19 – T3, interview

“My understanding is that reading is not only about mention the words, but also about understanding meaning in context.”

Teachers' understanding significantly influences learning practices. T1 stated that she now places greater emphasis on understanding and interpretation, rather than simply correct answers. T2 and T3 also understand reading as an interactive process involving critical thinking and social context.

4.1.2.4 Resource availability and classroom conditions

Extract 20 – T2, interview

“...if I have access to technology, I can use digital texts and more interactive activities. But if resources are limited, I need to be more creative with the materials I use.”

Extract 21 – T3, interview

“Classroom conditions can also be a challenge. Limited resources, such as a lack of additional reading materials, can affect the quality of assessment activities.”

The availability of learning resources and classroom conditions also influence implementation. T2 mentioned that the use of technology can enhance interactive learning, while T3 highlighted the limited availability of reading materials. Large class sizes also pose a challenge for all teachers.

*4.1.3. Challenges in implementing sociocognitive reading assessment**4.1.3.1 Time constraints***Extract 22** – T1, interview

“Time is also a big problem. These tasks need more time because students have to read, think, and write their answers. Sometimes, I cannot finish everything in one lesson.”

Extract 23 – T2, interview

“Another challenge is time. Giving feedback takes a lot of time because I need to read students’ answers carefully and give meaningful comments, unlike multiple-choice tests.”

Extract 24 – T3, interview

“With limited class time, it is not always easy to include all parts of sociocognitive assessment, such as discussion, reflection, and analysis.”

All teachers stated that sociocognitive assessments require more time than traditional tests. Sociocognitive assessments require more time because they involve discussion, reflection, and feedback. This indicates a conflict between the demands of a target-based curriculum and the needs of a processual assessment.

*4.1.3.2 Differences in students ability***Extract 25** – T2, interview

“Some students, especially those with lower ability, need more support.”

Extract 26 – T3, interview

“Some students actually understand the text, but they find it difficult to explain their thoughts clearly.”

Students with low ability often struggle with critical thinking tasks and explaining ideas. T2 mentioned that some students needed additional guidance, while T3 highlighted students’ difficulties in expressing their understanding.

*4.1.3.3 Difficulties in assignment design and assessment***Extract 27** – T1, interview

“Some students can understand texts easily, but others still struggle. So, it is difficult to design one assessment that fits all students.”

Extract 28 – T3, interview

“...They often find it difficult to answer open-ended questions or express their ideas, so I need to guide them more.”

Teachers experience difficulties in designing appropriate assignments and objectively assessing open-ended responses due to the high variation in student responses.

*4.1.3.4 Limitation of professional training***Extract 29** – T2, interview

“There are also external challenges, such as limited training or professional development. Not all teachers are familiar with sociocognitive assessment, so it can be difficult to apply it effectively.”

T2 stated that not all teachers received training on sociocognitive assessment, so implementation is still suboptimal. Lack of training has resulted in implementation remaining intuitive. This indicates that assessment transformation cannot rely solely on individual teacher initiative but requires systemic support in the form of ongoing training.

4.2. Observation findings

Based on the classroom observation sheets, the findings indicate that the teachers implemented several sociocognitive reading assessment practices in the classroom. The observations focused on three main aspects: (1) the types of assessment used, (2) the interaction between teacher, students, and texts, and (3) the implementation of sociocognitive aspects involving reader–text–task relationships.

4.2.1. *Types of assessment used*

The classroom observations showed that the teachers used a variety of assessment methods during reading activities. Both teachers (T1 and T2) combined traditional and alternative assessment forms, including multiple-choice questions, open-ended questions, interpretation-based tasks, and authentic assessment activities such as discussions and reflections. The teachers also integrated higher-order thinking skills by asking students to analyze, interpret, and infer meaning from the texts. The assessment activities were aligned with the lesson objectives, and the teachers provided clear instructions before students completed the tasks. These findings suggest that the teachers attempted to move beyond traditional testing practices and implement more meaningful reading assessments that emphasize comprehension and critical thinking.

4.2.2. *Interaction between teacher, students, and texts*

The observations revealed that classroom interaction was generally student-centered and interactive. The teachers actively guided students in understanding the texts and encouraged them to participate in classroom discussions. Students responded to teacher questions, shared their opinions, and engaged with the reading materials actively.

The teachers frequently asked comprehension and critical-thinking questions to stimulate students' interpretation of the texts. Students were also encouraged to connect the texts with their own personal experiences and real-life situations. These practices reflect the sociocognitive perspective that reading comprehension develops through interaction between readers, texts, and social contexts.

For example, during the observation of T1's class on announcement texts, the teacher combined comprehension questions with collaborative discussion and contextual interpretation tasks. Similarly, in T2's class on narrative texts, the teacher asked students to justify their answers and consider alternative interpretations during classroom discussions. These activities supported collaborative learning and deeper text comprehension.

4.2.3. *Implementation of sociocognitive aspects (reader-text-task)*

The observation findings also indicate that the sociocognitive components of reading assessment were implemented in classroom activities.

4.2.3.1 *Reader aspect*

Students were observed using prior knowledge to understand the texts and applying different reading strategies during the learning process. In addition, students demonstrated critical thinking when answering interpretive questions and participating in discussions. These findings show that reading activities were designed to engage students cognitively rather than focusing only on literal comprehension.

4.2.3.2 *Text aspect*

The texts used by the teachers were appropriate to students' proficiency levels and contained meaningful contextual content related to students' daily lives. The texts also supported comprehension and analysis activities, allowing students to interpret ideas and discuss meanings collaboratively.

4.2.3.3 *Task aspect*

The tasks given by the teachers required students to go beyond literal understanding. Students were asked to interpret information, make inferences, and relate the texts to real-life situations. The tasks also reflected authentic reading purposes, such as understanding announcements and interpreting narrative texts in meaningful contexts.

4.2.4. Strengths and challenges observed

The observations identified several strengths in teachers' practices. The teachers actively facilitated classroom interaction by asking probing questions, encouraging collaborative discussion, and providing constructive feedback to students. The sociocognitive reading assessment practices supported student participation and promoted deeper comprehension of the texts.

However, several challenges were also observed during classroom implementation. Some students had limited vocabulary knowledge, which affected their ability to understand and interpret the texts critically. Teachers experienced difficulties encouraging all students to provide deeper interpretations and critical responses during discussion activities.

The classroom observations indicate that the implementation of sociocognitive reading assessment in the observed EFL classrooms was generally good. The teachers demonstrated efforts to integrate cognitive processes, social interaction, and contextual understanding into reading assessment practices.

5. Discussions

The research findings reveal that EFL teachers have started to implement the principles of sociocognitive reading assessment by employing interactive, authentic, and process-oriented tasks. This indicates a shift from traditional to more meaningful and comprehension-based assessments. These results are consistent with recent studies that emphasize that reading is a complex process that requires a variety of cognitive and social skills, not just decoding text (Kushki & Nassaji, 2024). Thus, reading assessment is no longer considered a measure of end results, but rather as part of a dynamic learning process.

However, implementation still faces various obstacles, particularly related to time, student numbers, resource limitations, and differences in student abilities. This situation highlights a gap between the ideal notion of sociocognitive assessment and actual practice.

In addition, teachers' knowledge of sociocognitive assessment ideas has been shown to be a critical factor for its effective implementation. Teachers with higher levels of assessment literacy are better able to design tasks that encourage critical thinking, social interaction and student reflection. This is consistent with the notion of assessment literacy where teachers' knowledge and skills in designing, implementing and using assessment results for learning significantly impact assessment quality (Wang et al., 2023). In other words, sociocognitive assessment without adequate understanding may become a technical practice with no deep pedagogical meaning.

Therefore, ongoing teacher professional development, curriculum flexibility, and institutional support are needed for the more effective implementation of sociocognitive reading assessment in EFL classrooms.

The results from classroom observations also support the interview results, demonstrating that teachers tried to use sociocognitive reading assessment principles in their actual classroom practices. The observations revealed that teachers used different assessment strategies including open-ended questions, interpretation activities, discussions and authentic activities. These results support the idea that successful reading assessment should measure students' cognitive processes, interpretation skills, and social interaction rather than just correctness. This is in line with Kushki and Nassaji (2024) who state that reading comprehension is a complex cognitive and social process.

The observations also showed that classroom interaction was important in helping students' reading comprehension. Teachers supported students in engaging actively in the discussions, providing reasons for their answers and connecting texts to their own experiences. This finding is consistent with the sociocognitive notion that meaning is negotiated through interaction among readers, texts, and social context. The use of collaborative discussions and contextual tasks is also aligned with Ibrahim et al. (2023) who stated that scaffolding and collaborative learning can improve the students' reading comprehension and engagement.

Furthermore, observations indicate that teachers have attempted to integrate higher-order thinking skills into reading assessment activities. Students are encouraged to analyze texts, make interpretations, and draw conclusions that go beyond literal understanding. This demonstrates that teachers assess not only students' ability to understand factual information but also their ability to think critically and connect ideas within the text. These practices reflect the principles of formative and learning-oriented assessment, which support a more in-depth learning process.

Observations also revealed several challenges in implementing sociocognitive reading assessment. Some students struggled to critically express their ideas and interpretations due to their limited vocabulary and English skills. Teachers also faced challenges in encouraging all students to actively participate and provide deeper interpretations during discussions. These findings support previous research suggesting that the implementation of sociocognitive assessment is influenced by student abilities, classroom conditions, and teacher preparedness (Nufus et al., 2025; Nurisma et al., 2025). In addition, the observations revealed that although teachers attempted to implement interactive and student-centered assessment practices, some activities still required significant teacher guidance.

Observations showed that although teachers had implemented more interactive and student-centered learning, some activities still required quite intensive guidance and scaffolding from the teacher. This suggests that the implementation of sociocognitive reading assessment requires ongoing support to enable students to optimally develop critical thinking and text interpretation skills.

The observation results confirm that sociocognitive reading assessment can support more meaningful, interactive, and contextual reading learning in EFL classrooms. However, effective implementation requires improved teacher assessment literacy, adequate classroom support, the availability of learning resources, and ongoing professional training to enable teachers to design and implement sociocognitive assessments more optimally.

6. Conclusions and suggestions

6.1. Conclusions

Based on the results of the study, it can be concluded that English teachers in EFL classes have tried to apply the principles of sociocognitive reading assessment through the use of interactive, authentic, and process-oriented assignments. The teacher not only assesses the correct or incorrect answers, but also pays attention to the students' ability to understand, interpret, analyze, and relate the text to their own experiences. Forms of assessment such as open-ended questions, group discussions, reflections, role-play, and project-based assignments show a shift from traditional assessments to more meaningful and contextual assessments. In addition, the interaction between teachers, students, and texts in the learning process also supports the development of students' critical thinking skills and reading comprehension.

The results of the study also show that the implementation of sociocognitive reading assessment is influenced by several factors, such as curriculum and school policies, student characteristics, teachers' understanding of sociocognitive assessments, and the availability of learning resources and classroom conditions. Teachers' understanding of the concept of sociocognitive assessment is an important factor in determining the quality of assessment implementation in the classroom. Teachers who have a better understanding tend to be able to design reading activities that are more interactive, reflective, and support students' high-level thinking skills.

However, the implementation of sociocognitive reading assessments still faces various challenges. Limited learning time, differences in students' abilities, difficulties in designing and assessing open assignments, and lack of professional training are the main obstacles in its implementation. Some students also still have difficulty in presenting ideas critically due to limited vocabulary and English skills. Therefore, the implementation of sociocognitive reading assessments requires continuous support so that it can be optimally applied in reading learning in the EFL classroom.

6.2. Suggestions

Based on the results of the research, there are several suggestions that can be given:

- a. For English teachers, English teachers are advised to continue to improve their understanding and skills related to sociocognitive reading assessments through training, workshops, and other professional development activities. Teachers also need to develop a variety of reading assignments that are more authentic, contextual, and encourage students' active involvement in the learning process.
- b. For school and education policy, schools and education policy makers are expected to provide greater support for the implementation of sociocognitive assessments, such as providing adequate learning resources, supporting the use of learning technology, and providing flexibility in the implementation of curriculum and assessments in the classroom. Institutional support is essential to help teachers implement more innovative, student-centered assessments.
- c. For further researchers, further research is recommended to involve a larger number of participants and a more diverse school context in order to obtain a broader picture of the implementation of sociocognitive reading assessments in EFL classrooms. Future research can also explore the influence of sociocognitive assessments on improving students' critical thinking skills, reading skills, and motivation to learn more deeply.

Declaration of conflicting interest

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